

## **Sources of Psychological Anxiety among Students of the Course of Self-Defense Sports at the Faculty of Physical Education at Yarmouk University**

Mohammad M. Al- Hawari, Nehad M. Makhadmeh, Nabil Shamrokh, Ismaiel G. Mahmoud & Ibrahim mohammad harafsheh.

### **Abstract**

The study aimed to identify the sources of psychological anxiety among students of the course of Self-Defense Sports at the Faculty of Physical Education at Yarmouk University and the effect of sex variables and the level of scholastic year and the GPA. A stratified random sample of 117 male and female students were chosen. The researcher used the descriptive survey method. They also used a questionnaire consisting of 34 paragraphs distributed in four areas (psychological stress, awe of performance, psychological frustration because of students monitoring, and fear of failure). Thus, the validity and reliability were confirmed.

The result of the study showed that the degree of anxiety among students of the course of self-defense sports at the Faculty of Physical Education at Yarmouk University was a "high degree" for all fields with an average score (3.74). The results showed that there were no statistically significant differences attributable to the effect of sex in all fields except for fear of failure. The differences were in favor of males and the absence of statistically significant differences attributable to the impact of the school year in all fields and the total degree, with the exception of the awe field of performance. The differences came in favor of the second academic year or less and the absence of statistically significant differences attributable to the effect of estimating the GPA in all fields and in the overall degree.

**Key Words:** *Sources of Anxiety, Self-Defense Sports and Psychological Stress, grade point average (GPA).*

---

Yarmouk University, Faculty of Physical Education and the Hashemite University, Faculty of Physical Education and Sport Sciences.

### **Introduction**

An anxiety feature is an indication of the human interaction with their surrounding conditions and causes, which in turn may raise the pace of readiness towards achieving achievements or reduce the level of distinction in the theoretical and practical performance according to the

degree of response to surrounding influences. As well as anxiety is generally considered as an significantreason influencing sport performance(Kleine, D. 1990).

Self-defense games are considered important sports in the academic, competitive and recreational field. Students study them within the courses offered in their study plans at Yarmouk University. They need to prepare themselves well before and during performance taking in consideration the nature of the course in terms of the degree of difficulty when applying individual and vehicle skills in both defense and attack. Moreover, students need to focus and provide the best performance in the review of the kinematic sentences in self-defense sports. In other words, students are in need for psychological preparation to provide the best performance in basic combat and defense skills according to educational steps.

Anxiety occurs as a psychological phenomenon because of internal or external influences affecting the individual athlete during competition (and we know that everyone is anxious in difficult situations where unfamiliar and strong irritations appear. Man is able to overcome states of fear consciously. Scholars have paid this field great attention of study, which led them to reach conclusions due to the importance of the subject (Louis, 1989).

Some athletes face many situations that are directly and closely related to anxiety whether during athletic training or during sports competitions(Martens, R.&Vealey, R.&Bamon, B. 1990). What may connect each of the situations and events can have clear and direct effects on the athletes' behavior and the level of their capabilities and skills as well as their relationships with others(Allawi, 1998).

Anxiety is the state of arousal in which the individual is preparing to defend and preserve one's self. The state of arousal means that psychological stimulation which leads to the production of the individual's kinetic or intellectual energy as emitted from the interior to defend one's self being threatened or expecting a risk (Fawzi, 2003).

Sports anxiety is one of the important psychological variables that should be maintained and there is always a need to manage to invest it as a positive motivation to achieve the best sports results (Kazar and Jalal, 2009)

This study acquires its importance through identifying the sources of psychological anxiety among the study sample individuals in the courses of self-defense sports in the College of Education at Yarmouk University.In addition to identifying the differences in the variables according to (gender, level of the school year, the assessment of the cumulative average) in order to take advantage of them in presenting a distinguished scientific subject. Such subject does benefit both: faculty members, college administration, students, and quality control management at Yarmouk University.

### **The Study Problem**

Due to the accelerated scientific progress in the scientific fields, especially in the field of physical education and sports training in all its forms, the researchers' interest sparked students 'anxiety', during the implementation of the lecture on self-defense sports. Because of the concerns of a major role in the level of learning and students' education, which leads to progress and improve the product and the outputs of education, it is important that the education departments in the faculties of Physical Education study the causes of anxiety to find solutions and to promote the level of students in practice and theory. The problem of the study lies in identifying the sources of psychological anxiety among students of self- defense sports courses.

