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## The percentage of contribution of emotional experience to the performance and achievement of the 110 m hurdles event for students

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### Abstract

The purpose of this paper is to identify the correlation between emotional experience and the performance and achievement of the 110 m hurdles event for students. It also aims to identify the percentage of contribution of emotional experience to the performance and achievement of the 110 m hurdles event for students. 100 students from the College of Physical Education and Sports Sciences, University of Wasit, participated in the study. The results showed that there is a contribution ratio between emotional experience and the performance of the 110 m hurdles event for students. The value of the contribution ratio was (0.506). To know the significance of the association, the researcher used the (t) test, which had a value of (5.684) and a probability of error of (0.0253), which is smaller than the significance level of (0.05), indicating that the association is significant. As for the contribution ratio of emotional experience to the achievement of the 110 m hurdles event for students, it was (0.452). To test the significance of the association, the (t) test was used, which had a value of (6.993) and a probability of error of (0.0379), which is smaller than the significance level of (0.05), indicating that the association is significant. The researcher concluded that success in performing sports events, including the 110m hurdles event, is linked to students possessing the trait of psychological experience and cognitive aspects, and that students who have emotional experience were distinguished by high performance and achievement in the 110 m hurdles event.

**Keywords:** Contribution percentage, emotional experience, performance and achievement, event 110m

### Introduction

Sports psychology is one of the most important sciences that leads to achieving excellence and investing in the players' psychological, tactical, physical, skill and educational abilities, which depend on what is employed and what this science requires in terms of principles, theories and many psychological characteristics, including psychological emotionality. Psychologists have classified psychological emotions into several different types, including, according to the classification of the scientist (Silvan Tomkins), who classified emotions into nine primary types: (joy or pleasure, pride and interest, sadness, anger, fear, pressure, shame, contempt or disdain, disgust) and that each of these emotions shows a biological reaction that begins to appear through facial expressions and type of voice, and changes in responses and brain activities (Tomkins & Demos, 1995) <sup>[21]</sup> (Al-Yousfi, 1998) <sup>[6]</sup>.

Emotional experience is acquired through adaptation to life situations, and emotional experience has multiple and many patterns such as feeling emotional, depth of feelings, mood impact of emotion, rates of feeling emotional, and positive and negative patterns (Lobanov, 1978) <sup>[12]</sup>.

Global studies have shown that anxiety can negatively affect performance, while controlling emotions helps improve focus and performance in competitions (Ilham *et al.*, 2024) <sup>[11]</sup>.

We can define emotional experience as a source of an individual's adaptation to the environment as a result of learning previous internal or external emotional stimuli And benefit from it while being exposed to new emotional stimuli and controlling and adjusting it according to the standards of society and the environment surrounding the individual (Al-Yousfi, 1998) <sup>[6]</sup>.

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It is also the athlete's ability to manage their emotions, which is as important as frustration or fear, and to manage feelings, leading to improved focus and interaction with situations (Gross, 2002) <sup>[10]</sup>.

Emotional experience is a measure of people's ability to face psychological challenges and is an important factor in the athlete's personality to face the various pressures he is exposed to, and it has a major role in improving actual performance and the digital level in various events, including the 110 m hurdles event.

Sports activity is a fertile field for intense emotions as it is full of situations characterized by excitement and enthusiasm. In track and field in general, athletes or students are exposed to internal and external psychological pressures in very large proportions (Rabassa Blanco & Arumí Prat, 2024) <sup>[16]</sup> (Ryan & Deci, 2000) <sup>[18]</sup>. The pressure of learning and competition among them and the surrounding environment and opponent and race variables are all things that work to prevent achieving excellence, so athletes need several criteria that determine their courageous behavior, and the most important criteria are endurance, patience, self-efficacy and altruism, and the sum of these criteria is sufficient to control psychological emotions and the success of the educational and training process (Ruiz Vico & Cifo Izquierdo, 2020) <sup>[17]</sup>. The 110m hurdles event in particular is one of the events that require a great deal of psychological emotions when performing it technically due to the difficulty of coordinating and matching the performance movements and controlling emotions and the need for psychological control to overcome these psychological influences and achieve the self-goal.

Achieving the educational and psychological goals of students in athletics events and reaching the stage of acceptable technical performance and achieving better achievement in the 110 m hurdles event requires attention to the aspects that we believe have a positive impact on performance such as the physical, psychological and educational aspects. Accordingly, it is necessary to reach knowledge of the realistic answers to these questions stuck in the minds of the researchers, which are:

- Is there a correlation between emotional experience and the performance and achievement of the 110 m hurdles event for students?
- Does emotional experience contribute to the performance and achievement of the 110 m hurdles event for students?

