



Psychological Stress and Its Relationship to the Performance of the Climbing Skill and Individual Advancement on the Balance Beam

Dr. Ameera Sabri Hussein, *Lecturer, University of Babylon / Faculty of Education and Sport Sciences, University of Babylon*, ameera.sabry@uobabylon.edu.iq

Abstract. The research touched on the importance of preparing the individual psychologically based on scientific foundations. The correct construction has a role in achieving a comfortable and comfortable life, which in turn is reflected positively with the requirements of individuals in general, and in the sports field in particular, attention to psychological aspects has become something that cannot be overlooked. Psychological aspects have an important role in Learning for skills and in the progression of the level of skill performance. As for the research problem, it lies in the knowledge of psychological stress and its relationship to skill performance. It also touched on identifying the psychological stress of students and identifying the relationship between psychological stress and the performance of the skill of rising by individual advancement. As for the imposition of the research, it came on the basis of confirming this statistical relationship.. The concept included Psychological stress, manifestations of psychological stress, its causes and methods of coping with it, in addition to explaining the skill of individual advancement that leads to the balance beam in artistic gymnastics. In it, the research methodology was explained, the number of the sample (40) and the type of skill test in addition to the scale used (psychological stress), and the results of the tests were presented, analyzed and discussed according to the tables. Finally, conclusions were drawn, the most important of which was for the research sample to have an average level of psychological stress. The most important recommendations were more attention to psychological aspects when teaching gymnastics, in addition to the need to use psychological scales to identify the problems facing the requests and work to confront them.

Keywords: psychological tension, rising skill, balance beam

1-1 INTRODUCTION

The individual is one of the basic pillars upon which societies depend in their march towards progress and prosperity, and for this reason interest in him expands as much as what he offers during his life, With the different requirements of the times. Physical education is witnessing clear and tangible progress in all sports activities, reaching high achievement through attention to all sports sciences, for the purpose of raising the level of skillful performance of students, and among these sciences, sports psychology, where psychological factors play an important role in achieving goals, winning championships or progressing in the level of performance of the students and the achievement of the goals and achieve grades and this Maepthgeh student during the various stages of study, and is also known that the conditions experienced by the student

during the examination of them (the nature of the exam and its importance, the school, colleagues and the nature of the device and the possibility of the student) may have an impact on the psychological state of the high hand in The degree of stress has, therefore, psychological stress is one of the important psychological factors, which can be observed through the individual's behavior in his responses to new sports situations during the skill performance of the lesson, Functional, which varies in the degree of impact according to the nature of each activity, the time of practice and the style of performance (Rafea, 2011). It is well known that the activities that are characterized by agility and flexibility fall within the activities that increase the degree of tension, and when talking about the gymnastics game as it is one of the individual games that does not require physical preparation only skill, but must go intertwined with psychological preparation and other sciences and that what distinguishes it from the rest Games are among the activities that play enthusiasm, excitement and suspense for female students, and this may have a negative impact on them, Hence the importance of the research in knowing the relationship of psychological stress in performing the skill of getting up and individual advancement on the balance beam.

1-2 research problem:

Sports games are characterized by increased enthusiasm of the players and high levels of motivation and arousal for them, as well as sometimes accompanied by a high degree of emotion, tension and shyness, and these psychological emotions affect the performance of the athlete clearly most of the time, as the psychological aspect is one of the things that must be taken into account Taking into account when performing, especially the skills that lead to gymnastics, because these skills constitute a kind of difficulty for the students and the accompanying feeling of tension in front of their colleagues or teachers, especially in the early stages of learning and when errors in performance abound and experiences of failure dominate over experiences of success, and stress is considered Psychology is one of the psychological emotions associated with skill performance, whether during training or during the practical test, and the situations, events and stimuli associated with each of them may have a clear and direct impact on the student's behavior and on the level of her abilities and skills, and by noting the researcher being one of the students who was exposed to feelings of tension and fear of performance. Therefore, she decided to study this psychological phenomenon and to identify the relationship of psychological stress to the performance of the skill of rising and the individual advancement on disgrace. off balance.

