

# Standard levels of physical and skill tests for students applying to the Faculty of Physical Education and Sports Science at Al-Qasim Green University

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## ***Abstract***

*The research problem crystallized in the lack of existing standards to measure the physical and skill characteristics of students applying for admission to the College of Physical Education. The aim of the research was to codify admission tests and extract their standard levels. The sample number was (200) students and the application sample number (70) students. After conducting the tests, the tests were legalized. The sample level in physical and skill tests at an acceptable level. The researcher came up with several conclusions, including identifying the standard levels of physical and skill tests for students, as well as several recommendations, the most important of which is to conduct a similar study that includes all physical and skill characteristics and other variables on high school and middle school students to get to know their physical and skill level.*

***Keywords:*** Standard levels, physical and Sports Science.

## **I. Introduction**

The colleges of physical education and sports science and its departments in Iraqi universities are the academic body in the rehabilitation of sports cadres, and accept students of prep and vocational studies with multiple branches as well as teachers of physical education in accordance with the established system and the tests that are conducted on them and they are skills and physical tests that have been performed by specialized committees. The physical fitness tests were and still are one of the important goals of physical education and they are an important component of most physical education programs because it provides sufficient information through which we can explain the results of the tests.<sup>1</sup>

The basic elements of fitness are of primary importance when practicing any physical activity, as it is the cornerstone for practicing all physical activities as one of the aspects of comprehensive fitness. The standards are one of the objective means on which to evaluate the performance of individuals, as the raw grades

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extracted from the application of the tests have no significance if we refer to the criteria that determine the meaning of these grades and their existence allowing the laboratory to know its relative position in the group and are not optimal levels we seek. The tests help the teacher in identifying the educational situation, as it is the scientific basis upon which he builds the learning plan and helps him in identifying also the physical and skill preparation for selection, and thus the goals for which the educational process was built can be achieved.<sup>2</sup>

Measures procedures to obtain data on the student is the cornerstone of the evaluation process, and the student evaluation process is the basis for the integrated construction of the educational process. It leads to a speedy arrival to the stage of fatigue as a result of less effort and other symptoms whose appearance is delayed for long periods if the student enjoys physical fitness, hence the importance of research in identifying the standard levels of physical and skill tests for students applying for admission to the College of Physical Education and Sports Science at the University The denominator green.<sup>3</sup>

Through the researchers' work in the Students' Admission Committee, they noticed that there is no interest in uniform standards and standards for students applying for admission, as they are old, non-updated tests, as one of the major problems that appeared in front of college professors is the absence of a codified scientific standard used as a means to determine the level of physical fitness And the skill of students, which leads to a kind of lack of objectivity in determining their level, as these normative levels may help officials in carrying out the necessary evaluation process by explaining the shortcomings and weaknesses and working to treat them and determining the extent of what can be achieved from attempts to raise the level of performance.

### **Research objectives**

1. Legalization of physical and skill tests for students.
2. Knowing the physical and skill tests for students.
3. Determining the standard levels of physical and skill tests for students.

### **Research fields**

- The human field: Students applying for admission to the College of Physical Education and Sports Science for the academic year (2019-2020).
- Temporal field: The period (10/25/2019 to 3/4/2020).
- Spatial field: sports arenas in the College of Physical Education and Sports Science.

## **II. Research methodology and field procedures**

### **Research Methodology**

The researchers used the descriptive approach in the style of survey studies. As for the standard studies, they fit the process of building and codifying the measures, and this is consistent with the nature of the current study.

### **Community and research sample**

The research community has been identified, and they are students applying for admission to the College of Physical Education and Sports Science. They are (200) students, of whom (30) were a survey sample

representing (15%) and (100) students representing the legalization sample and their percentage (50%) and (70%). As a sample student to apply the scale they represent (35%).

#### Search tools and used devices

- 1.Sources and references.
- 2.Laptop computer.
- 3.Data dump form.
- 4.A device that measures height and weight.

