International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 05, 2020
ISSN: 1475-7192

The Effect of Using a Skillful and Recreational Physical Exercise in Some of the Motor Abilities of Middle School Students in Physical Education Lesson

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Abstract--- *The research problem manifested itself through a physical education lesson that has been subjected to a lot of neglect due to the reduction of its systematic classes and making it one share given to students between one week and another, which in turn was reflected in the students' deterioration of physical fitness and its delay in this physical aspect and the reflection of its image from the psychological point of view in the lack of motivation of students to practice activities Sports and their demand for the lesson as we find its clear effects on the behavior of students during the lesson and their lack of interaction with it, and the research sample was chosen intentionally, which is the fifth stage students from Al-Mughaira Bin Shuba School in Ramadi for the academic year 2018-2019 and they are (40) students (20) for the control group and (20) l Trial has been selected to the applicability of the research. The research sample (40) students, was chosen in a random, irregular way (the lottery), with a rate of (20) students for each group, and the experimental groups outperformed the control group because of the vocabulary prepared from exercises and their use in a new method contributed to achieving the objectives of the lesson through the implementation of students' motor duties They have increased their focus on exercises and games in the study unit with systematic freedom, as this freedom has a major impact in developing the student's personality through reliance on himself without external pressure, which leads to increased enthusiasm and excitement during performance.*

Keywords--- *Recreational, Physical Exercise and Motor Abilities.*

I. INTRODUCTION

The development and progress achieved at all levels of sports and the rest of science is due to the development and progress in the methods used in teaching and education in the first place, as we note that education takes a large portion of attention by those in charge of the educational process, and the development of sport in the world results from interest in the study of physical education as The first block in building the sports personality in all its aspects, focusing on the student, teacher and curriculum who are the basis of the educational process. The lesson of physical education is the implementing tool for the school curriculum; it is the basis for developing students 'abilities, and that the proper choice of the content of the lesson is an effective factor that helps the teacher and the student achieve the required educational goals, the need to pay attention to the lesson of physical education and its components for the purpose of achieving the highest level of learning, as well as educational and physical purposes Because it represents the cornerstone of all physical education curricula.[1]

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DOI: 10.37200/IJPR/V24I5/PR2020592
Received: 10 Apr 2020 | Revised: 20 Apr 2020 | Accepted: 10 May 2020

The compensatory theory, which is one of the theories of recreation, confirmed that "the main task of recreation is not just venting for a trapped emotion, but it is a compensation for the deficiency in some aspects of the behavior. It is worth noting that the complexity of social life in the modern era has deprived many people of sufficient opportunity to realize themselves, which led to the spread of many manifestations of the components of deficiency in society.[2]And that the teacher of physical education is one of the most important educational and social personalities influencing the school as it is a mediator between the existing behavior and behavior - to be modified by the student as well as the growing interest in mental, mental, and psychological tribes, the first of which is intelligence in general, including the special intelligence that serves the individual in the proper guidance and considering "intelligence" Talent, talent and willingness and readiness is a latent ability that natural maturity and learning transforms into actual capabilities, and that the intelligent one who strives and is able to make innovative and original changes in terms of social or sporting life and others.[3]

The teacher's mission does not end after achieving the free exercise or reaching the objective. Rather, it requires continuing to link the free exercise with graduation in the high development of group work, then setting the duties of the activity by relying on the self even if it is in a simplified manner with consideration. The ability of students and the power of their work, until each student works with self-development and purely self-motivated .Hence the importance of the research in identifying the shape of the exercises, their goals and their impact on the motor aspects of students in some sporting activities, so that educators and students can control these pollutants and reduce them to reach the best.[4]

The research problem was manifested through a physical education lesson that was subjected to a lot of neglect due to the reduction of its systematic classes and making it one share given to students between one week and another, which in turn was reflected on the students in the deterioration of physical fitness and its delay in this physical aspect and the reflection of its image from the psychological point of view in the lack of motivation of students to practice Sports activities and their appetite for the lesson as we find its clear effects on the behavior of students during the lesson and their lack of interaction with it, as well as the reliance of some of the worlds in the field of sports on very traditional pillars far from diversity in the use of holistic exercises in which movement, entertainment and recreation are given to Filleting, as where there is more than the goal of giving the student a role in the thinking and effort without getting bored or bored in the performance of exercise seriously great this happened involuntarily because of longing large and exhibitionism, and the fact that the researchers taught physical education was felt to this problem, study it to see the impact of these exercises in the kinetic aspects.

