

The Psychological Hesitancy of the Students of Swimming Courses while Performing Vertical Jumping Skill on Feet during

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Abstract

This study aimed to identify the psychological hesitancy of female students of the Hashemite University when performing the skill of vertical jumping on feet during swimming courses, where the sample of the study consisted of (82) female students enrolled in the swimming course at The Hashemite University, and to address data related to the students' answers according the following measures (Psychological frequency, security and safety factors, and trainer's professionalism), the researchers used the descriptive and associative approaches, through the (SPSS) software by extracting Means and standard deviations of paragraphs for each scale and for the scale as a whole, and extracting correlation coefficients (Person Correlation) to detect the relationship between the level of psychological hesitancy of female students when performing vertical jumping skill in swimming courses, security and public safety factors in the pool, and the professionalism of the trainer. The results of the study revealed the existence of moderate level of average psychological hesitancy among the students of the Hashemite University when performing the vertical jumping skill on feet in swimming courses, as well as it revealed the availability of a high level of security and public safety factors in the swimming pool of the Hashemite University, and indicated the existence of a reverse relationship between the security and public safety factors and the level of hesitancy for the trainer, and the researchers recommended the necessity of taking into consideration the factors of noise and chaos in the pool to reduce the tension and hesitation among female students, and taking into account conducting constant screening for chlorine appropriateness and the heat degree in the water.

Keywords: Psychological hesitancy, professionalism, security and safety factors, vertical jumping skill on feet, swimming courses.

Introduction

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Recent psychological studies have increased the interest of sports educators in sports psychology in particular, with recent psychological research and studies confirming that many known mental illnesses as well as sports failures and lack of good sports results are due to many psychological factors and causes. Furthermore, swimming is generally one of the most difficult sports events for beginners to learn, depending on the different surroundings represented in the aquatic medium that causes fear and hesitation for beginners to learn, as well as some of its skills such as vertical jumping into the water on feet that can be difficult to learn despite mastering swimming previously because of the self-confidence, courage, and willpower it needs as well as the rest of its other sections (Jawad, 2008).

Vertical jumping into water (on feet) can be considered one of the key stages of water diving skills, and is one of the methods used to get down to water, which promotes courage, self-confidence and strengthens individual management and boldness. In addition to that, many practitioners are exposed to difficulties and challenges while performing this skill, in accordance for the required skills that must be met for the swimmer, and including these challenges are hesitation and fear. (Al-Ayash, 1989).

Psychological hesitancy is considered one of the psychological issues that face students and swimming participants in particular; whereas it considered an important factor in directly affected on the performance during swimming that requires the student to make decision rapidly and a high-level performance of accuracy, calmness, and concentrating to attain a good performance. Therefore, studying psychological hesitancy as a condition combined with the performance is considered one of the essential research studies in sports psychology field in order to figure out the relationship between psychological tension and skillful performance in swimming sport.

This feature is one of the important psychological features that plays an important and effective role in controlling high sports achievement and is a key element in learning motor skills in the sports side because good psychological preparation contributes to overcoming many emotions, conflicts, and psychological crises experienced by the individual in the circumstances of public life that, especially in the sports aspect such as the atmosphere of high competitions and skills learning (Makled, 2015).

According to Altaieb and Louis (2000), that psychological hesitancy is a cause of many failures in the field of sports, and the reasons for this hesitation can be from the student himself or from external sources, whereas the individual always needs to prove himself and this attitude comes from the experiences of success he gets, and through which his self-confidence increases, but gaining self-confidence, not an easy work as it based on the positive psychological mood, which is at the forefront of the reasons for his optimism and efforts to achieve the required level.

Swimming education and training young swimmers contribute to several factors: The pool, self-confidence in the young swimmer, swimming teacher and trainer, and good food. (Alwan, 2008).

The well setting up and preparation for young swimmers are considered from the significant factors that help rising up the athlete's level and performance, and this based on multiple material, human, intellectual and psychological factors. It further provide the potentials such as sports facilities, the trainer experience and efficiency at the specialization domain, and the type

of training approach adopted by him in preparing the future sports talents. In addition, the researches and experiments done by developed countries in this field showed that the severe training for the emerging stage's swimmers represent a true dangerousness on their physiological and psychological aspects, making them alienate and avoid practicing this sport. (Helmi, 1998).

