FEAR OF FAILURE – PSYCHOLOGICAL THRESHOLD IN THE SUCCESSFUL EXECUTION OF THROWING TO THE BASKETBALL BY STUDENTS FROM THE FACULTY OF PHYSICAL EDUCATION AND SPORT – GALATI

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Abstract

This paper aimed to identify the main causes for the fear of failure of students on implementation of throwing in the basketball game at the course of "Scientific fundamentals of basketball game".

This study has used opinions from 94 students, who have been evaluated initially and finally in order to research one of the anxiety forms: fear of failure.

Thus, the study has verified: if the students are ready to learn basketball, how they react during new sessions of training, if they can control their emotions regarding the technical and tactic executions, if others opinion matter and also their concern about the evaluation.

Keywords: anxiety, fear of failure, students, basketball, throwing at the basketball;

a. Introduction

Every teacher wishes to permanently improve his methods, his means of teaching, evaluating, to adapt the practical-methodical trajectory according to the participants' needs, aims and their level at that discipline. In many cases, in journalism or in literature (Dean, O., 2004, Dominic, O.L 2006, Sisodiya, A.S., Yadav M, 2010, etc.) the basketball game has been related to heights, the influence of segments against the throwing success, was compared. The idea of this article concerning the fear of failure has been sustained by the repetitive situations of the last generations of students who attended the first modules of the practical paper during "The scientific foundations of basketball" and sustain the previous information. M. Epuran, Holdevici I., Tonita, F. (2001) p. 93, said that "any activity is a strain, in normal limits or beyond them, in a positive and negative way".

C.C. Stir (2003), p.88, considers that from a psychological point of view, the requests are specific in a sport and "are barriers or overcoming psychological obstacles whose purpose is precisely that sporting activity".

Anxiety is the tendency to live a state of unjustified fear, without well-defined object. There are two forms fundamental forms of pre-competition anxiety:

1. Fear of failure – most frequently;
2. Fear of success, (nike -foby) less frequent.

Fear of failure is a psychological threshold difficult to pass, which is bound to the fear of rejection, critics, postponing the fulfilment of tasks or continuing tendency to find excuses. This is one of the most spreader fears. Fluctuations anxieties depend on the stage in which the subject is: before, during and after the consuming of the stressful situation. Generally, the level of anxiety is high before the activity due to waiting the stressful situation (M. Niculescu, 2000, p.61) and after contact with the concrete situation the stressful situation tends to decline. R.S. Weinberg (1998) quoted by M. Epuran, Holdevici I., Tonita, F. (2001) p. 181, consider that the sources of anxiety are:

1. fear of failure, of defeat – as a threat of self-esteem, self-image, self appreciation;
2. fear of mistake, not to be able to control the situation.

b. Hypothesis

In this study we hypothesized that identifying the causes of opinion and fear of failure of students on implementation of shooting the basketball game would help them increase their percentage and thus eliminate technical mistakes.

The aim is to identify the main causes for the students' fear of failure on the implementation of shooting in the basketball game.

The methods of research used during this study were: study method bibliography, pedagogical observation method, questionnaire-based survey method, statistical and mathematical method, graphic and tabular method.

Subjects: the structure sample was represented by 94 students (37 girls, 57 boys) aged between 20 and 27 years old in the 2nd year of the Faculty of Physical Education and Sport, Galati.

Organization and development of research:

The research took place between October 2014- January 2015 (1st semester) with the students from the 2nd year in the Faculty of Physical Education and Sport, Galati who fallowed the course "Scientific fundamentals of basketball". Thus we watched their driving level, but the actual paper was based on other aspects (one of the anxiety forms: fear of failure) such as: if they are ready to learn basketball, their reaction to new training situations, if they can

control their emotions towards the technical – tactical executions, if others opinion matters, evaluation opinions, etc. All these aspects were summarized in a 10 items questionnaire, which was applied during two stages at the beginning and at the end of the semester. The questions were designed and organized so as to obtain relevant information about the subject matter of research. The type of questions used was the closed ones.

Piloting the study observed through the following tasks and stages of research:

1. Studying and recovery of special documents.
2. Investigation – questionnaire: initial testing (7.10.2014) and final (15.01.2015).
3. Centralization of opinions and drawing conclusions and methodological recommendations.

Results of research:

Students' opinions regarding fear of failure (table 1).