## **Research Questions**

1. What are the sources of Psychological anxiety for students of self-defense sports in The Faculty of Physical Education at Yarmouk University?
2. Are there statistically significant differences at the level of significance ( $\alpha \leq 0.5$ ) in the sources of psychological anxiety among students of self- defense sports courses in the faculty of Physical Education at Yarmouk University, according to the variables (gender, school year level, and GPA)?

## **The study sample and its description**

The study population consisted of students of the Faculty of Physical Education at Yarmouk University, who are enrolled in the course of Theories of Education and Training for Self-Defense sports, during the second semester of the academic year 2018/2019, where the total number of study community members reached (125) male and female students divided by sex to (73) male students and (52) female students.

It is a random stratified sample which includes (117) male and female students selected from the study community. Thus the sample ratio of the total study population is (93.6) divided into (66) male students, and (51) female students so the gender variable has been taken into account when selecting the study sample from male and female students as shown in table (1).

### **Honesty:**

The content of the scale was confirmed as authentic by displaying it to (7) arbitrators from the faculty members of the colleagues of physical education colleges in Jordanian universities. These arbitrators have expertise and experience in the subject of study. They were asked to express an opinion on the suitability of the paragraphs of the scale in order to measure the purposes for which they were set in terms of clarity, content, wording and language. In addition, they were asked to express an opinion about the appropriateness of the phrase for the axis that falls under it, as well as adding or deleting any phrases or any other suggestions they see fit that might enrich this study. As it was adopted (80%) to the extent of the consistency of the paragraphs that agree with the opinions of the arbitrators and delete paragraphs that did not achieve this percentage. Then the researchers collected and emptied the forms and exit them as used in the current study, and the tool settled in its final form on (34) paragraphs covering the four areas.

### **Study Tool:**

A questionnaire was developed to measure the sources of psychological anxiety among students of self-defense sport sources at the College of Physical Education at Yarmouk University. The theoretical literature and previous similar and related studies were examined. The questionnaire consisted of its initial form of (40) paragraphs. After an honesty process had been carried out, the tool was created in its final image of (34) paragraphs distributed over four areas:

1. The field of Psychological pressure includes 9 paragraphs.
2. The dreadful field of performance includes 8 paragraphs.

3. The field of psychological frustration because of observing students includes 8 paragraphs.
4. The field of fear of failure includes 9 paragraphs.

### **Statistical Processing:**

The researchers used the statistical package (SPSS) and the appropriate statistical treatment for the study questions, which are:

- To answer the first question, we used arithmetic averages and standard deviations.
- To answer the second question, 'T-test' was used.

### **Statistical Standard:**

The Likart five-step scale was adopted to correct the study tools. By giving each of its paragraphs one of the five grades: "With a very high degree(5), a high degree (4), a medium degree (3), a little degree (2), Very Little (1)

The statistical standard represents digitally (5, 4, 3, 2, and 1) respectively. Thus, the following scale has been adopted for the purposes of analyzing the results:

1.00-2.33:a few

2.34-3.67: average

3.68-5.00 : high

### **Results**

**The first question:** To answer this question, mathematical averages and standard deviations for the sources of psychological anxiety were extracted among students' of-self-defense sports courses.

Table (2) shows that the arithmetic averages ranged between (3.50-4.03). The field of fear of failure came in the first rank with the highest arithmetic average of (4.03) as Atkinson, J. W., & Litwin, G. H. (1960) found,while the field of awe of performance came in the last rank with an arithmetic average of (3.50). Yet, the mean of psychological anxiety as a whole was (3.74) Louis, et al., (2000).

The arithmetic averages and standard deviation for the study sample estimates were calculated on the items of each field separately, as they were as follows:

**Firstly:** The field of psychological stress Table (3) shows the arithmetic averages ranged between (3, 45-4.22), where paragraph (4)stated, "My Family cannot provide what I want,worries me" in the first place and my arithmetic average was (4.22), while paragraph No. (3) The text reads: I am concerned about the lack of interest of the course teacher in students during the lecture, "with the last rank and with an average score of (3.45). The mean of the field of Psychological stress as a whole was (3.75)Prapavessis, H. & Albert V. (1996).AS Rateb (1995) mentioned thataround (30%) of the scientific research conducted in Sport Psychology areas: anxiety and stress, because of its importance to athlete's trainers.