In this behalf, this study conducted to highlight the psychological hesitancy among the female students of The Hashemite University while performing vertical jumping skill on feet during swimming courses, and focusing on the (Psychological, social, and safety and security) factors, beside revealing the psychological hesitancy level relationship to the trainer professionalism.

The importance of study

The importance of this study stems from the fact that it is one of the first studies, according to the researchers, which dealt with investigating in the psychological hesitancy of female students of The Hashemite University when performing the vertical jumping skill on feet during swimming courses at the Arab level, and due to the lack of the conducted studies related to this subject, the researchers hopes through her conduct of the current study to open a door for learners and researchers to conduct further research related to the factors facing trainers and trainees alike in swimming practice, and conduct training programs that will refine the skills of the trainer to develop the performance of swimming practitioners, and to learn about the strengths and weaknesses of them and enhance them.

Study Problem

Swimming is one of the sports that encounter many difficulties, due to the nature of performing it, which is, the aquatic medium, where swimmers in the swimming pool of the Hashemite University face challenges to practice some swimming skills, most notably the skill of vertical jumping on feet; whereas this skill requires that the swimmers must have the psychological features to perform. Moreover, as a result of the researchers engaging in this field, she therefore noticed negative features on the female players while swimming, such as hesitation, anxiety, fear, and in worst conditions fainting, so, in accordance to this matter, the researchers decided the necessity of focusing on the reasons beyond the psychological hesitancy of performing the vertical jumping skill on feet during the swimming course, and the role of the trainer's professionalism in reducing it, and dealing with it in the right way based on sports psychology programs. Additionally, the problem of the study was also determined by seeking to answer the following questions:

Study questions

This study sought to answer the following questions:

1. What is the level of psychological hesitancy among the students of the Hashemite University while performing vertical jumping skill on feet during swimming courses?
2. What is the level of availability of security and public safety factors in the Hashemite University swimming pool?

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3. What is the level of the trainer's professionalism in swimming courses at the Hashemite University?
4. Is there a relationship between the level of psychological hesitancy of female students while performing vertical jumping skill during swimming courses, security and public safety factors in the pool, and the trainer's professionalism?

Study Objectives

The current study sought to:

- 1- To recognize the level of psychological hesitancy among students in the Hashemite University while performing the vertical jumping skill on feet during swimming courses.
- 2- Learn about the availability of security and public safety factors in the Hashemite University pool.
- 3- Learn about the level of the trainer's professionalism in swimming courses at The Hashemite University.
- 4- Learn about the relationship between the level of psychological hesitancy among female students while performing vertical jumping skill during swimming courses, security and public safety factors in the pool, and the trainer's professionalism.

Study Terms

Psychological hesitancy:

It is a psychological condition in which the trainee is described when he cannot perform a particular task or skill, due to various reasons such as fear, hesitation, or self-doubt, or boredom or introversion (Noureddine, 145;2004).

Jawad, (2008:65), defines it as being unable to take responsibility for the decision, and therefore the person will be delayed in making the necessary decision in a timely manner, so he shall appear failing to make the required decision and seems concerned about taking responsibility.

Swimming: It is a water sport whose objectives vary between saving oneself from drowning, or practicing for fun, or competition, or treatment, and in all cases, a person uses the movement of the body's limbs or the whole body to move through the surface of the water with movements that are either repetitive or identical (Mazari, 2013:33)

Study limits

Place limits: This study was conducted at the Hashemite University.

Time limits: This study was conducted in 2020 AD.

Objectiveness limits: This study was limited to dealing with the topic of psychological hesitancy among the students of The Hashemite University while performing the vertical jumping skill on feet during the swimming courses.

Human limits: This study was conducted on a sample of The Hashemite University students enrolled in swimming courses.

Theoretical Literature and Previous Studies

First: Theoretical Literature

Teaching these skills to perform a task does not mean that we record in the memory of the trainee all the required details, but to make him involved in the methods that established the construction of this knowledge, whereas it is a collection of works and the product of an active mind. Hence, Knowledge is the formation of methods and not the storage of information, and it is obvious that swimming education through a series of educational, recreational, health and social goals in addition to the development of fitness and motor capabilities. Furthermore, psychological state plays an essential role in the speed of response and the success of the learning process because the practice of such a sport in an environment that the trainee has never been used to, which is aquatic medium. Additionally, psychological factors have a significant impact, especially on the physiological organs of the human body, making the performance of its organs below normal as a result of anxiety and fear, thus, these changes are caused by thinking or preparing to enter the pool to begin the learning process, as these devices are not allowed to function efficiently and effectively, in other words, the nervous system is weakened and insufficient to perform its organic functions in the human body (Hamdani, 2016)

The swimming athlete shows many negative feelings such as caution and hesitation, which directly and fundamentally affects his calmness, ability to perform exercises, and harmony with his colleagues, his failure to manage his initial emotions, inexperience, and inability to adapt as a result of excessive self-sensitivity and emotional discomfort.