Table 1. Students' opinions regarding fear of failure

Question	Initial testing- answers						Final testing- answers					
	Yes		No		Partially		Yes		No		Partially	
	Option	%	Option	%	Option	%	Option	%	Option	%	Option	%
Question no. 1	34	36,17	29	30,85	31	32,97	12	12,76	72	76,59	10	10,63
Question no. 2	28	29,78	53	56,38	13	13,82	16	17,02	64	68,08	14	14,98
Question no. 3	43	45,74	34	36,17	17	18,08	40	42,55	43	45,74	11	11,70
Question no. 4	78	82,29	8	8,51	8	8,51	91	96,80	0	0	3	3,19
Question no. 5	27	28,72	48	51,06	19	20,21	22	23,40	56	59,57	16	17,02
Question no. 6	46	48,93	24	25,53	24	25,53	14	14,89	41	43,61	39	41,48
Question no. 7	24	25,53	52	55,31	18	19,14	5	5,31	55	58,51	34	36,17
Question no. 8	72	76,59	5	5,31	17	18,08	86	91,48	0	0	8	8,51
Question no. 9	79	84,04	7	7,44	8	8,51	86	91,48	3	3,19	5	5,31
Question 10	63	67,02	13	13,82	18	19,14	72	76,59	16	17,02	6	6,38

Question no.1 – *Do you think heights influences the success of shooting at the basket?* Yes/No/Partially

The sample questionnaire believes that in the initial testing (question No. 1), in the proportion of 36.17%, that height is one of the important factors for the success of the throws compared to final one where 12.76% do not agree, a significant percentage difference of 23.41%. This argues the working hypothesis and warns the teacher at the beginning of the semester that it is necessary to find the means to eliminate fear of failure related to height. The percentage values rose evidently in the final testing (76.59%) for the "No" option, meaning according to students anthropometric indicators height does not present a risk factor anymore. There is a decrease in the percentages for other options in final testing (12.76% - "yes" and 10.63% - "partially").

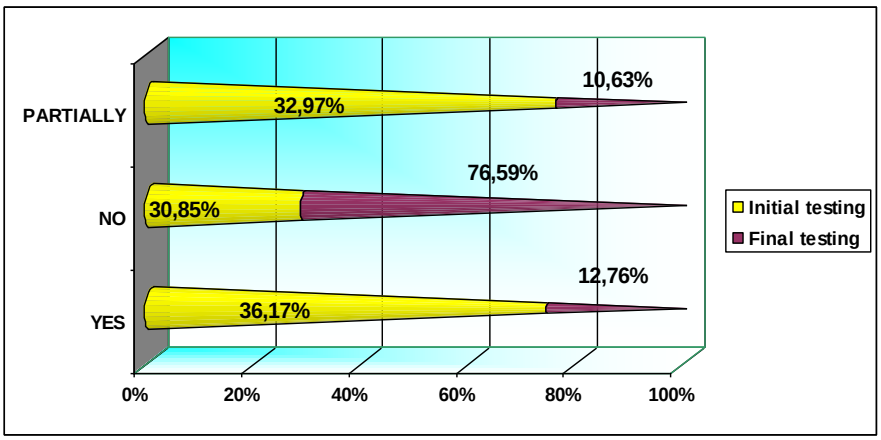

Figure 1. Answers to question no. 1

Question no.2 - *If you have never practiced basketball do you think that this influences your performance during the semester in the practical or theoretical work?*

The answers to question no. 2 showed an increase in the frequency of responses for the option "No" in both tests (56, 38%a nd 68.08% initial -testing) for the final one. The values reflect the students' opinion about the influence of previous driving experience, specific to technical and tactical basketball executions during the semester. The small differences between the two tests for the options "Yes", "Partially"-12.76% and 1.16%, confirming that students do not

consider a problem proscribing basketball game previous to next amassment specific, practical and methodological knowledge for the game.