1-3 research objectives

- 1- Recognizing the degree of psychological stress for third grade students
- 2- Recognizing the relationship between psychological stress and the performance of the climbing skill by individual advancement on the balance beam.

1-4 Force search

- 1- There is a statistically significant relationship between psychological stress and the performance of the climbing skill of individual advancement on the balance beam.

1-5 Research Areas

- 1-5-1 The human field: third grade female students - College of Physical Education and Sports Sciences / University of Baghdad.

1-5-2 Spatial domain: Gymnastics Hall for Girls - College of Physical Education and Sports Sciences / University of Baghdad.

1-5-3 Time range: the period from 1/3/2017 AD to 6/4/2017 AD

2- Theoretical and similar studies

2.1 Theoretical studies

2-1-1 the concept of psychological stress

The facts indicate that the mental and muscular tension between them is a great connection, so every mental tension or tension affects the muscles and vice versa is also true. Every muscle tension or tension affects the state of mental focus, and therefore it is not possible to enjoy full mental health if mental tension occurs and he does not release it during his muscular activity.. There are many definitions of psychological stress mentioned in dozens of books and treatises, they dealt with it from different aspects, sometimes we find it as a result of neurological and physiological aspects and others resulting from a feeling of inferiority, and sometimes as a result of social upbringing and others, as we find it as an educated behavior from the environment (Abdul-Wadud, 2013). Tension is a condition inherent in the behavior of the individual, as it arises in unusual circumstances, where the individual is exposed to temporary states of tension in response to various problems that require a degree of concentration. Tension is a state of feeling a difference in balance on the biological and psychological levels, accompanied by readiness and willingness on the part of one to change his behavior in order to confront a factor that threatens him in a real or imagined situation. Stress involves an escalation in the person's physiological or psychological response to situations facing him and threatening him (Khalil, 2000). Psychological stress has become one of the most important problems facing most athletes, and it has many negative effects such as: dissipation of physical energy, deprivation of moments of enjoyment of sports, It also weakens the athlete's self-confidence, when he is possessed by the belief or thinking that he is incompetent, in addition to that it may cause the occurrence of internal conflict, as it may cause the occurrence of physical injury, and often it is a major reason for recognition or early withdrawal from practice (Osama, 2000).

2-1-2 Manifestations of psychological tension (Abdul-Wadud, 2013):

These manifestations can be divided into

Physical manifestations: These include rapid heart rate, shortness of breath, sweating, stomach cramps, pain, nausea, muscle tremors, weakness in the legs, a tingling sensation like pins and needles in various parts of the body, with stiffness in the muscles, a feeling of imbalance, visual disturbances, frequent urination and diarrhea. As for the appetite for food, it varies from person to person, sometimes a person resorts to increasing meals and increases weight, and others resort to reducing food. **Psychological manifestations:** including feeling unable to overcome fear, constant dread, loneliness of mood and emergence of depression, as well as difficulty in starting to sleep. Other purposes include feeling tired when getting up from sleep, jumping just because there is a slight sound, volatility in opinion and always suspicious with feeling bored at home, annoyance with children, avoiding social relations and resorting to isolation from people. **Mental manifestations:** represented in poor concentration or distraction, disturbance in memory and forgetfulness, emergence of thoughts that are difficult to control, poor performance and reduced resistance of the person to face life situations efficiently.

2-1-3 Causes of psychological stress: There are a number of reasons for psychological stress, either direct or indirect. The direct causes are a result of the increased demands of the pressures of daily life. As for the indirect causes, they are classified into several types, including (Ali, 2016)

Emotional stimuli include fears of illness and anxiety of all kinds.

Family stimuli include poor marital compatibility, role ambiguity and family problems.

Social stimuli related to interaction with people and social anxiety.