From this point of view, all learning aids and materials must be prepared, and trainers must follow up on what must be available before starting to get into the pool, such as checking the water temperature and the space of the educational area and determining the swimming area, although its means and possibilities for accomplishing the training task may vary.

Psychological Hesitancy: Al-Hamdouni (13:2006) defined it as "The imbalance between the player's ability and preparations, and between the possibilities of achieving his goals of performance."

Factors Leading to the Emergence of Psychological Hesitancy: Psychological hesitancy is a psychological characteristic occurs to the athlete at certain times solely, and there are many factors that help the athlete feel hesitant, including (Allawi and Radwan, 1987)

Introverted: Frequent failures sometimes lead to withdrawal from society and thus, the weak player in playing sports who does not want to attend the training class is noticed, and sometimes the player may not want to go to the swimming pool, especially on the days when training classes are given.

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The General Atmosphere of the Environment Surrounding the Trainee: The circumstances surrounding the trainee are considered helpful in creating a good environment for sports competition and performing the skills of different sports skills, including swimming, where the athlete is ready to do his best, whether it is cold, or hot, or rainy, or any other weather conditions. Accordingly, it will affect in varying degrees on the athlete's psychology, and then the psychological state of the athlete will differ when he participating in a sports competition in a bad weather conditions that are fundamentally different from the environment in which he lives and become accustomed.

Physical Pattern: Individuals are divided into three categories: the chunky type, the muscular type, and the skinny type, hence, the three patterns mentioned earlier have physical and psychological characteristics, and that the physical pattern of the individual affects his personality, and may generate a desire to engage in sports activities commensurate with his pattern, and this assure that the type of physical pattern may help the athlete succeed in a certain skill related to swimming, but it is not a key factor, as there are several factors that resulted of the athlete's performance concerning the swimming skills.

Security and Safety Factors: When practicing the swimming skill, the means that guarantee the trainees and participants are save from exposing to accidents, risks, and injuries must be provided, as many injuries and drowning occur as a result for the negligence, recklessness, and lack of proper care of security and safety factors. Furthermore, there are an important considerations must be taken into account, which ensures that accidents, injuries and drownings are avoided (Alwan, 2008), such as conducting maintenance (daily, weekly, monthly, or annual) for the swimming pool and its facilities, by repairing any malfunctions and taking into account the cleanliness of the pool and the water from harmful bacteria and any other harmful substances and checking Chlorine ratio, acidity (pH), and temperature of water in the swimming pool (for hunting, 2019), as well as providing the provisions of safety equipment such as a life shade to save drowning situations if they occur, and a crane. Additionally, stairs must be available inside the pool if its depth is more than 60cm deep, and the necessity of using ropes need to be used determine the depth of the pool and the safety area, also ropes can be used to determine the diving area if there is no one exclusively for that .

Psychological and Educational factors: The trainee in swimming training finds a new formulation that confirms swimming is an element of life required to be practiced by all members of the community to strengthen the body, mind, awareness, readiness and abilities, whereas the essence of linking the personality of the swimmer and managing it to his feeling when ability to swimming is achieved due to the accuracy and results of the behavior. Moreover, by the standards of behavior in swimming, it shows that it needs the psychosomatic unity for the entire character, besides that, swimming behavior model is made up of reliance on sports psychology training, which stem from the requirements of athletic achievement in training, competitions, and how to perform skills, so, the athlete's ability to emotional guidance and behavior is confirmed by learning the swimmer the multiplicity of training aspects, his goal, and his feeling (Hussein and Ahmed, 2000)

Professionalism of the Swimming Trainer: The success of the swimming trainer in his work is related to his scientific level, experience, information, knowledge and abilities to a large extent in the type of sports activity in which he specializes to work, the more distinguished by

the higher specialized scientific qualification, the more he mastered theoretical and scientific knowledge and methods of application, the more he is able to develop the level of sports performance of swimming to the fullest extent, he must learn the various theoretical and scientific foundations of training science and developments taking place in the field of training, master the kinetic skills in his field of specialization, and possess information that is related to the foundations of developing abilities, motor skills, and physical characteristics of the young swimmer and ways in order to gain and develop, with the need to be familiar with the distinctive characteristics and individual differences in the training of male and female youth. (Alwan, 2017).