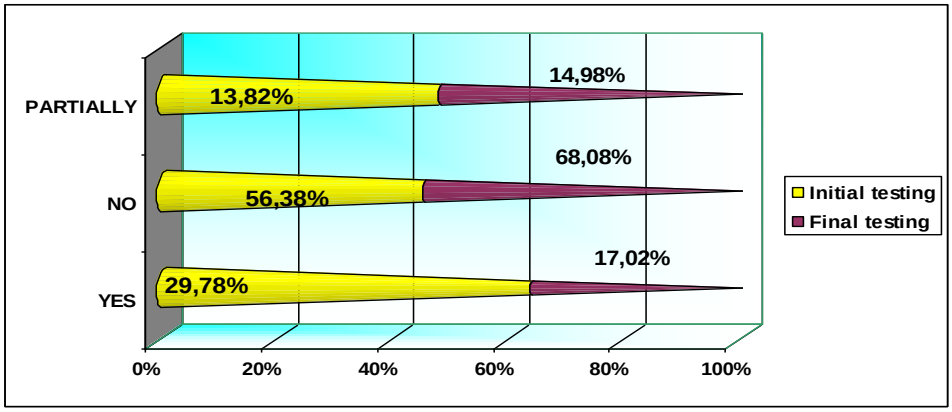

Figure 2. Answers to question no. 2

Question no.3 – *Does the colleagues attitude towards you matter when you make your throwing at the basket?*

The question no. 3 reveals that the frequency responses recorded at runtime shooting, students are influenced by their colleagues' attitude as: "Yes" – 45. 74% initial testing, 42.55 final testing, a difference of 3.19%. For "No" option initial testing- 36.17%, 45.74% for the final one, the values are increasing by 9.57% percentage.

The students' opinion at the end of the practical lessons is that they focus more on the implementation of throws and they eliminate any disturbing factor.

Question no. 4 – *Are you ready to learn (any) more about basketball?*

Question no. 4 percentage reflects by the values obtained that students are ready to learn basketball. Thus, in both tests the best percentage was for "Yes", showing an increasing comparing with the initial one, the percentage difference is 14. 51%.

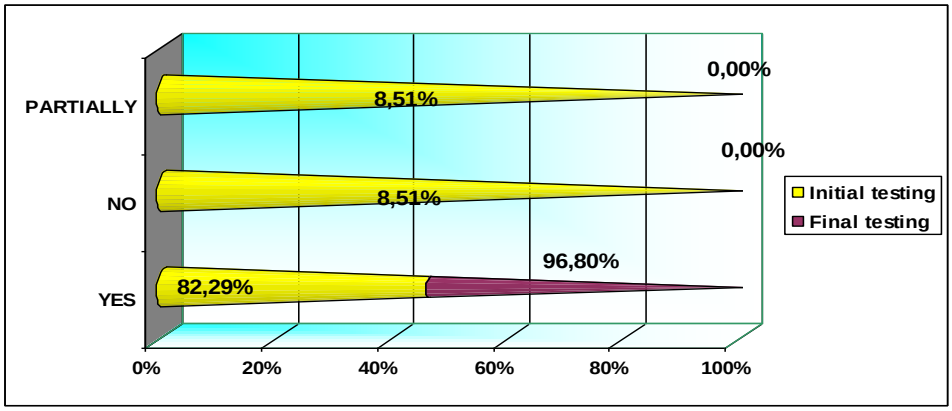

Figure 4. Answers to question no. 4

Question no.5 – Are you nervous when in front of the basket?

Question no.6 – Are you nervous when in front of the basket and with an opponent?

Centralization of answers to questions no. 5 and 6 shows the percentage values on the sensibility of students in relation to the opponent and the basket. The values obtained at question no. 5, are all lower in the initial testing, which expresses the existence of some tensions, the fear that they can miss or make mistakes. At the final testing options "Yes" (23.40%) increased and "Partial" (17.02%) decreased, a significant increase by 8.51% was recorded for "No".

For question no. 6 students consider at the initial testing (48.93%) that are nervous and are not comfortable in the presence of the opponent, compared to the final (43.61%) where they answered "No" and fail to manage situations, a percentage of (41.48%), only partially.