Chemical stimuli are the misuse of drugs and alcohol.

Physical stimuli such as chaos, pollution and others.

As for the reasons that lead to psychological tension in the sports field, they are represented by the following:

- There is no balance between what the athlete perceives of what is required of him from the environment and what he perceives about his abilities.
- How the athlete perceives events (that is, there is a positive perception of events and there is a negative perception of events).
- The athlete's response to the environment in the form of arousal, which is a kind of activation. This means the individual's response to the environment in the form of excitation, and this element is related to the severity of the behavior, that is, the physiological, psychological and behavioral changes that occur to a person when he is tense. In light of this, stress includes three basic elements:
 - The environment.
 - Cognitions.
 - Responses

2-1-4 Methods of coping with stress

Stress can be confronted using many methods and methods, and psychologists have suggested a set of therapeutic intervention methods to reach individuals who suffer from psychological stress to adapt by teaching them strategies to deal with psychological stress, and these methods (Abdel-Wadood, 2013):

Muscular relaxation method, which is one of the most effective methods in reducing the level of psychological stress, and this method was developed by (Edmond Jacobson) Relaxation in the individual is the decrease in heart rate and blood pressure, and relaxation has many and varied benefits, including getting rid of problems related to psychological stress, and it is also a preventive method that reduces the possibility of disorders related to psychological stress.

The scientific method for solving problems, and it means adding a number of different strategies and skills using the principle of trial and error in order to reach possible solutions by choosing one of the alternatives or appropriate solutions, where the problem is accurately identified, information is collected, its sources and the exploitation of the environment resources in which the individual lives, with the aim of His knowledge of himself better and his knowledge of alternatives and choices and evaluation of alternatives and potential solutions, so a method of work is chosen and applied, which is the scientific methods and procedures that the individual is expected to practice to control his problem.

In the sports field, there are several common techniques among athletes that are used to cope with stress, such as listening to certain music tapes, lying in a bathtub full of warm water,

hypnosis, yoga, self-training and visualization. All of these methods are effective, and sports psychologists use such as progressive muscle relaxation., feedback (Kamouna, 1990).

2-1-5 Physiological variables

After taking the opinions of the experts about the physiological variables that the researcher will use in her work and that can be affected by psychological stress, the following variables were selected.

2-1-5-1 heart rate

There may sometimes be confusion between the use of the term heart rate and the term pulse rate. (Abul Ela, 1997) As for the pulse rate, it is defined as “the wave that can be sensed when it passes through the arteries close to the surface of the skin.” (Abul-Ela, 1997) The heart rate is one of the functional indicators by which it can be inferred on the intensity of the physical effort placed on a body, as the number of strokes increases when the burden of effort placed on the individual increases until it reaches its maximum rate at the maximum intensity, and that the individual’s heartbeat Normal ranges between (70-80) strokes per minute(Fadel, 2008). The pulse rate is always calculated per minute, and there are several ways to measure it or several areas to measure the pulse, including the method of measuring above the radial artery, and there is the thumb method for pressure on the hand of the laboratory from the artery or vein, which shows the feeling in the pulse. There are several methods for calculating the pulse for a period of (10) seconds with Multiply the result by (6) until we get the number of pulses per minute, as well as the duration of (15) seconds, then multiply the result by (4). (Ghosoun, 2013)

2-1-5-2 blood pressure (Ahmed, 2003)

Blood pressure is defined as: the pressure caused by the rush of blood from the heart to the arteries, causing them to expand, and its amount ranges between the systolic pressure during the contraction of the heart muscle and the diastolic pressure during the diastole of the heart muscle, and in healthy adults it is 120/80 mm. Hg The systolic pressure ranges in its normal range between 90-145 mm. Hg while the diastolic pressure ranges between 60-90 mm. Mercury.