**Secondly:** The awe of performance.Table (4) shows the arithmetic averages ranged between (3.10-3.96 ) as paragraph (8) stated: "Failure to perform certain skills sometimes makes me feel frustrated" in the first place and my arithmetic average was (3.96). While paragraph (3)stated"I

am concerned about the lack of safety and security in the lectures, especially while performing difficult skills” at last rank with average score of (3.10). The mean of the awe of performance field as a whole was (3.50).

**Thirdly:**The field of psychological frustration because of colleague’s observation. Table (5) shows the arithmetic averages ranged between (3.03-4.21). As paragraph (8) stated: "I believe that lack of my confidence in my abilities during the performance, what leads me to failure application" in the first place with arithmetic average reached (4.21) , while paragraph (6) reads, "I am worried that some students have not been controlled during the lecture’ at the last rank, with an average score of (3.03) were the mean of the psychological frustration as a result of colleagues observation field as a whole was (3.63).

**Fourthly:** the field of fear of failure, table (6) shows that the arithmetic averages ranged between (3.71-4.26), as Paragraph number (2) stated, " I feel that I cannot tell anyone about the amount of fear I feel when performing" in the first place and my average reached (4.36), while paragraph (9) came and it reads: "Sometimes the fear of failure is a reality for me to provide what is better." In the last rank, with an average of (3.71), the mean for the field of fear of failure as a whole was (4.03).

**The second question:** To answer this question, mathematical averages and standard deviations for sources of psychological anxiety were extracted among students of self-defense sports courses at the College of Physical Education at Yarmouk University by gender variables, school year level, and grade point average. To show statistically the differences between mathematical averages, the table below illustrate this.

**Firstly: Sex:** Mathematical Averages, Standard Deviations, and (T) Test of Sex Impact on Sources of Psychological Anxiety among Students of Self-Defense Sports Courses. Table (7).

It is clear from Table (7) that there are no statistically significant differences ( $\alpha=0.05$ ) due to the effect of sex in all domains and in the overall degree except for the field of fear of failure and the differences came in favor of males.

**Secondly: The academic year:** From table (8), it is clear that there are no statistically significant differences ( $\alpha=0.05$ ) due to the impact of the school year in all fields and in the total degree, with the exception of the awe field of performance and the differences came in favor of the second year and less.

**Thirdly: GPA:** From Table (9), it is clear that there are no statistically significant differences ( $\alpha=0.05$ ) due to the effect of the grade point average estimate in all fields and in the overall degree.

## Discussion

Firstly, Discussion of the results related to the first question: The results of the study showed that the total score of the sources of psychological anxiety among students of self-defense sports

in the College of Physical Education at Yarmouk University has reached an average score of (3, 74) and a grade of "High". This opposed with Gal-Or, Y., & Tenenbaum, G. (1986) results who found that trait anxiety had no effect on performance.

The high level of anxiety among students in the course of self-defense sports is due to the lack of sufficient information about the comments of the course, and the fear of failure to achieve the best dynamic level of performance. Given the aspiration of students to obtain, the best possible mark is attributed to the lack of sufficient experience in dealing with individual combat sports, which in turn leads to a high level of anxiety because of the psychological pressures that most students suffer from.

The results of the study were similar to the Wilson and Scott (1994), and in the area of effect of anxiety and performance, they were similar to the study of Momani and Sabah (2008). The study differed in the degree of levels of anxiety with the study of Dolat (2008).

Secondly: Discussing the results connected with the second question:

**Sex variable:** The results of the study on the sex variable (male, female) showed that there were no statistically significant differences attributable to the impact of sex in all fields and in the overall degree except for the field of fear of failure. The differences came in favor of males, and this is attributable to the availability of an element of anxiety among male and female students with a degree High in all fields due to the lack of experience in the fields of life, and how to deal with the conditions and course of study in the university environment as Williams & Andersen (1991) found and Hanton and Jones (1997). In addition, there is a lack of psychological counseling in the university enough to provide guidance on an ongoing basis. The results showed that the field of fear of failure has achieved a statistical significance for males higher than females due to the high rate of emotional control in males, as well as the availability of life experience a little more than females. The results of the study were consistent with the study of Al-Nadawi (2005) and the study of Dolt (2002).

