THE IMPACT OF LEARNING SOME BASIC SWIMMING SKILLS ON FEAR LEVEL DEGREE AMONG PHYSICAL EDUCATION STUDENTS

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Abstract

The study aimed to determine the impact of learning some basic swimming skills on the fear level degree among physical education students in Kadoorie University. To achieve this, the researcher followed the quasi-experimental method using a fear's questionnaire associated with learning to swim in order to measure the fear level degree in the aqueous medium. The simple randomly selected and included (67) male students registered for the swimming course (1), who have no previous experience in swimming. Results of the study showed that there is positive impact for learning the proposed basic swimming skills on the fear level degree in the aqueous medium, the fear level degree has reduced after learning basic swimming skills in terms of the arithmetic average of the fear level degree in pre measurement is (3.75) , but in post measurement is (1.63), the average difference between the two measurements pre and post was positive (2.11) which shows that learning basic swimming skills have positive effect in reducing of average fear degree among students. The researcher recommended using and learning the proposed basic swimming skills to help reduce the level of fear associated with aqueous medium, benefit from the student's self-confidence that resulting from learning swimming skills in improving the learning process and increase the effectiveness of swimming lessons in order to increase the swimming practices field.

Key words: Basic Skills, Swimming, Level of Fear.

1. INTRODUCTION

The process of learn swimming humanitarian message and mandatory duty on everyone to learn and teach to others. He will able to maintain his life and save others from drowning. Also playing in the aqueous medium is grainy way for kinetic development, so that every human being has the ability to swim and learn skills at an early age. However, anyone practiced sport of swimming maybe suffered to negative attitudes cases, which affect him directly, that resulting in some cases, such as recipe psychological fear which is usually accompanied by psychological and physiological changes beyond the control of the individual. This case defines by (Anan,1995,157) it is one of the important emotions, and it is most important phenomena that affect the performance of the learners, and that this effect may be positive push them to do more or negatively hamper performance. This is motivation anxiety which refers to facilitate the performance and inhibitor anxiety which refers to the obstructed performance. (Annan, 1995, 272)

Problem of study:

Swimming is one of the sporting events that are unique to a private from the rest of sports condition, which do in aqueous medium, and is the basic skills of the pool first base to learn to swim and without mastery of the individual can not engage in any activity in the aqueous medium. Through researcher's experience in teaching of swimming, He observed that the manifestations of fear when the students during swimming lessons such as emotions that are accompanied by some physiological changes and physical appearances, where the phenomenon of fear caused problems for students, which affects the level of academic achievement, represents in success or fail in the swimming course or on the level of performance skills. From here came the idea of a researcher of this study, where the problem centered study to know the impact of learning basic swimming skills to get rid of fear in the aqueous medium with physical education students.

Objective of study:

To determine the effect of learning basic swimming skills to get rid of fear in the aqueous medium with physical education students.

Question of study:

What is the impact of learning some basic swimming skills on the fear level degree of physical education students?

2. METHOD AND PROCEDURES :

Method of Study:

The researcher used quasi-experimental method with per and post measurements, it is appropriate with this study.

Population of study:

The Sample of study included of physical education students in Department of Physical Education, Palestine Technical University- Kadoorie, Palestine for the academic year 2014/2015, consisted of (236) male and female students.

Sample of study:

Sample of study randomly selected and included of (67) students registered in swimming course (1) in summer semester, who have no previous experience in swimming, where they were to exclude students who have previous experience, study has been applied in the period 21/07- 28/08/2015, before starting of learning as a pre scale and after the completion of the final practical exam as a post scale.

Tool of study:

The researcher used to measure the level of the degree of fear in the aqueous medium questionnaire fear associated with learning to swim, he used (Hayek & Jabber, 2004), which included (20) phrases, it has been conducting scientific transactions have (honesty, and consistency), reaching degree the overall stability (85%), a degree of stability to meet the objectives of the current study. It also distributed the steps of responding (5-1) according to include the card Pentagram as follows: I am afraid very much (5) degrees, I fear greatly (4) degrees, I am afraid moderately (3) degrees, fear degree a few (2) degrees, and I fear very few (1) degree.

Basic swimming skills:

Basic swimming skills units included as (Abu Tame, 2007, 200) mentioned of six weeks that consisted three learning units per week, (60) minutes for each learning unit, spread over all of the introductory section (warm-up exercises), the main part (learning activity, and activity applied), and the final part (free activity, and leave), as follow:

- Confidence and cope with the aqueous medium include: identification of the aquatic environment, go down under the water's surface with self-mute and open eyes, move back and forth, the two men jumping into the water and the head of different heights.

- Buoyancy skills include: buoyancy balling (lamp), horizontal buoyancy on the abdomen, horizontal buoyancy on the back, standing position of buoyancy on the belly, put stand of buoyancy on the back.

- Slip into the water rush by: Push the bathroom floor or wall, attached payment slip on the abdomen, attached payment slip on the back.