Educational Guidance: The swimming trainer must be characterized by a range of knowledge based on psychological preparation programs in the field of sports psychology, and met the qualities that enable him to deal with and guide trainees, which are as follow: (Al-Salem, 1997)

Scientific Knowledge and Culture: Scientific culture is essential for the swimming trainer, as the first mediator for the transmission, interpretation and explanation of information to trainees, so he ought to be familiar about the swimming sport in detail and shall gain the aware accurate knowledge regarding its content, the mechanism of applying its skills, the included facts, concepts and laws, and aspects of its theoretical and applied learning.

Respond: The corresponding between the trainer and the trainees depends on the trainer's full understanding of their nature, their inclinations, abilities, readiness, and psychological needs. The more the swimming trainer is able to satisfy the needs of the trainees according to their abilities and their readiness, the more this reflects on their enthusiasm and their ability to practice different swimming skills.

Take Responsibility: A successful trainer is prepared to take on responsibilities at all times, especially in cases of failure, and seeks to exercise self-criticism before criticizing the trainees.

Emotional Stability: The emotional stability of the swimming trainer allows treating trainees with persistency in all different educational stages, enabling him to make decisions and be able to control situations and matters.

Previous Studies

Jawad (2008) conducted a study entitled: "Building a psychological hesitancy scale for swimming learners while performing the vertical jumping skill on feet into the water"

The sample of the study consisted of (120) freshman students at University of Al-Qadisiyah, and the researcher used the descriptive approach in the manner of standard studies and the random sampling approach due to its suitability the nature of the study. The results of the study showed that mastering swimming well facilitates learning the vertical jumping skill into water (on feet), and the presence of positive effect of the trainer's feedback with beginners concerning the aforementioned skill in reducing their psychological hesitancy. Additionally, the results revealed that freshman students at the Faculty of Sports Education face a high-level of psychological hesitancy when performing the vertical jumping skill into water (on feet).

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Suleiman (2010) conducted a study aimed at finding out the effectiveness of a guiding program regarding the degree of anxiety and the level of performance in swimming for the freshman female students at the Women's College of Physical Education, Zagazig University, the researcher used the experimental approach, and the sample reached (60) freshman female students and the study results revealed that the program used led to a decrease of anxiety degree and improving the swimming performance among the students of the experimental group.

Shayal & Minati (2014), conducted a study aimed at identifying the level of psychological hesitancy and its relationship to the performance of the snatch movement, hence, the study sample consisted of (80) students of Faculty of Sports Education, where the psychological hesitancy scale was used as a study instrument. The results of the study indicated a reverse relationship between psychological hesitancy and the performance of the snatch movement among the students of Faculty of Sports Education.

Abu Zema' and Al-Haleeq (2016) conducted a study aimed at identifying the level of training efficiencies and their availability for the swimming trainers from the point of view of male and female swimmers, and conducting a comparison regarding the level of employing these efficiencies according to sex variable. Furthermore, the descriptive approach was used, and the study sample consisted of (50) male and female swimmers representing the Jordanian clubs. The researchers used a questionnaire containing (44) paragraphs represented in (6) fields (training and technical, professional and personal, encouraging and motivation, information and sports knowledge, management, planning, communication, and interaction). The results of this study concluded to determine the most important training efficiencies for each field, as well as the ranking the training efficiencies according to their importance, where the efficiencies of encouraging and motivation, professional and personal efficiencies ranked first and then training and technical efficiencies, followed by communication and interaction efficiencies then administrative and planning efficiencies, and finally information and sports knowledge efficiencies. In addition to that, results showed no statistically significant differences in the level of the trainers exercising training efficiencies according sex variable, and the researchers recommend adopting the results of this study when training the male and female swimmers of the Jordanian clubs.