II. RESEARCH METHODOLOGY AND FIELD PROCEDURES

Research Methodology

The two researchers used the experimental method, one of the models of designs, which is indicated under tight control (Design 2). Or what is called (the two groups equivalent method) as in table (1), as researchers in this type chose two groups equal in all variables and one of the two groups is subject to the experimental variable and leaves the second group as it is in reality and then notice the difference in performance attributed to the variable The Independent.[5]

DOI: 10.37200/IJPR/V24I5/PR2020592
Received: 10 Apr 2020 | Revised: 20 Apr 2020 | Accepted: 10 May 2020

Table 1: Shows the Experimental and Randomized Control Group Design, Pre- and Post-test Selection (The Two Groups are Equal)

Design .No	Groups	Steps				
		First	Second	Third	Fourth	Fifth
2	Experimental group	Pre-test	Independent variable	Pre-test	Differences between pre and posttest	The difference between the two groups in the post test
	Control group	Pre-test	The method used	Pre-test	Differences between pre and posttest	

Community and Research Sample

The sample of the research was chosen intentionally, which is the fifth stage students from Al-Mughaira Bin Shuba School in Ramadi for the academic year 2018-2019 and they are (40) students (20) for the control group and (20) for the experimental group. The choice has been made to apply the research. The research sample is (40) students, chosen in a random, irregular way (the lottery), at a rate of (20) students per group.

The Reasons for Intentional Choice

- Ease of supervision of the experiment by the researcher.
- Provides good helpful staff.
- Most students of this school belong to the same social environment.
- Provides the stadium and tools to complete the experience

Means, Devices and Tools Used in the Research

- Arab and foreign references and sources, and the international internet.
- The interview.
- Note.
- Expert opinion polls.
- Data dump form.
- Japanese-made type (SONY) camera (1).
- (5) Chinese made DVDs.
- A Korean-made Data Show, 1 device.
- A computer (HP) type (1) Chinese-made.
- Leather tape measure of (5) meters long, Chinese-made, count (1).
- Metal tape of (5) meters long, made in China (1).
- Different pens (magic, lead, dry).
- Whiteboard, Indian made (1).
- Colorful tapes for positioning.

Specifications of the Tests Used in the Research

The first test: The winding test[6]

The purpose of the test: To measure the ability to change direction during running.

DOI: 10.37200/IJPR/V24I5/PR2020592
Received: 10 Apr 2020 | Revised: 20 Apr 2020 | Accepted: 10 May 2020

Age level from (10) years to college age for boys and girls.

Test Evaluation

- Jack Clayton scored the objective coefficient of this test (0.980).
- Mohamed Nasr El-Din Radwan scored an objective coefficient for this test, amounting to (0.812).
- The test has a stability coefficient of 0.934 for secondary school students, and a stability coefficient of 0.802 for girls.
- Gates and Sheffield scored a validity coefficient for this test in measuring the ability to change the direction of (0.841), and Johnson and Nelson also recorded a correlation coefficient of (0.820) with a set of test scores consisting of a set of T degrees for the number of sixteen tests that measure agility.

The Necessary Tools

Measuring tape, stopwatch, (4) athletics chairs or barriers.

Measures

- Draw a starting line of length (1.80 m) and thickness (5 cm).
- Four barriers or chairs are placed facing the starting line, so that the first barrier of them is located (3.60 m) from the line, and the distance between each line and the other (1.80 m).
- Two points are specified at the start and end lines, and these points (A, B).

Performance Description

- The laboratory takes the standby mode from the high start behind the starting line and at the right end of the line at point A.
- When the laboratory is given the starting signal, the laboratory begins to run between chairs or barriers in the form of (8), then the laboratory revolves around the last barrier, then continues to run between the barriers in the same way as before, and when it reaches the first barrier it starts from it to cut off the start and end line at the end The other one is at point B.

Test Instructions

- The laboratory starts running from a standing position at point (A).
- The running direction is towards the four barriers.
- The test ends with the laboratory cutting the finish line as quickly as possible at point (B).
- It gives the laboratory only one attempt

Test Administration

Timer: It gives the starting signal and the calculation of time.

Registered: It calculates errors and records time.

Calculation of degree: The degree of each laboratory is the time that the laboratory takes to perform the test from the moment the start signal is given until the finish line crosses a degree per second

Errors: Added to the time it takes for the laboratory (1second) only when he touches any of the four chairs.

DOI: 10.37200/IJPR/V24I5/PR2020592
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The Second Test: Motor Compatibility Test[7]

Test name: Throwing and Shooting test.

The purpose of the test: to measure eye-hand Motor compatibility.

Tools: a tennis ball, a basketball goal, and a rectangle on a basketball board of length (45 x 59 cm).

Performing the test: The laboratory throws the tennis ball inside the rectangle (5) times with the right hand and lying right, then (5) times with the left hand and holding the left hand, then (5) times with one hand and holding the hands together.

Performance instructions: When the ball does not reach the rectangle due to touching the ring, the attempt is a failure, and the laboratory stands behind a line that is 4 meters away from the target.

Registration: The number of successful attempts is calculated from (15) attempts

The Third Test: Kinematic Balance Test [8]

Test name: Bounce and Balance over Marks.

The purpose of the test is to measure balance retention during and after motion.

Instruments: tape measure, (3) markers measuring (1) inch by (3/4) and fixed to the floor.