The importance of the research lies in reaching some facts about controlling psychological emotions that directly affect the result of the technical performance of the event by identifying the correlations between emotional experience and the performance and achievement of the 110m hurdles event for students.

### Research objective

- Identify the correlation between emotional experience and the performance and achievement of the 110 m hurdles activity for students.
- Identify the percentage of contribution of emotional experience to the performance and achievement of the 110 m hurdles activity for students.

### Research hypotheses

- There is a statistically significant correlation between emotional experience and the performance and achievement of the 110m hurdles activity for students.

- There is a percentage of contribution between emotional experience and the performance and achievement of the 110m hurdles activity for students.

### Research fields

- **Human field:** 200 volleyball players in the premier league in Iraq.
- **Time field:** (23/1/2023) to (29/1/2023).
- **Spatial field:** Peshmerga club hall.

### Research methodology and field procedures

#### Community and sample research

The research sample consisted of students of the College of Physical Education and Sports Sciences, Second Stage for the academic year 2023/2024, University of Wasit, for morning and evening studies, totaling (100) students. They represent the sample for preparing and applying the emotional experience scale, while the exploratory sample numbered (15) students, representing (15%) of the original community, and they are from within the individuals of the main sample of the current study.

This study was approved by the University Ethics Committee No. 44/174 and dated 04/14/2023 and was accepted with the research code number and was carried out in accordance with the recommendations of the Declaration of Helsinki.

#### Field research procedures

In order to achieve the research objectives, the researchers carried out several research procedures in order to achieve the objectives by following the following steps:

#### 1. Determining the phenomenon to be measured

It is the first step that the researcher must pay attention to because it is related to defining the research topic on the one hand and defining the concept and clarifying what is required to be studied and the reasons for that. This is what Mohsen Lotfy indicated that "defining the idea of the scale is one of the first steps, because it helps the person building the scale to reach the main ideas that he relies on in the construction process" (Ahmed, 2006) <sup>[2]</sup>. Studying the emotional experience of students helps those in charge of the education and training process to understand the psychological aspects that affect the students' psychological readiness, and it is also a means of improving and developing the level of quality of the educational process for students of the Faculty of Physical Education.

#### 2. Determining the purpose of using the emotional experience scale

Specialists mention that the process of using any scale must begin with defining the concept of the variable and the required goal of its study, and this is what the researchers did, as the theoretical definition of the concept of (Emotional experience) was determined, Determine the variable or phenomenon you want to study, and the topic must be clear and specific (Mali, 2018) <sup>[14]</sup>.

As the main goal of using the (Emotional experience) scale is to identify the reality of the level of emotional experience and its relationship to the performance and achievement of the (110 m) barriers activity for students.

#### Procedures for preparing the emotional experience scale

For the purpose of measuring and determining the level of emotional experience among second-stage students in the

College of Physical Education and Sports Sciences, University of Wasit (research sample), the researchers were asked to survey scientific sources and references. The emotional experience scale prepared by the researcher (Mahmood, 2023) <sup>[13]</sup> was relied upon after the researcher made some modifications to it, as he designed a special form containing a picture of the scale before and after

modification (Appendix 1) and it was presented to a group of experts and specialists. To ensure the significance of the experts' answers, the researcher analyzed them and used the (Ka2) test at a significance level of (0.05) and a degree of freedom (1), noting that the tabular value equals (3.841) and as shown in the table below:

**Table 1:** shows the numbers of the acceptable and unacceptable paragraphs and the value of (chi-2) for the emotional experience scale

Scale	Paragraph numbers	Experts		Calculated value of (chi-2)	Type Sig
		Agree	Disagree		
Emotional experience	-17-16-13-12-11-10-8-7-6-5-3-2-1-31-30-29-28-27-26-25-24-23-21-19-18-38-37-35-34-33-32	7	-	6.761	Sig
	39-36-24-22-20-19-18-15-14-9-4	-	7	2.048	Non sig

The tabular value of (Chi2) is (3.841) at a significance level of (0.05) and a degree of freedom of (1).

### Statistical analysis of scale items

In order to improve the quality of the scale, it is necessary to conduct a statistical analysis of the scale in order to discover the strengths and weaknesses of the items and then work on reformulating them or excluding them if they are not valid (Scannell & Tracy, 1974) <sup>[19]</sup>.