Abu Al-Tayeb (2020) conducted a study aimed at identifying the impact of emotional intelligence on the psychological hesitancy for the young swimmers at Jordanian swimming team, where the sample of the study consisted of (32) swimmers from the Jordanian team distributed to (13) male swimmers and their average age ranging between (14-19 Years), and (19) female swimmers their average age (14 Years). Additionally, the researcher used the descriptive approach, and to collect data the emotional intelligence scale of athletes was designed based on the study of **Mohammed (2007)**, and a scale of psychological hesitancy, besides that results of the study indicated an effect of emotional intelligence and its dimensions, which they are as follow: (Independency, social communication, and adaptability) in reducing the psychological hesitancy of Jordanian male and female swimmers. Moreover, the researcher recommended developing emotional intelligence among the young male and female of the Jordanian swimming team to reduce their psychological hesitancy, especially for swimmers who show a high level of performance during the training but do not achieve high levels during the competition.

Study Methodology

Study Approach

The researchers used the random sampling descriptive and associative approaches, due to its suitability to the nature of this study, to answer the study questions, and to achieve its objectives.

Study Population and Samples

The sample was randomly selected, and necessary data and information concerning the study purposes were collected from the study sample, via distributing questionnaires to them, and the study sample consisted of (82) female students in swimming courses at The Hashemite University.

Instrument Validity: The questioner was presented to a group of arbitrators, and after reviewing it, some paragraphs were deleted, new paragraphs were added and others amended.

Instrument Reliability: To verify the reliability of the questioner, the stability factor for all the study fields, and their total, were calculated on the total sample by the (Alpha Cronpach) method, the table below clarifies the aforementioned:

Table (1): The Coefficients of Study Instrument Reliability via Cronbach Alpha of Study Measurements (n=82)

Variable/Scale	Cronbach Alpha
Psychological hesitancy	0.96
Security and safety public factors	0.84
Professionalism of the trainer	0.87

Table (1) shows that the Cronbach Alpha coefficient reached the total degree of the psychological hesitancy scale as (0.96), security and safety factors (0.84), and the Cronbach Alpha coefficients reached the total degree of the professionalism of the trainer as (0.87), which considered a high coefficients and indicate a high and acceptable degree of reliability for the application of the study purposes.

Readjustment of Questioner

The Fifth Likert Scale was used to measure the opinions of the study sample and marking as follow: (5-1) according to the approval degree of all the questionnaire paragraphs, whereas the answer (Highly Approved) collect (5) degrees, (Approve) collect (4) degrees, (Moderate Approval) collect (3) degrees, (Disapprove) collect (2) degrees, and (Highly Disapproved) collect (1) degree.

The following staging was adopted to state the Means according to the following equation: $(\text{highest value} - \text{lowest value}) / 3 = 1.33$, which is the length of the single level and therefore the division of the five-staging as follows:

- Less than 2.33, weak degree.
- (2.34-3.66), moderate degree.
- More than 3.66, high degree.

Statistical Treatment Used in the Study

The following statistical methods were used:

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- Means and standard deviations of the study sample responses on the study measurements and their total Mean.
- (Pearson's correlation) coefficient was extracted between the total degree of psychological hesitancy level scale among female students in its two fields (Psychosocial factors, health and security factors) and the total degree of professionalism level scale.

Reviewing and Ddiscussing of the Study Results

This chapter includes a reviewing and discussing of the study results, which aimed at identifying the psychological hesitancy of female students of The Hashemite University while performing the vertical jumping skill on feet during swimming courses, and the results will be presented based on the study questions.

Results related to answering and discussing the first question: What is the level of psychological hesitancy among female students of The Hashemite University while performing vertical jumping skill on feet during swimming courses?

To answer this question, the Means and standard deviations of the paragraphs for psychological hesitancy level scale among The Hashemite University female students were extracted while performing the vertical jumping skill on feet during swimming courses and the scale as a whole. Table (3) clarifies the aforementioned:

Table (3): Means and Deviations of the Psychological Hesitancy Scale (n = 82)