**The level of variable school year:** The results of the study on the level of variable school year, to the absence of statistically significant differences due to the impact of the school year in all fields and in college class except for the field of awe of the performance. They all came with certain differences in favor of the second school year or less, due to the availability of life experience in the review year students of a second year or less to psychological guidance more than students of the third year or more did. This is also due to the seriousness and interests of students in the second year or less on how to deal with the practical courses as self-defense, and their adherence to the instructions of subject. Moreover, because they have seriousness in more learning than third year and more, and the results of the study were similar to the study of Momani and Sabbah (2008), Hayajana study (2006), in addition to Stormon et al (2019) study the dental student at year 1 have same level of depression, Anxiety and stress not significantly different at year later.

#### **Cumulative average estimation variable:**

The results of the study of the cumulative average estimation variable showed no statistically significant differences attributable to the effect of the cumulative average estimate in all fields as well as the overall degree. Of course, this is due to the lack of effect of the cumulative average

estimate of the degree of anxiety among students, given the similarity of conditions in university environment in terms of adhering to the special instructions on the course of self-defense sports. Moreover, this is due to the frequent use of social media by students who do not practice what they learn outside of the lecture times, which leads to a high degree of anxiety for them due to the similarity of conditions. Despite the differences in the cumulative averages, the results of the study were similar to a study of Dolat (2002), but differed from the results of the study of Al-Nadawi (2005).

### **Conclusions:**

1. There is a high level of anxiety among students of the course of self-defense sports at the Faculty of Physical Education at Yarmouk University, with a "high" degree, with the arithmetic average reached (3.74).
2. There are no statistically significant differences attributable to the effect of the variables (gender, school year level, and grade point average) in all fields except for the field of fear of failure. The differences came in favor of males but on the field of dread from the performance, the difference came in favor of the second year.

### **Recommendations:**

1. Working to reduce the sources of psychological anxiety among students of the Faculty of Physical Education at Yarmouk University, there is a need to hold workshops and seminars on how to deal with sources of anxiety, such as fear of failure, psychological pressures, and awe of performance.
2. The focus by the college administration on reducing the sources of anxiety among students should involve increasing recreational activities and activating psychological counseling offices.

### **Acknowledgments**

We thank all students for their participation and honesty at their cooperation in this research.

### **Declaration of Conflicting Interests**

The author(s) stated no conflicts of interest with respect to the research, authorship, and/or publication of this research.

### **References:**

- Al-Dolat, Firas Salem (2002). *Sources and levels of anxiety among students of colleges of physical education in gymnastics courses*, master's thesis, unpublished, Yarmouk University, Jordan
- Al-Naddawi, Ammar Darwish Rashid (2005). Anxiety and its relationship to the level of achievement of handball players, *Journal of Physical Education*, Volume XIV, No.1.

- Allawi, Muhammad (1998). Introduction to Mathematical Psychology, The Book Center for Publishing, First Edition, Cairo, Egypt.
- Atkinson, J. W., & Litwin, G. H. (1960). Achievement motive and test anxiety conceived as motive to approach success and motive to avoid failure. *The journal of abnormal and social psychology*, 60(1), 52.
- Fawzi, Ahmed (2003).*Principles of Mathematical Psychology* (Concepts-Applications), Dar Al-Fikr Al-Arabi, First Edition, Cairo, Egypt.
- Gal-Or, Y., & Tenenbaum, G. (1986). Psychological determinants of performance under threat. *International Journal of Sport Psychology*, 17(3), 199–214.
- Hanton, S. and Jones, G. (1997). *Antecedents of intensity and direction dimensions of competitive anxiety as a function of skill*. Psychological Reports. 81, 1139-1147.
- Hayajneh, Ahmad (2006).Sources of psychological anxiety among handball players in Jordan, published research, *Journal of Educational Sciences*, Volume 7, No. 4.
- Kleine, D. (1990). Anxiety and sport performance: A meta-analysis. *Anxiety research*, 2(2), 113-131.
- Louis, et al., (2000).*Psychology Sport, books for printing and publishing* ,2 edition , Mosul.
- Louis, Kamel (1989).*Mathematical Psychology*, Mosul, Dar Al-Kutub.
- Martens, R.&Vealey, R.&Bamon, B. (1990).*Competitive Anxiety in Sport*. Human kinetics, Book publisher pp6-9.
- Mazen Hadi Kazar, & Muhammad Ali Jalal. (2009). Sports anxiety and its relationship to arranging the achievement of Al-Mustansiriya University colleges' teams in football five. *Journal of Physical Education Sciences*, 2 (4), 56-68.
- Prapavessis, H. & Albert V. (1996). The Effect of Group Cohesion on Competitive State Anxiety.*Journal of Sport and Exercise Psychology*, Vol. 18.No. 1. PP. 66-72.
- Rateb, Osama, (1995).*Psychology Sport*, 1st edition, Arab thought House, Cairo.
- Willson, R. &Gergory, S. (1994). *The effect of anxiety on youth sport participants as a function of age, gender and experience differences, Ezone of optimalfunction theory*.Indiana university pp. 905.
- Stormon, N., Ford, P. J., Kisely, S., Bartle, E., & Eley, D. S. (2019). Depression, anxiety and stress in a cohort of Australian dentistry students. *European Journal of Dental Education*, 23(4), 507-514.
- Williams, J. M., Tonymon, P., & Andersen, M. B. (1991). The effects of stressors and coping resources on anxiety and peripheral narrowing. *Journal of applied sport psychology*, 3(2), 126-141.