#### Field research procedures

##### Homogeneity in height, weight and age variables

The special data were taken from each student and then the researchers conducted the statistical treatments to extract the averages, standard deviations and twisting as shown in the below.

**Table 1.** Shows mean, standard deviations, and skewness

Variables	Mean	SD	Skewness	Statistical significance
Age (years)	18.65	1.23	0.59	Moderately distributed
Height (cm)	168	2.14	0.84	Moderately distributed
Weight (kg)	61	1.76	0.72	Moderately distributed

#### Pilot study

The pilot study was conducted on a sample of 30 students. The purpose of the study was to identify the validity of the tests and tools used and the efficiency of the auxiliary team.

#### Scientific transactions for physical and skill tests

##### Validity of physical and skill tests

The list of tests contained many fitness and skill tests where the researchers calculated the validity of the tests by presenting them to (5) experts, as all the tests were valid to measure what was set for them, as shown below.

**Table 2.** Shows expert opinions on physical and skill tests

S	Physical tests	The value of (Chi square)*	S	Skill tests	The value of (Chi square)*
1	Ran 60 m	5	1	Front rolling and standing on head	5
2	Ran 540 m	5	2	The numbers are the highest in	5

				volleyball	
3	Abdominal exercise	5	3	Rolling and scoring football	5
4	Horizontal bar	5	4	Dribble and peaceful scoring in basketball	5
5	Wide jump of stability	5	5	Dribble and scoring on goal with handball	5

\*The tabular value of (Chi square) equals (3.84) the significance level (0.05) and the degree of freedom (1).

### The stability of physical and skill tests

The researchers found the test stability coefficient by testing and re-testing with a time difference of 7 days over the 30-student sample, as shown below.<sup>4</sup>

**Table 3.** Shows expert opinions on physical and skill tests

S	Name Test	(r) Value	Significance level	Statistical significance
1	Ran 60 m	0.48	0.015	Sig.
2	Ran 540 m	0.57	0.041	Sig.
3	Abdominal exercise	0.49	0.023	Sig.
4	Horizontal bar	0.72	0.044	Sig.
5	Wide jump of stability	0.55	0.039	Sig.
6	Front rolling and standing on head	0.61	0.034	Sig.
7	The numbers are the highest in volleyball	0.68	0.040	Sig.
8	Rolling and scoring football	0.59	0.035	Sig.
9	Dribble and peaceful scoring in basketball	0.75	0.029	Sig.
10	Dribble and scoring on goal with handball	0.66	0.019	Sig.

### Main experiences

#### Experiment with legalization of tests

The researchers applied the tests to the rationing sample of (100) students for the purpose of obtaining data through which the tests are rationed.

### Statistical analysis of the tests

Researchers followed the following methods:

#### **Discriminatory ability**

The researchers investigated the discriminatory ability of the tests using the two terminal groups and took the following steps:

1. Arranging the grades that the sample members obtained from the highest degree to the lowest degree.

2. Appointing (27%) of the higher grades and (27%) of the lower grades, and the number of each was (54).

3. To recognize the discriminatory ability by using (T-Test) test for two independent samples between the upper and lower group scores in each test, and it was found that all tests are distinguished at the level of significance (0.05) and degree of freedom (52).

#### **The main experience**

The tests were applied to a sample of (70) students representing (35%). After collecting the data, the researchers extracted the statistical parameters.

#### **Statistical means**

Researchers used the Social Sciences Statistical Package (SPSS) to process data.

### **III. Results and discussions**

**Table 4.** Show represents the mean and standard deviations for physical tests

Physical tests	N	Mean	Standard error	SD	Variance	Skewness
Ran 60 m	70	6.56	0.23	1.94	3.76	0.94
Ran 540 m	70	5.24	0.26	2.16	4.68	0.61
Abdominal exercise	70	1.69	0.16	1.38	1.90	0.03
Horizontal bar	70	8.97	0.24	1.99	3.97	0.77
Wide jump of stability	70	8.94	0.22	1.87	3.50	0.22

The results shown in the above table indicate that the torsional value of all tests is zero, which confirms the moderate results of the tests.