Figure	Paragraph	Means	SD	Degree	Rank
1	Feeling hesitation and fear when approaching the jumping board. and swimming pool.	2.45	1.00	Medium	8
2	Feeling no courage to perform the vertical jumping skill on feet into the pool.	2.28	0.96	low	11
3	I have a sense of low self-confidence when preparing to jump.	2.49	1.03	Medium	4
4	Having concerns of drowning if I perform the vertical jumping skill into the pool.	2.30	0.95	low	10
5	Weakens regarding my will and strength when approaching the jumping board.	1.73	0.70	low	12
6	Trying to delay my role in vertical jumping on feet into the pool.	2.46	1.03	Medium	7
7	My previous negative experiences have affected my jumping audacity.	2.39	0.98	Medium	9
8	Having a number of viewers makes me hesitate to perform jumping.	2.48	0.98	Medium	6
9	Fearing of the loudness and sarcasm by my colleagues about the result of vertical jumping when I prepare to perform.	2.51	0.98	Medium	1
10	The performing of other students made me hesitate to jump.	2.49	0.96	Medium	4
11	I don't gain the enough encouragement from my family to perform the jumping skill into the water.	2.51	0.98	Medium	1

Figure	Paragraph	Means	SD	Degree	Rank
12	My colleagues don't help me ease my hesitation and anxiety about jumping into the water.	2.50	1.05	Medium	3
	Means of psychosocial factors as a whole	2.38	0.83	Medium	

Table (3) shows the Means and standard deviations of the psychological hesitancy level, where paragraph No. (9), which stated that "Fearing of the loudness and sarcasm by my colleagues about the result of vertical jumping when I prepare to perform" and paragraph No. (11), which stated that "I don't gain the enough encouragement from my family to perform the jumping skill into the water", they calculated the highest Means as (2.51) and moderate standard deviation as (0.98). Furthermore, paragraph No.(5), which stated "Weakens regarding my will and strength when approaching the jumping board.", calculated the lowest Means as (1.73) and a low standard deviation as (0.70). Finally, the total Means resulted as (2.38) and moderate standard deviation as (0.83). Hence, this result attributed to the fact that the female trainer while training of female students on performing the vertical jumping skill in swimming course was based on training programs in the field of sports psychology, and this is evident by the possession most of trainees for courage, confidence and management to perform that skill, where the trainer works on psychological preparation first for female trainees, and then begins to explain the mechanisms of the implementation of the skill, thus, this result is consistent with the result of Suleiman Study (2010), which resulted into that the used program led to reducing the level of anxiety and improving performance in swimming among the student of the experimental group.

This result differed with **Jawad's study (2008)**, where its results revealed that the freshmen students at the Faculty of Sports Education face a high-level of psychological hesitancy when performing vertical jumping skill into water (on feet).

The female trainer also encourages female trainees to perform well, as well as, works to create a kind of harmony for the trainees among each other and the necessity to communicate in order to reduce their level of anxiety and spread comfort among them. Accordingly, this result agrees with Abu Al-Tayeb (2020) study, which its concluded results indicated an impact of emotional intelligence and its dimensions, which as follow: (Independency, social communication, and adaptability) in reducing the psychological hesitancy for the male and female swimmers of the Jordanian team.

Results related to answering and discussing the second question: What is the level of availability the security and public safety factors in The Hashemite University swimming pool?

To answer this question, Means and standard deviations have been extracted for the scale of the security and public safety availability level in The Hashemite University swimming pool and table (4) clarifies the aforementioned.

Table (4): Means and Deviations to the Security and Public Safety Availability Level in The Hashemite University Swimming Pool (n = 82)

Figure	Paragraph	Means	SD	Degree	Rank
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1	Providing first aid always ready for use by the trainer relieves my stress and hesitation.	3.84	1.33	High	2
2	Follow the rules and instructions for jumping into the water correctly.	3.76	1.37	High	3
3	The trainer has buoyancy tools to help with the rescue.	3.70	1.40	High	4
4	Calmness, loudness and chaotic in the pool must be taken under consideration to ease my tension and hesitation.	3.48	1.53	Medium	6
5	Taking into account conducting constant screening for chlorine appropriateness and the heat degree in the water.	3.65	1.46	Medium	5
6	The sources of lighting, ventilation, and moisture in the pool are taken care off in order to maintain the mental and physical health of the students.	3.83	1.38	High	1
Means for the health and security factors scale as a whole		3.71	1.06	High	