2-1-5-3 Body temperature (Rafea, 2011)

There are two different temperature zones in the human body: the internal body temperature and the external body temperature. The internal body temperature is the constant degree between (36.5-37.5) and includes the brain, rib cage, abdominal cavity and pelvis, either degree The external body temperature is affected by the surrounding environment, as it rises and falls according to the nature of that environment and includes the external organs and tissues of the body such as the skin, the largest part of the skeletal muscles, the digestive system. Therefore, in both cases, the heat resulting from the performance of physical or psychological exertion must be eliminated, otherwise the body temperature will rise higher than normal, thus affecting the physical performance and decreasing the achievement.

2-1-6 the skill of getting up with individual advancement:

To reach over the crossbar, to start the gymnastic movements, there are several types of beginnings of various shapes, including the rise of individual rise with or without the use of hands, and in the vertical or oblique direction.

Formal description of the motor skill:

When rising and leaving the glove, the torso is straight and slightly bent forward with the knees bent upwards alternately and the arms aside.

Biomechanical variables of motor skill:

Getting up from the glove is by eccentric thrust until the direction of the body's path forward is higher.

Swinging the arms forward higher when getting up for the purpose of balance and benefit from the energy generated by the swing.

Converting the horizontal force from the approximate run into a vertical force inclined slightly forward.

Getting up is with the foot farthest from the crossbar, with the knee of the nearby man raised.

Skill details:

Preparatory section:

- Approach jogs three or four steps in the direction off the crossbar.
- Then get up to the front by pushing the foot of the leg farthest from the crossbar while raising the leg that is close to the top while swinging the arms forward higher.

The main section:

- Stop swinging the arms to transfer the energy generated from them to the trunk and then to the rising leg.
- Converting the horizontal force generated by the adductive sprint into a vertical force slightly tilted forward as a result of the eccentric thrust of the riser leg.
- Raise the alternately bent knees to a level that allows the feet to be placed above the crossbar.
- The height force is also appropriate to allow the body to be above the crossbar, because an increase in it leads to falling to the other side of the crossbar, and a decrease in it leads to a lack of access over the crossbar.

Final section:

Standing on the crossbar is with one foot forward and the other back, then taking a standing position while making a balance.

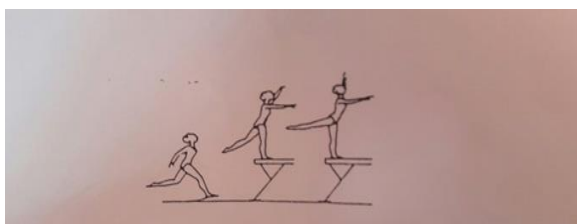


Figure (1)

Demonstrates the skill of getting up individually on the balance beam

2-2 similar studies

2-2-1the Study Of Ali Sobhi (Tension Among Students Of The Faculty Of Physical Education And Sports Sciences In The Gymnastics Lesson And Its Relationship To Weight And Gender Variables)(Ali,2015).

The aim of the research was to measure the level of stress among a sample of students of the college of physical education and sports sciences, and the goal of identifying the statistically significant differences in tension among students of the college of physical education in the gymnastics lesson according to the variables of gender (male - female) and weight (obese - middle - skinny) the research was determined by a sample of students from the university of Baghdad and of both sexes (males, females), and to achieve the goal of the study, the researcher built a tool to measure stress because it was not available in the field of physical education and for the subject of gymnastics. Its psychometric properties were verified, and after analyzing the data using the t-test for two samples the study concluded that the percentage of students who have a high level of stress is more than those who have a low level, the study also revealed that there are no differences in stress among students according to the gender variable, and the results showed that there are differences in stress among students according to the weight variable. And sex.

2-2-3 discussing previous studies

There are similarities and differences between the current study and the study of Ali Sobhi, which can be summarized as follows:

1- In terms of the method, the researchers followed the descriptive approach.

2- In terms of the research community, the researcher chose the third stage students from the College of Physical Education and Sports Sciences. As for the study of Ali Sobhi, the research was limited to students of the College of Physical Education and Sports Sciences (males and females).