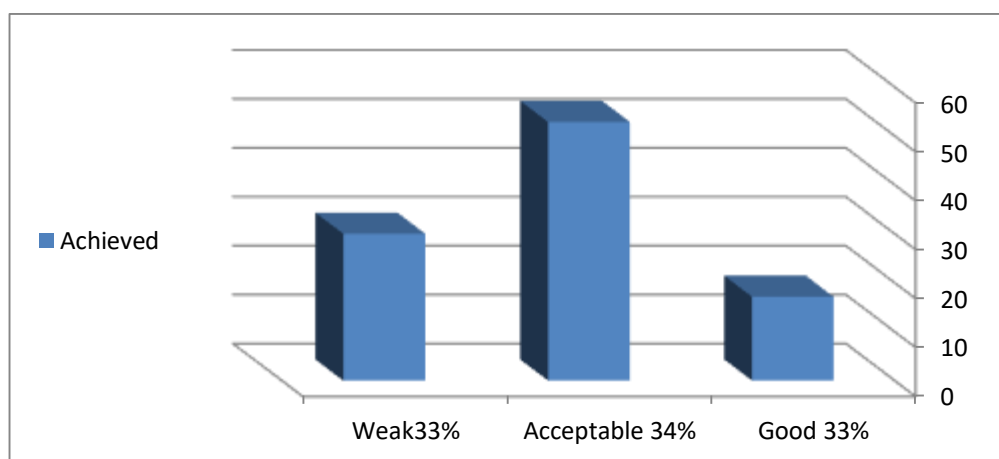
**Table 5.** Show represents the mean and standard deviations for skill tests represents the mean and standard deviations for skill tests

Skill tests	N	Mean	Standard error	SD	Variance	Skewness
Front rolling and standing on head	70	7.03	0.12	0.98	0.96	0.44
The numbers are the highest in volleyball	70	7.53	0.12	1.00	1.01	0.01
Rolling and scoring football	70	7.60	0.17	1.46	2.13	0.68
Dribble and peaceful scoring in basketball	70	7.17	0.11	0.90	0.81	0.72
Dribble and scoring on goal with handball	70	7.96	0.09	0.77	0.59	0.07

The results shown in the above table indicate that the torsional value of all tests is zero, which confirms the moderate results of the tests.

#### Standard levels of physical tests

For the purpose of determining the level of comprehensive quality standards for the (70) students in the application sample, the researchers used the natural distribution curve in that. Three standard levels were determined that occupied the area under the curve and distributed to the left and right of the mean in different proportions.<sup>5</sup>



**Figure 1.** Shows the standard levels of physical tests

Each of the good level has achieved a percentage of (33) of the area under the natural distribution curve, while the acceptable level has achieved a percentage of (34) of that area, while the level is weak, it has achieved a percentage of (33) of the area under the natural distribution curve.

Through these levels, the sites of the modified standard rationing society scores were determined according to Table (6) on the area under the curve, as shown in the following table.