Table (4) shows the Means and standard deviations of the security and public safety factors field, where paragraph No. (6) which stated "The sources of lighting, ventilation, and moisture in the pool are taken care off in order to maintain the mental and physical health of the students", calculated the highest Means as (3.83) and a high standard deviation as (1.38), while paragraph No. (4), which stated "Calmness, loudness and chaotic in the pool must be taken under consideration to ease my tension and hesitation", calculated the lowest Means as (3.48) and a moderate standard deviation as (1.53). Finally, the Means the security and public safety factors availability as a whole resulted as (3.71) and a high standard deviation as (1.06). Hence, this result is attributed to that the concerning authorities in The Hashemite University and the trainers insure providing security requirements to reduce the psychological hesitancy level among the trainees such as taking into account the water temperature, as well as paying attention to take into consideration the calmness and preventing loudness and chaos in the pool to reduce the tension and hesitation of participants. Therefore, chaos may confuse the performing participant of the skill and make her quit, additionally, the performance improvement of the trainees is followed up step by step, in order to reach the mastering level in swimming sport, and facilitate performing some skills. Accordingly, this result agrees with Jawad (2008) study that its results revealed that mastering swimming sport in a good manner facilitate learning the vertical jumping skill into water (on feet), besides that there is a positive effect of feedback practiced by the trainer with the beginners of learning vertical jumping skill into water (on feet), to reduce their psychological hesitancy.

Results related to answering and discussing the third question: What is the level of professionalism of the trainer in swimming courses at The Hashemite University?

To answer this question, Means and standard deviations have been extracted of the scale paragraphs for the professional of the trainer level during swimming courses at The Hashemite University, and for concluding the total degree of the scale, table (5) clarifies the aforementioned.

Table (5): Means and Deviations of the of the scale paragraphs for the professional of the trainer level during swimming courses at The Hashemite University, and for the total degree of the scale (n = 82)

Figure	Paragraph	Means	SD	Degree	Rank
1	The trainer following guidance methods to treat my hesitation and anxiety for performing the vertical jumping skill in swimming courses.	3.84	1.64	High	12
2	The trainer set up goals to encourage the trainees to perform vertical jumping skill by hardworking.	4.21	1.42	High	8
3	The trainer conduct a personal conversation sessions for the trainees related to performing the skill, and helps them to face their fear.	4.26	1.43	High	6
4	The trainer takes into consideration the individual differences for each player.	4.07	1.63	High	11
5	The trainer works on preparing the students psychologically, morally, and technically pre-performing the skill.	4.77	0.74	High	1
6	The trainer attempt increasing self-confidence for the player and value herself even if she performed the skill improperly.	4.66	0.86	High	2
7	The trainer deals with panic cases regard performing the skill calmly and wisely.	4.21	1.25	High	8
8	The trainer perform initially multiple times and all the skill aspects, its difficulty, and how to encounter.	4.37	1.19	High	4
9	The trainer takes into account the physiological variables of the students such as (Wight, age, and height).	4.30	1.24	High	5
10	The training process for the trainer is based on particular scientific standers as instructed in the sports field in learning swimming.	4.61	0.95	High	3
11	The trainer examines the level of each player and set proper treatment means.	4.26	1.27	High	6
12	The trainer uses various training methods in accordance with the student's level.	4.13	1.32	High	10
The total degree of professionalism level scale		4.31	0.82	High	

figure	The government has also been	Arithmetic average	Standard deviation	Grade	Rank
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figure	The government has also been	Arithmetic average	Standard deviation	Grade	Rank
1	The trainer follows guidelines to treat my frequency and anxiety from performing vertical jumping skills in swimming.	3.84	1.64	high	12
2	The trainer sets goals to encourage swimmers to perform vertical jumping skills by persevering.	4.21	1.42	high	8
3	The instructor discusses personal problems related to female students' skill performance and helps them address their concerns.	4.26	1.43	high	6
4	The coach takes into account each player's individual differences.	4.07	1.63	high	11
5	The trainer prepares the students psychologically, morally and technically before the skill is performed.	4.77	0.74	high	1
6	The coach tries to develop the player's self-confidence and raise her self-esteem even if she performs the skill improperly.	4.66	0.86	high	2
7	The trainer deals with cases where you panic about skill performance quietly and wisely.	4.21	1.25	high	8
8	The trainer performs the skill first several times and explains all its aspects, difficulty and how to confront them.	4.37	1.19	high	4
9	The trainer takes into account the physiological variables of female students (e.g. age, height).	4.30	1.24	high	5
10	The trainer's training process is based on specific scientific standards as in the field of sports in swimming education.	4.61	0.95	high	3
11	The trainer diagnoses each player's level and develops the right treatments.	4.26	1.27	high	6
12	The trainer uses a variety of training methods in accordance with the level of female students.	4.13	1.32	high	10
	Total degree of professional competence level measure	4.31	0.82	high	12