- Skill timing of breathing "vertical attachment to the body" is one of the introductory skills that accelerate learning to swim useful ways, teaching them to be educated after reassuring to his mastery of the skill of the slide and the conditions of the various buoyancy. (Rateb 0.1999, 97)

- Progress by moving the Parties and include: horizontal buoyancy on the abdomen / back and move with the two men.

- Skill to stand in deep water "is one of the basic and important to contribute to the security and safety of the learner skills."

- Jump in the water (normal start) Includes: Dive of sitting on the edge of the tub mode, diving from the focal position on the knee, vertical jump into the deep water, jumping in the form of balling.

- Dog's swimming .

- Primary back swimming.

Variables of study:

- Independent variable: basic swimming skills.

- Dependent variable: level of fear degree in the aqueous medium.

3. RESULTS AND DISCUSSION:

To answer the study question, which states: What is the impact of learning some basic swimming skills on the degree of fear level of specialization of Physical Education students were finding the arithmetic mean and standard deviation and the value of (T-test) of the samples correlated to significant differences between the pre and post application to measure the fear associated with learning to swim to members of the sample The results (Table 1) shows that, while the Table (2) the total score of the level of the degree of fear in both the pre and post measurement:

Table (1) Mean and S.D for significance of differences between pre and post measurement results per each paragraph of the scale.

Sr.	paragraph	Pre (N=67)		Post (N=67)		T-test	P-Value
		Mean	S.D	Mean	S.D		
1	Invitation to learn to swim by friend or trainer.	2.50	1.13	1.83	0.82	8.97	0.000
2	Go in the river cruise or sea	3.76	1.11	2.20	0.96	11.85	0.000
3	Stop as a result of fatigue while swimming in deep water.	4.41	0.67	1.14	0.46	16.73	0.000
4	Sitting on the edge of the swimming pool in the deep part and put the legs in the water.	2.76	1.08	2.14	1.07	11.30	0.000
5	Trip in a small boat with person or people who do not know how to swim.	4.26	0.96	1.25	0.55	11.17	0.000
6	Eyes open under water while swimming.	3.58	1.18	1.74	0.78	14.45	0.000
7	Pick up things from the edge of the bathroom from the deep region.	4.26	0.93	1.31	0.72	16.88	0.000
8	Pick up things from the edge of the bathroom of the shallow area.	2.98	1.34	1.82	0.95	9.72	0.000
9	Invitation from a friend or friends have never been swimming with them for the descent of the water.	4.26	0.86	1.28	0.59	16.56	0.000
10	Standing in shallow water with splashes of water sharing with friends.	2.85	1.30	1.91	0.84	8.73	0.000
11	Walking up a ladder moving jump.	4.17	1.08	2.13	0.88	13.07	0.000
12	Swimming in the pool where there is no one else.	4.40	1.00	1.46	0.68	12.52	0.000
13	Jump to the water from moving up a ladder to jump high and one meter.	4.25	1.14	1.43	0.65	18.10	0.000
14	Swimming with people you do not know.	3.74	0.97	1.20	0.64	16.36	0.000
15	Looking at the deep water.	2.77	1.21	1.20	0.47	9.26	0.000
16	Jump by feet in a water depth of the shoulder.	3.40	1.32	1.55	0.74	12.39	0.000
17	Lost balance while walking in the water.	4.11	0.97	1.17	0.52	16.39	0.000
18	Dipping the head and body underwater.	3.29	1.39	1.64	0.86	10.97	0.000
19	Go down to the water is higher than head high.	4.43	0.74	3.02	0.69	18.28	0.000
20	Swim in the sea area where no clear vision of the bottom.	4.77	0.64	1.83	0.82	14.22	0.000

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Table (2) T-test results of the correlated samples for significance of differences   between pre and post measurement of fear scale associated with learning of swimming of sample

	Pre (N = 67)		Post (N = 67)		Mean difference		Degree freedom	T-test	P-value
	Mean	S.D	Mean	S.D	Mean	S.D			
Fear scale	3.75	0.55	1.63	0.34	2.11	0.68	66	25.09	0.000

* Statistically significant at the level (P≤ 0.05). T. spreadsheet (1.66) degree of freedom (66).