**Table 1. Distribution of the sample population according to the gender variables, the level of the school year, and the GPA**

Number	Variables	Repetition	Percentage
1	Sex	66 Males	56.4

Sources of Psychological Anxiety among Students of the Course of Self-Defense Sports at the Faculty of Physical Education at Yarmouk University

		51 Females	43.6
2	School Year Level	57 Second year or Less	48.7
		60 Third Year or more	51.3
3	GPA	61 Good or Less	52.3
		56 Very good or more	47.9
Total		117	100

**Table 2. Averages and standard deviations for the sources of Psychological anxiety arranged in descending order**

Rank	Number	Field	Mean	Standard Deviation	Level
1	4	The field of fear of failure	4.3	0447	High
2	1	The field of Psychological Stress	3.75	0449	High
3	3	The field of psychological frustration as a result of colleagues observation	3.63	0400	Average

4	2	Awe field of performance	3.50	0449	Average
		The total score for stress relievers	3.74	0292	High

**Table 3. Averages and standard deviations related to the Psychological stress field arranged in descending order**

<b>Rank</b>	<b>Number</b>	<b>Paragraphs</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Level</b>
1	4	The inability of my family to provide me with my needs worries me	4.22	.696	High
2	2	Poor coordination between theoretical and practical study of the course troubles me	4,03	.870	High
3	6	The Teacher's strict behavior and criticism makes me lose confidence in my performance	3.97	1.106	High
4	9	My poor physical and educational ability to practice such skills makes me anxious	3.95	.808	High
5	8	I am concerned about the time available to learn self-defense skills.	3.66	.993	Average

Sources of Psychological Anxiety among Students of the Course of Self-Defense Sports at the Faculty of Physical Education at Yarmouk University

6	7	The instructor's insistence on performing the skill with great mastery worries me	3.53	.867	Average
7	1	I rush to implement the skillful motor performance	3.49	.916	Average
8	5	Being thoughtful increases my doubts about my ability to perform skill	3.46	.996	Average
9	3	I am concerned that the course instructor is not interested in students during the lecture.	3.45	1.297	Average
Field of Psychological Stress			3.75	.499	High

**Table 4. Mean and the standard deviations related to the awe of performance field arranged in descending order**

Rank	Number	Paragraphs	Level	Mean	Standard Deviation
1	8	Failure to perform certain skills sometimes makes me feel frustrated	High	3.96	.941
2	2	My fear is less when colleagues do well	High	3.90	.968
3	4	I have the desire not to attend lectures for fear of new movements	High	3.88	1.190
4	1	I feel scared when performing in the martial arts hall	Average	3.46	1.207

5	7	I am concerned about the lack of demonstration devices (Data Show, Video, Display) to analyze and clarify skills in self-defense sports	Average	3.20	1.108
6	5	The lack of a first aid room in the college worries me.	Average	3.18	1.072
6	6	I am concerned when the course instructor asks me to apply the skill to students.	Average	3.18	.079
8	3	I am concerned about the lack of safety and security in the lectures, especially while performing difficult skills.	Average	3.10	.959
Awe Field of performance			Average	3.50	.449

**Table 5. Averages and the standard deviations related to the field of psychological frustration because of colleagues observation arranged in descending order**

Rank	Number	Paragraphs	Mean	Standard Deviation	Level
1	8	I believe that lack of my confidence in my abilities during the performance, what leads me to failure application	4.21	.764	High
2	1	I'm disappointed when my performance is weak in front of others	4.09	.896	High
3	7	I am worried when my colleagues are watching me while I'm	4.05	.918	High