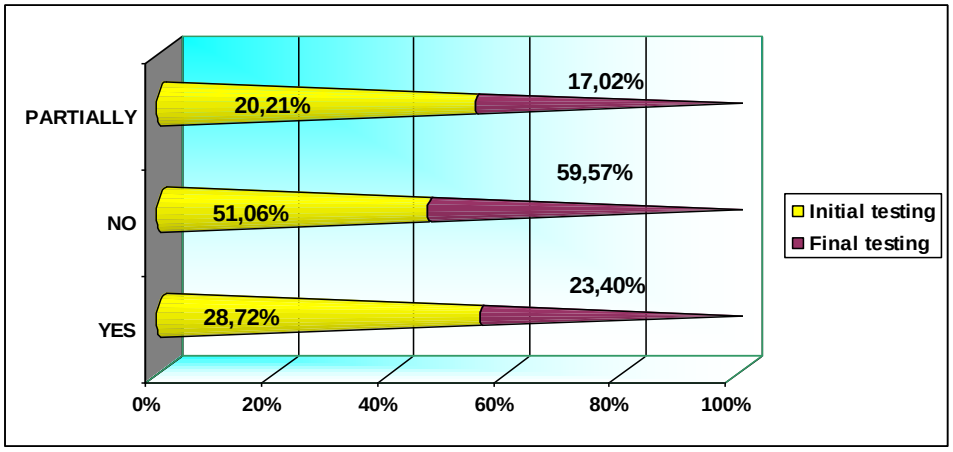

Figure 5. Answers to question no. 5

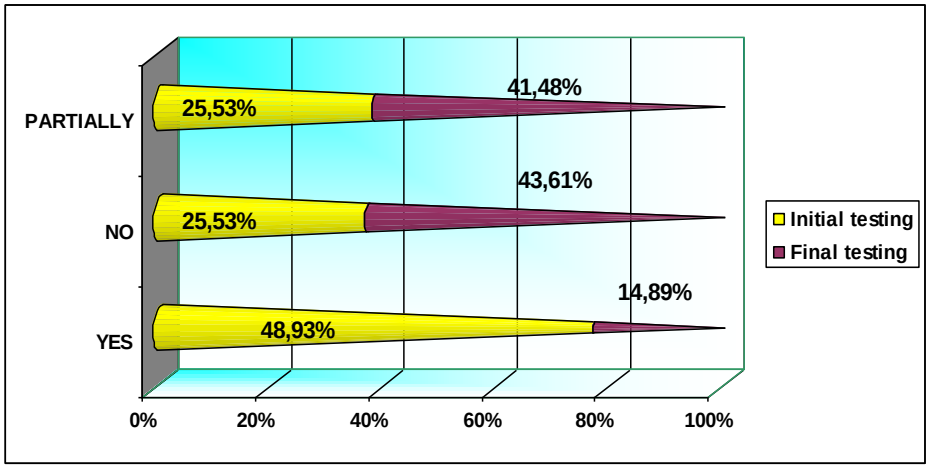

Figure 6. Answers to question no. 6

Question no. 7 – *Are you afraid not to fail when you throw at the basket, after receiving explanations from the teacher?*

A percentage of 25.33% students, consider that at the initial testing they are afraid when performing throws, although they received methodic directions from the teacher compared to only 5.31% in the final. Most centralized options at question no.7 indicate that 55.31% (initial testing) or 58.51% (final testing) are prepared to execute shooting at the basket.

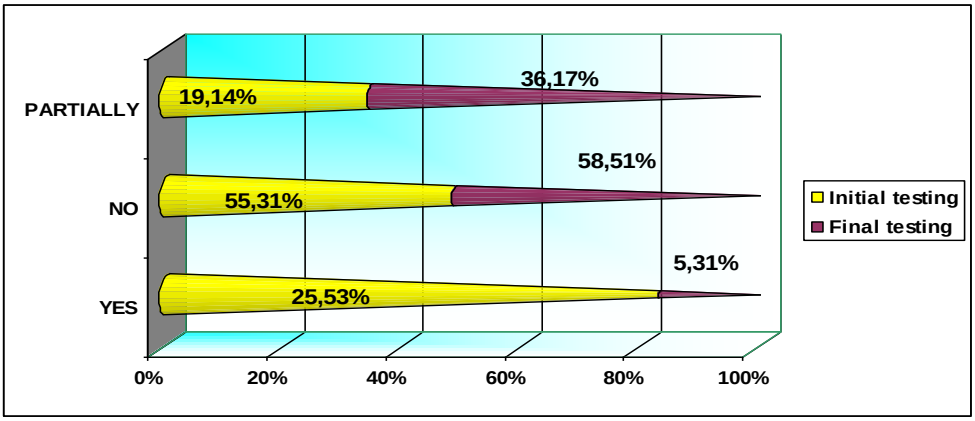

Figure 7. Answers to question no. 7

Question no. 8 - *Do you think you will mange to get a good percentage at the testing*?