#### First: Discrimination ability

The method of finding the discrimination ability is one of the appropriate procedures to determine the paragraphs with high distinction using the two-party groups, where 27% of the forms that obtained the highest scores and 27% of the forms that obtained the lowest scores were assigned after arranging them in descending order. To calculate the discrimination ability for each paragraph, the (t-test) test was used for independent samples. Since the confidence level value was less than the significance level value (0.05) for all paragraphs of the scale, which indicates that all paragraphs of the emotional experience scale are distinctive (significant) at a significance level of (0.05).

#### Second: Internal consistency

The internal consistency of the scale is a measure of the degree of homogeneity of its paragraphs, i.e. the extent of their connection to each other (D'Andrea & Wooten, 2017) <sup>[9]</sup> (Alawi & Radwan, 2000) <sup>[3]</sup> so that they all reflect the same behavioral dimension. The correlation coefficient (Pearson) was used to ensure internal consistency between the degree of each paragraph and the degree of the field to which it belongs, and the total degree For the scale, as well as the score of each field and the score of the total scale for all sample members, numbering (100) students. After statistical analysis of the paragraphs of the emotional experience scale, the researcher confirmed that all paragraphs have a high correlation with the field to which they belong and with the total score of the scale, as well as the correlation of all main fields with the total score of the scale.

### Psychometric characteristics of the scale

#### First: Validity of the scale

Validity is one of the basic indicators that the test measures what it was designed to measure. The researcher tended to calculate the validity of the scale on two types of validity:

1. **Apparent validity:** This type was achieved when the scale was presented in its initial form to experts and specialists in sports psychology, measurement and evaluation to express their opinions on the validity of

the paragraphs after making verbal corrections and deleting paragraphs that did not obtain the experts' agreement. This was verified through what was previously mentioned in Table 1.

2. **Structural validity:** It is called formative or hypothetical validity and means the extent to which the test or scale measures a specific hypothesis or trait, and that structural validity requires the gradual accumulation of information from various sources (Nastasi & Hitchcock, 2016) <sup>[15]</sup>. To verify the validity of the hypothetical formation in the emotional experience scale, the researcher used the following methods: A-Discrimination ability, B-Internal consistency. The results were positive, indicating the validity of the scale.

#### Second-Stability

Stability is "quantitative estimates that work to achieve two goals, the first of which reveals the accuracy of the test in measuring the phenomenon, and the second investigates the degree of stability and internal consistency" (Al-Khafaji, 2014) <sup>[5]</sup>. Therefore, the researcher verified this using the following two methods: A-Test-Retest, B-Cronbach's alpha equation. The results of the two tests were positive, which indicates the stability of the scale.

#### Description of the emotional experience scale in its final form

After the researcher completed the scientific procedure and prepared the emotional experience scale for students of the College of Physical Education and Sports Sciences and showed it in its final form, where the scale consisted of (4) main areas, the first area (joy) number of paragraphs (8), the second area (pride) number of paragraphs (7), the third area (sadness) number of paragraphs (8), the fourth area (anger) number of paragraphs (8) and a total of (31) paragraphs, and the number of answer alternatives was (5) represented by (completely agree, agree, somewhat agree, disagree, completely disagree) and with weights for the paragraphs with a positive direction (5, 4, 3, 2, 1) and for the paragraphs with a negative direction (1, 2, 3, 4, 5). Thus, the highest score is (155) and the lowest score is (31) and with a hypothetical mean of (93) as shown in Appendix 2.

#### Main experiment

After all the necessary procedures and arrangements were prepared to start conducting the main experiment to obtain the study data, the performance evaluation was applied

according to a form prepared for this purpose, Appendix (1), and the personal achievement test for each student, Appendix (1), as well as the emotional experience scale was applied to a sample of (100) students from the second stage students in the College of Physical Education and Sports Sciences, University of Wasit on 21/4/2024 corresponding

to Sunday in the classrooms in the college and the Kut Olympic Stadium.

**Results and Discussion**  
**Results**

**Table 2:** shows the statistical description of the study variables

Variables		Arithmetic mean	Standard deviation	Hypothetical mean	Highest value	Lowest value	Skewness
Emotional experience		128.683	8.609	93	136.505	119.815	0.31
Performance	Sprint stage from the starting line to the first hurdle	1.215	0.399	—	2.463	0.23	0.23
	Sprint stage over the hurdles	1.942	0.444	—	2.933	0.25	0.25
	Sprint stage between the hurdles	0.711	0.280	—	1.322	0.21	0.21
Achievement		20.800	1.735	—	—	15.880	0.26

We note from the table above that the arithmetic mean value of the emotional experience scale exceeds the hypothetical mean value and the standard deviation value is small, which indicates that the sample members enjoy a high level of emotional experience, and that the values of the skewness coefficient for the research variables (the running stage from the starting line to the first barrier and the barrier crossing stage and the running stage between the barriers) are greater than the standard deviation values, and that the value of the skewness coefficient for all these stages is limited between (±1) for the research sample members, which indicates that

the grades are distributed moderately among the research sample members.