The table (2) Shows that the mean associated with fear questionnaire for learning of swimming has reached the pre measurement (3.75), with a standard deviation (0.55), while reached post measurement (1.63), with a standard deviation (0.34), and that the significance level equal to (0.000) It is less than (0.05), which indicates that there are differences statistically significant differences between the pre and post   measurements in favor of post   measurement. This result means that there is the impact of learning of basic swimming skills at the level of the degree of fear in the aqueous medium with the students of Physical Education, since the degree of fear It has reduced after learning of the proposed basic swimming skills. As the table shows that the mean difference between pre and post measurements were positive (2.11), and the value of (T-test) calculated is greater than the value of (T-test) spreadsheet (1.66) which is a function at a level (P≤ 0.05). Which demonstrates that the learning basic swimming skills had   an impact in alleviating the average of fear degree among students. Figure (1) clearly shows this result:
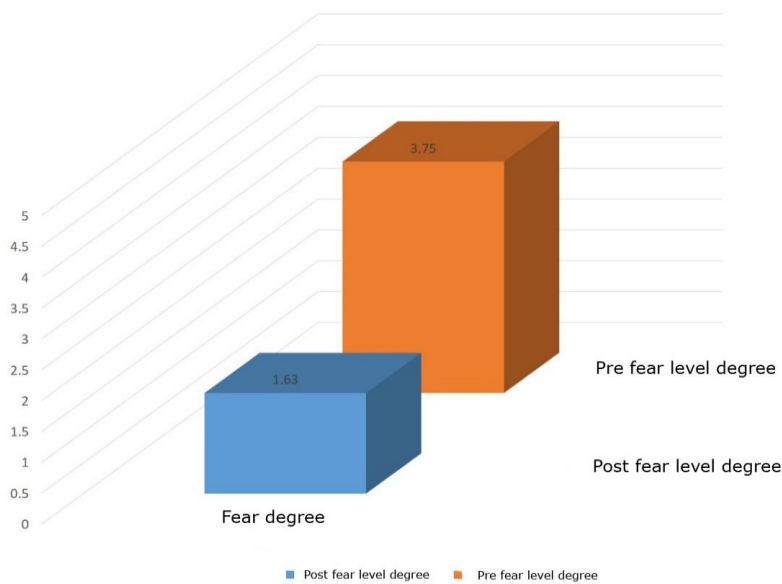

Figure (1) Pre and post of fear level degree

The researcher attributes this result to what is being observed while teaching basic swimming skills in terms of the students know information regarding the characteristics of the body in the aqueous medium as the learners know about characteristics of body in the water helps to reduce the degree of fear toward the aqueous medium. The focus on trust and familiarity with the water and the gradient exercises in the exercises from easy to difficult and from simple to complex and training in the shallow area and deep led to a feeling educated reassurance, which helped to significantly reduce the degree of fear of the aqueous medium and increase self-confidence. This is consistent with what indicated by each of the (Arabi and Jarar, 2006) and (Rizk, 2003) the swimming have a positive effect on the psychological point of view and which ones create emotional balance and the development of self-confidence, and is consistent with the recommended by the (Abu Tame, 2005) that need to develop self-confidence in students when learning of swimming and is consistent with the findings of the study (Abdulhadi and Ali, 1990) that there is a positive relationship between self-confidence and learning of swimming skills. The researcher believes that taking into account the psychological needs of learners and aptitudes and inclinations helped feeling reassured educated and safety. The control of the teacher's lessons and decision-making led to a feeling of reassurance educated, helping to their sense of security. In this (Alkatib and Aljanabi, 2002) that learning is at the beginning of swimming lessons from a teacher needs full control of the lesson and make decisions which helps the learner a feeling of security and safety. Also researcher believes that diversity and the proper use of buoyancy aids in teaching basic swimming skills had a positive impact, as has led to a sense of security and thus reduce the level

of the degree of fear of the water and increase self-confidence, and this is what he had reached (Abu Tame, 2007, 206) that the use of buoyancy aids in the teaching of basic skills pool has a positive impact on the learners where led to a sense of security and reduce the degree of fear of water and increased self which accelerated learning skills and confidence, and this confirms (Alket, 2004, 49) that the use of tools buoyancy aid helps to overcome the first shock of fear. The resort to the free activities and games led to the adaptation of learners and their enjoyment, and in this pointed (Alket, 2004,50) that the practice games increase the learners adapt and improve their concentration and their reactions to enjoy the swimming lessons. This result conformed with the result of study (Abu Tame, 2008, A), that the learn of swimming skills and competitive types leads to a low level of anxiety and the size of the students. And agreed with the findings of study (Abu Tame, 2008, B) that the learn of swimming and the kinds of competitive skills leads to the sense of beautiful feelings, and agreed with the result of the study (Abu Tame, 2007) that the learn basic swimming skills led to feeling learned students reassurance and reduce the degree of fear of the water and increase self-confidence, also agreed with the result of the study (Alhayek and Jabber, 2004) that the proposed tutorial in swimming led to reducing the level of fear degree which associated with learning of swimming.

4. CONCLUSIONS AND RECOMMENDATIONS:

Reference to results and discussion mentioned above, the researcher concluded that the level of fear degree has reduced after learning of basic swimming skills, which shows that learning of basic swimming skills has the effect of reducing the level of fear degree in the aqueous medium. The researcher recommends to learn the proposed basic swimming skills in order to reduce the level of fear degree associated with learning of swimming, the students' self-confidence must be aimed to improving the learning process and increase the effectiveness of swimming lessons to widen field of swimming practices, and conduct research and studies similar to help the discovery of methods and modalities of learning contribute to get rid of the fears associated with the aqueous medium.

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