Question no. 9 – *At the end of the basketball course is the grade important to you?*

Question no. 10 – *Do you consider the grades obtained so far reflect objectively your gained knowledge?*

The questions 8, 9, 10 were designed to obtain information outlining the level of students' self-esteem, self-assessment, self-confidence across the knowledge gained at the end of the course. Significant values were recorded in

the final testing for the "Yes", meaning 91.48% believe will make a good percentage at the testing and are interested in the marks obtained, 75.59% believe that the marks reflect the knowledge objectively. Regarding the options "No" and "Partly", they present small percentage differences between the two tests.

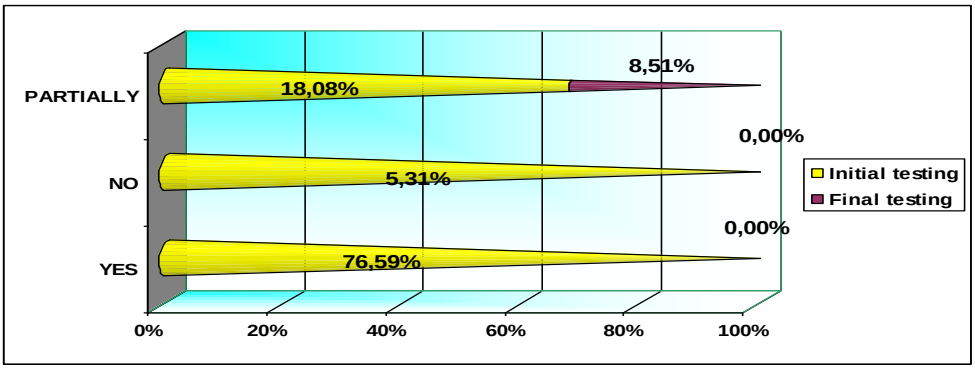

Figure 8 Answers to question no. 8

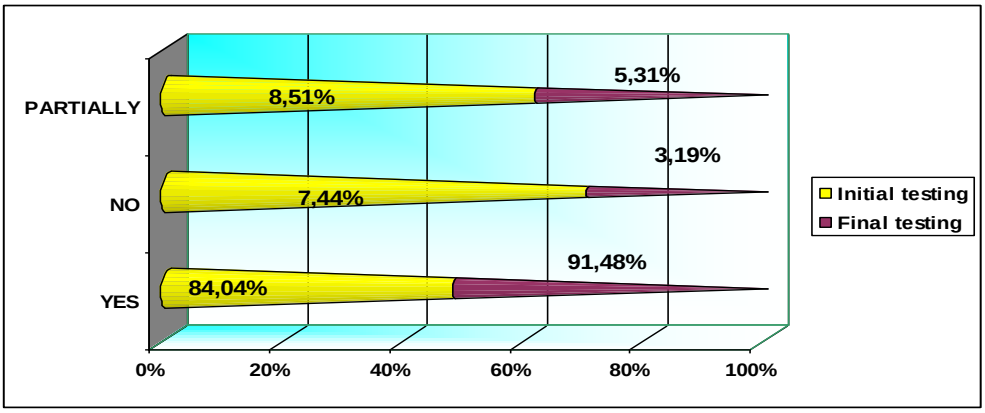

Figure 9. Answers to question no. 9

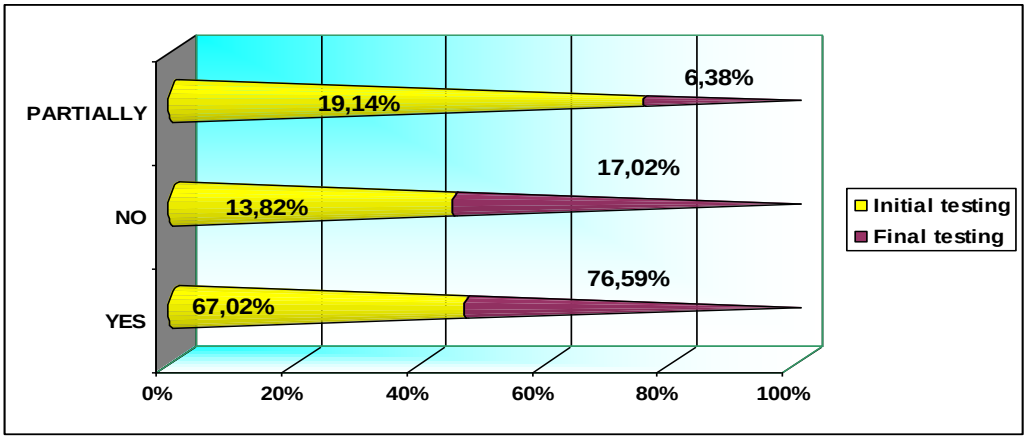

Figure 10. Answers to question no. 10

c. Conclusions

- Processing students' opinion at the initial testing revealed the main causes of fear of failure on the task: throwing at the basket. The data confirms the work and warns the teacher at the beginning of the semester. Thus, students have an unjustified fear towards the anthropometric indicators height, are nervous and don't feel comfortable around the opponent or the basket, show the fear of mistake, unable to control the situation even if they received the teacher's indications, the fear of colleagues' rejection, of critics, etc.
- A series of answers to both tests confirmed that students with significant percentages do not consider a problem proscribing basketball game before, they are ready to learn basketball, they estimate to achieve a good percentage of testing, are interested in the marks and these reflect objectively their knowledge.

- Eliminating some subjective choices, at the final testing, most data showed a "positive" percentage increase or decrease, which demonstrates that the determination of the students' sources of anxiety is a necessity and should be inserted as a requirement at the beginning of each theoretical or practical –methodological course.

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ROLE OF THE KINETIC THERAPY IN POSTTRAUMATIC HAND INJURIES

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Abstract

Regardless of the type of injury and the initial form of treatment, the posttraumatic hand requires specific programs of functional rehabilitation.

Material and Methods. The study was conducted over a period of 6 months on an important case which presented a complex trauma to the right hand. I applied tests to assess for pain, mobility, strength, global motor assessment and functionality. Kinetic therapy was performed daily in the first month and 3 times / week for the next months. The objectives targeted reliving pain and muscles atrophy, restoring mobility and strength, sensitivity rehabilitation and recovery of the gesture coordination.