Table (5) shows the Means and standard deviations of scale paragraphs for the trainer professionalism level during swimming courses at the Hashemite University, and the for the total degree of the scale, where paragraph No. (5), which stated "The trainer prepares the students psychologically, morally and technically before the skill is performed", calculated the highest Means as (4.77) and a high standard deviation as (0.74) to a high degree. Furthermore, paragraph No. (1), which stated "The trainer follows guidelines to treat my frequency and anxiety from performing vertical jumping skills in swimming", calculated the lowest Means as (3.84) and high standard deviation as (1.64). Finally, the total degree of the scale for the trainer professionalism level during swimming courses at The Hashemite University calculated a Means as (4.31) and a high standard deviation as (0.82), and this is attributed to the insufficient professional preparation for the trainer by the Hashemite University and the employment of qualified trainers. Indeed, the swimming environment consider a sensitive one, and requires the sufficient experience for the trainer starting with preparing the students psychologically, morally and technically pre-performing the required skill, also, by examining each player level and set proper treatment means, developing the player's self-confidence and raise her self-esteem even if she performs the skill improperly, closing by trainer following guidance methods to treat my hesitation and anxiety for performing the vertical jumping skill in swimming courses. Thus, this result agreed with Sulaiman (2010) study that its results revealed that the used program led to reducing the anxiety level and improving performance during swimming among the students of the experimental group, it also agreed with Jawad (2008) study, which concluded that there is a positive effect of the feedback practiced by the trainer with trainees while learning vertical jumping skill in to water (on feet) to reduce their psychological hesitancy.

Results related to the answer of the fourth question: Is there a relationship between the level of psychological hesitancy of female students while performing vertical jumping skill during swimming courses, security and public safety factors in the swimming pool, and the trainer professionalism?

To answer this question, Pearson Correlation were extracted between the total degree of psychological hesitancy level scale among female students in its both fields (psychosocial factors, health and security factors) and the total degree of professionalism level scale. The table below clarifies the aforementioned.

Table (6): Correlation between the Total Degree of psychological Hesitancy Level Scale among Female Students and the Total Degree of the Professionalism Level Scale (n=82)

		The level of professionalism of the trainer	Health and security factors
	Pearson Correlation	-0.801	0.258-
Psychological Hesitancy level scale	Statistical significance	0.000	0.019
Area of Security and Public Safety Factors	Pearson Correlation	+0.294	1
	Statistical	0.000	

The Psychological Hesitancy of the Students of Swimming Courses while Performing Vertical Jumping Skill on Feet during

	significance		
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Table (6) shows that the correlation coefficient between the level of psychological hesitancy among female students while performing vertical jumping during swimming and the level of professionalism calculated as (0.801-) with statistically significant as (0.000), indicating a reverse (negative) relationship between the psychological hesitancy among female students and the trainer professionalism, thus, the lower the level of trainer professionalism during swimming courses, the higher the level of psychological hesitancy among female students. Moreover, the correlation coefficient between the level of psychological hesitancy and security and public safety factors calculated as (0.258-) with statistically significant as (0.019), which is a negative relationship, meaning the higher the level of security and public safety factors decreased, the lower the level of psychological hesitancy among female students. In addition to that, the correlation coefficient between the trainer professionalism level of security and public safety factors was positive and reached (0.294), with a statistically significant as (0.00), meaning that a professionally qualified trainer can ensure providing of security and public safety factors in the swimming pool, this, therefore, contributes to reducing the level of anxiety among female students while preparing for vertical jumping, and provides sufficient experience for the trainer to treat any possible injury, hence, the lack of sufficient experience for the trainer may contribute to raising the level of hesitation among female trainees while performing the skill, and vice versa.

Recommendations

In light of the study's findings, the researchers recommends the following:

- Calmness, preventing loudness, and chaos in swimming pool Calmness, loudness and chaotic in the pool must be taken under consideration to reduce tension and hesitation among the students.
- Taking into account conducting constant screening for chlorine appropriateness and the heat degree in the water.
- Conduct more research and similar studies to the current one, and measure the level of psychological hesitancy according to some physical variables (e.g. height, weight, and age).
- The necessity for the lifeguard and assistance presence with the swimming trainer to keep an eye on the trainees, where it helps to provide an atmosphere of security, safety and reassurance for swimmers.

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