3- In terms of procedures, it was relied on using the psychological stress scale prepared by Ali Sobhi, as it was applied to the same school stage.

In terms of conclusions, the current study concluded: the degree of psychological stress is inversely related to performance. As for the study of ali sobhi, it showed that there are no differences in stress among students according to the gender variable, and the results showed that there are differences in stress among students according to the weight variable.

4In terms of recommendations: The two studies recommended the importance of taking into consideration the attention to psychological aspects.

3- Research methodology and field procedures

3-1 Research Methodology:

"The appropriate approach is one of the most important steps that result in the success of the research, as the approach depends on the nature of the problem and the goal to be achieved" (Allawi, 1999, 134), and the researcher used the descriptive approach to suit the nature of solving the research problem.

3-2 The research community and its sample:

The researcher deliberately chose the research community, which was represented by the third-grade students in the College of Physical Education and Sports Sciences / University of Baghdad, and their number was (72) students, and through a lottery, the research sample of (40) students was selected from the third-grade students, Division H and I, for the year academic year (2016-2017), at a rate of (55.5%) of the total number of the research community.

3-3 Search tools and search devices used:

- 1- Arab and foreign sources and references.
- 2- Stress scale unloading form.
- 3- A form for unloading the results of the skill tests by the constituents *.
- 4- type laptop computer HP).
- 5- Balance beam device.

3-4 Survey experience

The researcher conducted the reconnaissance experiment on Wednesday, 1/3/2017, for the purpose of identifying some of the obstacles that the researcher might encounter during the test, as well as identifying the assistant work team.

3-5 Tests used:

For the purpose of solving the research problem, a set of tests must be found to measure the research variables, so the following scale and test were determined:

3-5-1 Stress Scale (2).

The researcher used the Psychological Stress Scale (Ali Sobhi, 2013) to measure the level of psychological stress among the students under research, which included a total of its paragraphs (27), where five alternatives were identified in front of each paragraph, which are in a row (always, often, sometimes, rarely, never) and higher the degree possible to get a student at this scale was 135 degrees and the lowest score possible to get the student was 27 degrees, and the fact that the scale was applied to the same stage age and the same environment, no longer necessary to carry out honesty process and consistency of the scale.

3-5-2 Skill level test:

The performance of the climbing skill was evaluated by individual advancement on the balance beam of (10) degrees, and each student was given two attempts, and the best attempt was calculated by the constituents ¶ * By deleting the highest and lowest score and finding the average for the remaining two scores.

3-6 Research field experience

The tests were conducted at 10.15 on Wednesday 15/3/2017 in the presence of the assistant work team by applying the psychological stress scale on the research sample and at 9 am on Thursday 16/3/2017

Skill tests were conducted to determine the level of skill performance of the students, after which the results were collected, sorted and classified into special tables for the purpose of statistically processing.

3-7 Statistical means

The data was statistically processed using the statistical bag program (SPSS) By using the following statistical methods:

- 1- Arithmetic mean.
- 2- Standard deviation.
- Simple correlation coefficient (Pearson).
4. Presentation, analysis and discussion of the results.
- 1-4 Display the arithmetic means and standard deviations of the research variables.

Table (1)

Shows the arithmetic means and standard deviations of the research variables.

Variables	number the sample	measruing unit	Arithmetic mean	standard deviation
Psychological tension	40	Degree	63,625	18,317
The skill of getting up individually on the balance beam	40	Degree	7.125	1.113

Through the results of the arithmetic means and standard deviations in Table (1), it is clear: The arithmetic mean of the psychological stress scale was (63,625) and the standard deviation was (18,317) This means that it achieved a level lower than the average, which is evidence of awareness of the importance of the psychological aspect in the skill performance by female teachers and psychological support for female students during the educational unit.