Results. The evolution of the pain on VAS scale recorded significant decreases in all testing times. Mobility deficiency existing in the wrist and fingers diminished showing at the end of the second stage mobility closer to normal values. The strength testing was found to increase to the next evaluation, improving visible in the second stage of treatment. Overall assessment done on the three periods of treatment shows a favorable evolution, the patient managed to achieve major ADLs. At the end of treatment functionality recorded a percentage of 93.33% of normal.

Conclusion. A well-developed kinetic therapy treatment restores normal range of motion, combats existing deficits and enhances the functionality of the hand with an increase in quality of life.

Keywords: hand, trauma, peripheral nerve injury, kinetic therapy.

1. Introduction

The hand is the most complex segment of the body member. Both structure and function are adapted to human activity. Hand enormous area represented in the cortex is really showing the importance of this organ in the body.

The traumatic hand, regardless of the type of injury and the initial form of treatment requires functional rehabilitation specific programs. Results of recovery programs are influenced by the complexity and type of trauma, type of the orthopedic treatment, orthopedic surgery or plastic surgery rehabilitation, treatment initiation, patient's genetic predispositions and its medical history.

2. Material and Methods

Because of the importance of the hand as an organ in the body, I selected an interesting case with a complex trauma to the right hand presenting the lesions of the cubital and median nerves of the right forearm, lesion of the tendon of the flexor pollicis longus (FPL), lesion of the tendon of the flexor digitorum superficialis (FDS) and the tendon of the flexor digitorum profundus (FDP) fingers II-V, lesion of the tendon of the flexor carpi radialis (FCR) and the tendon of the flexor carpi ulnaris (FCU).

The study was conducted over a 6 month period from January 6th, 2014 to July 30th 2014, and the applied kinetic treatment for recovery in that period was structured into two phases due to the fact that after 3 months of treatment it was requested a surgical intervention to remove the scars adhesions which impeded nerves recovery and dragging of the tendons in their sheath.

There were made four evaluations to the patient in the first stage of treatment and after the second surgery has been reviewed for 4 more times applying VAS for pain, wrist and fingers joints range of motion, by applying goniometry measurements for fingers-palm distance, manual muscle testing and dynamometry for the muscles of the fist joint, global motor assessment of the wrist and hand joints and functional index of the hand(1).