Sources of Psychological Anxiety among Students of the Course of Self-Defense Sports at the Faculty of Physical Education at Yarmouk University

		applying self-defense skills			
4	3	I feel frustrated when I hear some joke words from the students while I'm performing the skills	3.90	1.037	High
5	5	I feel tired and scared most of the lecture time	3.39	1.306	Average
6	4	I get upset when the teacher asks me to do a model in front of the students	3.28	1.049	Average
7	2	I feel that my personality is unbalanced when I'm performing practical skills	3.13	1.013	Average
8	6	I'mworried that some students have not been controlled during the lecture	3.03	1.054	Average
		The field psychological frustration as a result of colleagues observation	3.63	.400	Average

**Table 6. The averages and the standard deviations related to the field of fear of failure arranged in descending order**

<b>Rank</b>	<b>Number</b>	<b>Paragraphs</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Level</b>
1	2	I feel that I cannot tell anyone how fearful I am when performing	4.26	.724	High
2	4	Strange Thoughts give me an incentive to cope with failure to perform	4.24	.820	High

3	5	I am afraid of facing the teacher and I don't know how to deal with him	4.11	1.073	High
4	3	I find it difficult to control my behavior while performing	4.06	.959	High
5	7	Straying my mind constantly makes me more stressful.	4.06	1.169	High
6	1	I have negative thoughts when performing	4.02	1.008	High
7	8	I expect performance failure before starting it.	3.99	1.038	High
8	6	Lack of optimism makes my performance threatening to fail at every moment	3.79	.999	High
9	9	Sometimes the fear of failure is a reality for me to do better.	3.71	.992	High
The field of fear failure.			4.03	447.	High

**Table 7. Averages, Standard Deviations, and (T) Test of Sex Impact on Sources of Psychological Anxiety**

The fields	Sex	No	Mean	Standard Deviation	T Value	Degrees of Freedom	Statistical Significance
The Field of psychological Stress	M	66	3.8	0.513	1.113	115	0.268
	F	51	3.69	0.48			
The field of fear of performance	M	66	3.5	0.512	-0.065	115	0.948
	F	51	3.51	0.355			
The field of psychological frustration as a result of colleagues observation	M	66	3.66	0.456	0.868	115	0.387
	F	51	3.6	0.316			
The Field of fear of failure	M	66	4.11	0.401	2.364	115	0.02
	F	51	3.92	0.482			
Sources of psychological stress.	M	66	3.78	0.316	1.714	115	0.089
	F	51	3.69	0.251			

**Table 8. Averages, Standard Deviations, and T-Test for the Effect of the Academic Year on the Sources of Psychological Concern**

The fields	School Year	No	Mean	Standard Deviation	T Value	Degree of Freedom	Statistical difference
	Second or less	57	3.69	0.522	-1.211	115	0.229

The field of psychological stress	Third or more	60	3.81	0.475			
The field of fear of performance	Second or less	57	3.59	0.482	1.986	115	0.049
	Third or more	60	3.43	0.402			
psychological frustration as a result of colleagues observation	Second or less	57	3.63	0.43	-22	115	0.982
	Third or more	60	3.64	0.373			
The field of fear of failure	Second or less	57	4.03	0.462	0.028	115	0.978
	Third or more	60	4.03	0.436			
Sources of psychological Stress	Second or less	57	3.74	0.32	0.163	115	0.871
	Third or more	60	3.73	0.266			

**Table 9. Averages, Standard Deviation, and "T" Test of the Impact of Estimating the GPA on Sources of Psychological Concern**

The fields	Rate estimate	No	Mean	Standard Deviation	T Value	Degree of freedom	Statistical Difference
The field of Psychological Stress	Good or less	61	3.73	0.541	-0.509	115	0.612
	Very good or more	56	3.78	0.453			
The field of fear of performance	Good or less	61	3.44	0.422	-1.614	115	0.109
	Very good or more	56	3.57	0.47			
psychological frustration as a result of colleagues observation	Good or less	61	3.6	0.381	-0.848	115	0.398
	Very good or more	56	3.67	0.421			
The field of fear of failure	Good or less	61	4.04	0.441	0.351	115	0.726
	Very good or more	56	3.71	0.456			
Sources of Psychological Stress	Good or less	61	3.77	0.282	-0.944	115	0.347
	Very good or more	56		0.303			