As for the skill performance, it was found that the research sample achieved an arithmetic mean in (the skill of rising in the individual wake) reached (7.125) and with a standard deviation (1.113). This indicates that the research sample achieved a good level in the performance of skills, and the researcher can attribute the reason for achieving this level to the increase in tendencies and motives and the understanding of the subtleties of skill by the students due to their enjoyment of psychological aspects that are good.

2-4 Presentation, analysis and discussion of the correlative relationship of psychological stress and performance of the climbing skill with individual advancement on the balance beam.

Table (2)

It shows the correlation of psychological stress and rising skill with individual advancement

search variables	sample number	mistake percentage	correlation coefficient	indication
tonometer	40	0.000	- 0.791	moral
The skill of getting up individually on the balance beam.	40	0.000		

Table (2) shows that there is an inverse correlation between psychological stress and the level of performance of the skill under study, according to the order with the values of (- 0.791) with an error rate (0.000), and when comparing the error rate (Sig) With the level of significance, we find that it is less, meaning that there is an inverse significant relationship between psychological stress and the level of skill performance of the students in the skill under study.

The researcher attributes the reason for this to the level of tension in the research sample, as the lower the level of tension they have, the better the performance level, and that the students' ability to control emotions was a helpful factor in learning skills, especially when learning is

combined with studying the psychological aspect (will, responsibility, self-confidence.) This is consistent with what was confirmed by Elham Abdel-Rajman Muhammad (The study of the psychological aspect is of great importance for each activity, as it was expressed through the strength of will, responsibility, control and self-confidence, which helps to achieve the desired goals and break out the distinctive features) 1)).

All of the foregoing indicates that the school's style and method of teaching had a role in supporting the student psychologically and encouraging her to overcome the barrier of fear and psychological tension, as it is a skill that may be characterized by a kind of difficulty in performance, and the difficulty results from the specifications of the device, in terms of its height from the ground and the width of its surface, but the interest in the psychological aspects, he had a role in overcoming these difficulties during the skill performance.

4-Conclusions

- 1.The research sample has a lower than average level in the psychological stress scale.
- 2.The degree of psychological stress among the female students is inversely related to the skill performance of the female students among the members of the research sample.

5-Recommendations

- 1.The need to pay attention to psychological aspects and reduce the psychological stress that the student may be exposed to during the skill performance.
- 2.Conducting similar studies on different samples and on other skills in gymnastics.
- 3.Conducting introductory seminars for teachers in order to guide them on how to deal with students for the purpose of reducing the impact of psychological stress.

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Supplement (1) Tonometer

Ns	Vertebrae	Totally ok	Ok	Hesitant	Opposed	Very opposition
1	I suffer from poor ability to focus in the gymnastics lesson					
2	I feel constantly anxious when i enter the lesson					
3	I expect the worst consequences in gymnastics lessons					
4	I feel a loss of security and reassurance					
5	It's hard for me to focus on my gymnastics lesson					
6	I feel uncomfortable					
7	I feel irritable when i enter my gymnastics class					
8	I get unwanted thoughts					
9	My mood changes and turns easily in gymnastics class					
10	Get upset even when there is no reason in the lesson					
11	I suffer from frequent panic attacks in my gymnastics lesson					
12	I feel afraid of failure					
13	My enthusiasm and determination quickly subsided					
14	I often feel tired in gymnastics lessons					
15th	I feel short of breath when i enter the lesson					
16	I feel cold in my extremities when the teacher asks me to do some skills					
17	i forget most thoughts when i enter the lesson					
18	I feel bored when i go to gymnastics class					
19	I get annoyed when students look at me in the lesson					

20	I blame myself for not being able to perform my gymnastics skills				
21	I feel bad while i'm in gymnastics class				
22	I can't stand myself when it's my turn to perform the skills in the gymnastics lesson				
23	I hesitate to enter the gymnastics class				
24	I feel that i have more problems than students in gymnastics class				
25	I am looking for a reason to prevent me from entering the gymnastics class				
26	Confused by the presence of students towards me in the lesson				
27	I am constantly distracted by ideas that are not related to the lesson				