To achieve the second objective of the research, which is (to identify the relationship between emotional experience and the performance and achievement of the 110m hurdles event for students of the College of Physical Education and Sports Sciences at Wasit University), the Pearson correlation coefficient was calculated between emotional experience and the performance and achievement stage in the 110m hurdles event. As shown in the tables below:

**Table 3:** Shows the correlation coefficients between emotional experience and the performance and achievement of the 110m hurdles event for students

Variables	Variables	Correlation coefficient	Level Sig	Type Sig	Result
Emotional Experience Scale	Performance	0.775	0.001	Sig	There is a Correlation
	Achievement	-0.691	0.012	Sig	There is a Correlation

According to the results of the table above, we note that the value of the correlation coefficient between emotional experience and performance is equal to (0.775), which is a direct relationship between emotional experience and technical performance. The value of the correlation coefficient between emotional experience and achievement is equal to (-0.701), which is a positive relationship with achievement in the 110m event, meaning that the more emotional experience increases, the less time is spent on achievement in the 110m hurdles event, which indicates the achievement of the first objective, i.e. there is a significant correlation between emotional experience and performance and achievement in the 110m hurdles event for students of the College of Physical Education and Sports Sciences at Wasit University. The researcher believes that most of the sample members enjoy emotional experience and are open to new experiences and the application of innovative teaching methods that achieve the desired goals. Daniel Goleman mentions that the ability to adapt to difficult situations enhances self-realization. Individuals with

psychological resilience are better able to cope with stress. (Sfetcu, 2020) [20]. In doing so, they have challenged their internal fears that hinder their progress in avoiding falling or being hit by the barrier and achieving their selves that aspire to excellence. The scientist (Alfred Adler) confirmed in his theory that the goal of a person in achieving excellence is to achieve strength, perfection and courage by acquiring experiences in controlling psychological emotions during performance (Adler, 2019) [1]. To achieve the third objective of the research, which is (identifying the percentage of contribution of emotional experience to the performance and achievement of the 110m hurdles activity for students), the researcher calculated the coefficient of determination (contribution percentage) for emotional experience in the stages of performance and achievement of the 110m hurdles activity using Pearson's correlation coefficient and the coefficient of determination. The above hypothesis was tested using the t-test for simple correlation, as shown in the tables below:

**Table 4:** Shows Pearson's correlation coefficient between the emotional experience scale and the performance and achievement of the 110m hurdles activity and the percentage of contribution and the significance level test

Explanatory variable	Dependent variable	Pearson's correlation coefficient	Contribution ratio (coefficient of determination)	T-Test	Level Sig	Type Sig
Emotional experience	110m Hurdles Event Performance	0.711	0.506	5.684	0.0253	Sig
	110m Hurdles Event Performance	0.672-	0.452	6.993	0.0379	Sig

From the results of the table above, we notice that there is a percentage contribution of the emotional experience variable

to the performance stage in the 110m hurdles activity for students. The value of the percentage contribution was