**Table 6.** Shows the standard levels and their percentage of the overall quality criteria scale

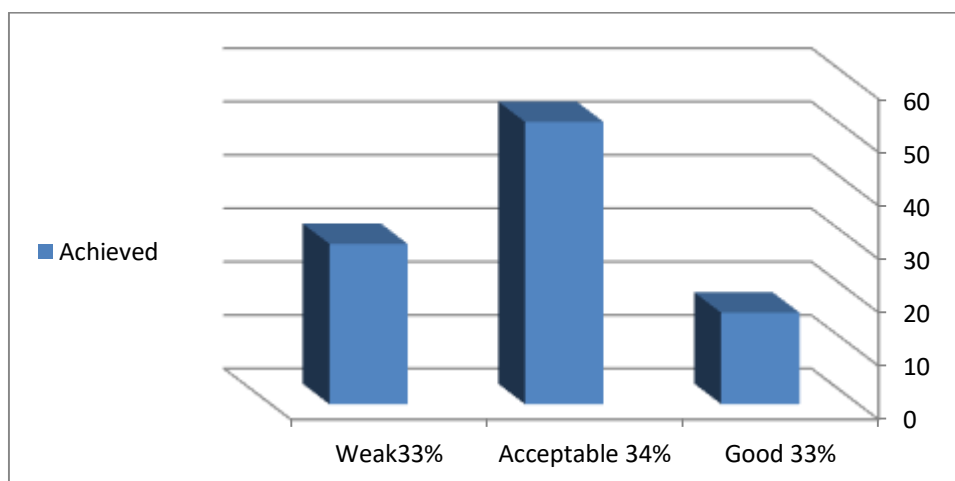
Standard levels of physical tests	Good 33%		Acceptable 34%		Poor 33%	
	N	Percentage	N	Percentage	N	Percentage
Achieved	3	4.29	34	48.57	33	47.14

The above table shows that there is a clear difference between the percentages of the standard levels achieved by individuals in society in answering the scale paragraphs and those specified for them under the natural distribution curve. At the level (good), the society achieved a percentage of (4.29) which is less than the percentage set for this level under the curve of (33). As for the level (acceptable), the society has achieved a percentage of (48.57), which is higher than the percentage set for this level under the curve of (33).

As for the level (average), the society has achieved a percentage of (47.14), which is higher than the percentage set for this level under the curve of (33).

**Standardized levels of skill tests**

For the purpose of determining the level of comprehensive quality standards for the (70) students in the application sample, the researchers used the natural distribution curve in that. Three standard levels were determined that occupied the area under the curve and distributed to the left and right of the mean in different proportions. Each of the high level has achieved a percentage of (33) of the area under the natural distribution curve, while the acceptable level has achieved a percentage of (34) of that area, while the low level has achieved a percentage of (33) of the area under the natural distribution curve.<sup>6</sup>



**Figure 2.** Show levels for skill tests

Through these levels, the sites of the modified standard rationing society scores were determined according to Table (7) on the area under the curve, as shown in the following table:

**Table 7.** Shows the standard levels and their percentage of the overall quality criteria scale

Standard levels of Skill tests	Good 33%		Acceptable 34%		Poor 33%	
	N	Percentage	N	Percentage	N	Percentage
Achieved	12	17.14	37	52.86	21	30

The table above shows that there is a clear difference between the percentages of standard levels achieved by individuals in society in answering the paragraphs of the scale and those specified for them under the natural distribution curve.

At the (high) level, the society achieved a percentage of (17.17) which is less than the percentage specified for this level under the curve of (33). As for the level (acceptable), the society achieved a percentage of (52.86), which is higher than the percentage set for this level under the curve, which is (34). As for the (weak) level, the society achieved a percentage of (30.00), which is less than the percentage specified for this level under the curve of (33).

By presenting the results of the responses of the community members, it showed the possibility of building standard levels of physical and skill tests for students of the Faculty of Physical Education and Sports Science,<sup>7</sup> where the results of the current study in the results of the skill tests .<sup>8</sup>

As for the physical tests, the current study agreed with researchers attribute the sample's obtaining an acceptable level in physical and skill tests to the lack of sports facilities and their requirements in secondary and middle schools to practice such Activities and the absence of a physical education lesson in these schools as a result of the circumstance our dear Qatar is going through,<sup>9</sup> and researchers see the need to build standard levels for these and other tests for their contribution to accepting or rejecting students applying for admission to college.<sup>10</sup>

#### **IV. Conclusions**

Through the presentation, analysis and discussion of the results, the researchers reached the following conclusions:

1. Physical and skill tests were codified for students of the Faculty of Physical Education and Sports Science.
2. The standard levels of students' physical and skill tests were identified.
3. The level of physical and skill tests was acceptable.

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