(0.506). To know the significance of the correlation, the researcher used the (t) test, whose value was (5.684) and with a probability of error equal to (0.0253), which is smaller than the significance level (0.05), indicating that the correlation is significant and the relationship did not come about by chance, but rather was a real correlation. As for the percentage contribution of the emotional experience to the completion of the 110m hurdles activity for students, it was (0.452). To test the significance of the correlation, the (t) test was used, whose value was (6.993) and with a probability of error equal to (0.0379), which is smaller than the significance level (0.05), indicating that the correlation is significant and the relationship did not come about by chance, but rather was a real correlation. This achieves the second hypothesis of the study, i.e. there is a contribution ratio between emotional experience and the performance and achievement of the 110m hurdles activity for students of the College of Physical Education and Sports Sciences at Wasit University. The results of the correlation between emotional experience and the study variables (performance and achievement) indicate the existence of a strong positive and soft relationship, i.e. the increase in the degree of emotional experience will lead to an increase in the students' ability to perform, and the researcher believes that the trait of emotional experience is an authentic trait in the individual's personality that results in more secondary traits, and since the mental and cognitive level of the sample members and their aspiration to provide more made them enjoy emotional maturity in addition to their will that makes them able to recognize their feelings and control their emotions and address their problems and identify the causes. "The ability of students to enjoy emotional experience and confront internal illusions that shake their confidence in their abilities and capabilities made them able to deal with different situations with objectivity and realism, and thus positively reflected on the reality of their performance and their duty accomplishment" (Aliwi, 2020) <sup>[4]</sup>. It seems that each athlete differs in the amount of emotion from the other athlete, according to the amount of experience and control he gains over his internal emotions. Experience is one of the important factors in the ability of individuals to direct different emotions and responses. Accordingly, the more the athlete advances in training or education, the more experiences he accumulates that give him the ability to deal with the various stimuli that he may face in actual performance situations, unlike the athlete who is less experienced in dealing with these stimuli (Anderson, 2013) <sup>[7]</sup>. Research indicates that emotion regulation can enhance focus and self-confidence, positively reflecting on performance (Birrer & Morgan, 2010) <sup>[8]</sup>.

## Conclusions and Recommendations

### Conclusions

- Success in performing sports events, including the 110m hurdles event, is linked to students possessing the trait of psychological experience and cognitive aspects.
- Students who have emotional experience were distinguished by high performance and achievement in the 110m hurdles event.

### Recommendations

- The need to know the level of emotional experiences of students in various other sports.
- The need to develop guidance programs to enhance psychological traits, especially emotional experience,

among students of the College of Physical Education and Sports Sciences.

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**Appendix 1**  
**The Emotional Experience Scale in its final form**

No.	Paragraphs	Totally agree	Agree	Somewhat agree	Disagree	Totally disagree
1	Being among my colleagues makes me happy					
2	I feel happy in challenging situations during competition					
3	I express my feelings of joy without hesitation when I win					
4	I believe that expressing joy greatly increases my interaction with my colleagues					
5	I like my colleagues to share my joy and happiness					
6	I am happy to help my colleagues with a spirit of social responsibility					
7	I am happy to propose solutions to address the problems facing my colleagues					
8	I feel that I have a great deal of positive energy					
9	I feel proud of myself when I achieve some accomplishments					
10	I am proud when my performance and achievement are the best among my colleagues					
11	My high fitness and performance make me feel proud					
12	I can achieve positive and distinctive results during sports races					
13	I am proud of my ability to perform highly in competition					
14	I feel proud when I finish the race without errors and in a short time					
15	I find myself better than my colleagues in performing the duties required of me on the field					
16	I feel sad if my colleagues treat me harshly					
17	I feel sad when I can't perform well					
18	I feel sad when I miss opportunities during races					
19	I feel sad when my colleagues don't trust my performance					
20	I feel sad when my athletic performance is meaningless					
21	I feel sad when I receive disorganized learning experiences in class					
22	I feel sad when my relationship with my fellow students is not good					
23	I feel sad when I do my exercises incorrectly					
24	I feel angry when my colleagues harass me, which distracts my concentration during performance					
25	When I get angry, I make many mistakes while crossing the barrier					
26	I suffer from a complete loss of control over myself when I get angry					
27	I feel angry when I am neglected by my colleagues					
28	When I get angry, I prefer to withdraw from situations that excite me					
29	My inability to finish the race makes me feel angry					
30	When I get angry, I can hide my anger					
31	I get angry at myself for my lack of perseverance in achieving the goals required of me					

**Appendix 2**

Test for calculating the digital level (achievement) for the 110m hurdles event (This test is the one approved in local and international championships and is currently used to measure the completion time for the 110m hurdles). Purpose of the test: To measure the time of the digital level for the 110m hurdles event.

**Tools used**

- Stopwatch (1).
- Whistle (1).
- Measuring tape.

- Hurdles (10).

**Test description**

The student tested sits on the starting line from the low starting position and at the moment of hearing the start signal, he starts at maximum speed from the start to the finish line, crossing all the hurdles according to the system adopted in the 110m hurdles event.

**Appendix 3**

Special form for recording the results of the performance evaluation stages of the 110m hurdles event

No.	Name	Evaluation score			Final degree evaluation
		Sprint from the starting line to the first hurdle (3) Degree	Sprint over the hurdles (5) Degree	Sprint between the hurdles (2) Degree	
1					(10) Degree
2					
3					
4					
5					
6					
7					
8					
9					
10					