Performance description: The laboratory begins standing on one foot on the mark x and then jumping with this foot to the mark (A) with landing on the foot itself and trying to restore balance in this position for a maximum period (5 seconds) and then bouncing with the same foot to the mark (B) and landing with the same foot then the balance For a maximum period of (5 seconds), then repeat the performance (4) times, that is, the number twice for each side.

Helpers

- Note to record errors and do after five seconds audibly.
- Registered to call on the testers and score points for each score.

Calculation of degree: The laboratory can obtain a maximum of (80) points: from points for correct landing on mark (A), (5) points to correct balance on mark (B) and then repeating again for mark (A) then mark (B) after that repeats the performance The former itself with the replacement of mark (B) with mark (C).

Pilot Study

The standards were applied in their initial form to a survey sample consisting of (20) students from the study community and outside its sample on Wednesday (3/23/2019) at ten in the morning, and the purpose of this experiment was as follows:[9]

- Learn the extent and suitability of the sample tests.
- Ensure the availability of tools.
- Learn the time taken for each exam as well as the time for the total exams.
- Learn about the efficiency of the auxiliary team.

DOI: 10.37200/IJPR/V24I5/PR2020592
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- Extraction of scientific foundations.

Table 2: Shows the Equivalence and Homogeneity between the Two Research Groups in the Dependent Variables

Groups		Units	Mean	SD	(t) Value	Sig.	(F) Value	Sig
Agility	Experimental group	Second	10.110	0.499	1.406	0.168	1.384	0.247
	Control group		10.360	0.619				
Motor compatibility	Experimental group	Second	4.450	1.099	1.445	0.157	0.546	0.465
	Control group		3.850	1.496				
Kinetic equilibrium	Experimental group	Degree	28.750	9.442	1.825	0.076	2.357	0.133
	Control group		24.000	6.806				

Experience Application

The two researchers began applying the experiment to the students of the two research samples, on Monday (1/4/2019), in the external squares of the Al-Mughira bin Shuba prep school, at a rate of two units each week that spanned each unit (45) d. Each group of the two research groups continued for a month and a half (seven Weeks) and the end of the experiment on (15/5/2019), the number was (14) units and as shown in table (3-10), and research groups were taught as follows:

- The experimental group: the skillful exercise and physical exercises were applied according to the weekly plans, by (two lessons per week)

- Control group: It was taught according to the method, the method used, which was prepared in advance by the subject teacher.

The educational unit was divided into three sections after reviewing the references and sources as follows :

1. Preparatory section: (15) minutes.
2. The main section: (25) minutes.
3. Final section: (5) minutes.

The total time allocated to the educational units was (630) minutes distributed to the sections of the educational units, the middle section (210) minutes, the main section (350) minutes, the final section (70) minutes.

Table 3: Shows the Distribution of Educational Units During the Main Trial Period for the Research

Month	Week	Day and date	The order of the educational unit of lessons	The sequence of educational units
First month (April)	First	Monday 1/4/2019	Second	First unit
		Wednesday 3/4/2019	Third	Second unit
	Second	Monday 4/8/2019	Second	Third unit
		Wednesday 4/10/2019	Third	Fourth unit
	Third	Monday 4/15/2019	Second	Fifth unit
		Wednesday 17/4/2019	Third	Sixth unit
	Fourth	Monday 4/22/2019	Second	Seventh unit
		Wednesday 4/24/2019	Third	Eighth unit
Second month (May)	Fifth	Monday 4/4/2019	Second	Ninth unit
		Thursday 2/5/2019	Third	Tenth unit
	Sixth	Monday 5/5/2019	Second	Eleventh unity
		Wednesday 5/8/2019	Third	Twelfth unity
	Seventh	Monday 5/13/2019	Second	Thirteenth unity
		Wednesday 5/15/2019	Third	Fourteenth unity

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Received: 10 Apr 2020 | Revised: 20 Apr 2020 | Accepted: 10 May 2020

Post-test

After the completion of the implementation of the specific skill recreational physical exercises, the two researchers conducted the posttest tests on the research sample (experimental and control groups) as follows:

- The first day: Conducting tests on the experimental group for Thursday 16/4/2019, and the tests of the nominated kinetic abilities (agility, kinematic alignment, kinematic equilibrium) were carried out under the supervision of the researcher and with the assistance of the assistant work team.
- The second day: Conducting tests on the control group for the corresponding day (4/18/19 2019), and the tests of the nominated kinetic abilities (agility, kinetic alignment, kinetic equilibrium) were carried out under the supervision of the researcher and with the assistance of the auxiliary work team.

Statistical Means

Mean - standard deviation - t-test for independent and related samples.

III. RESULTS

Table 4: Mean and Standard Deviations of the Variables under Consideration in the Pre and Posttests of the Experimental Group

Variables		Mean	N	SD	Standard error
Agility	Pre-test	10.110	20	0.499	0.112
	Post-test	8.853	20	0.414	0.093
Motor compatibility	Pre-test	4.450	20	1.099	0.246
	Post-test	8.050	20	1.191	0.266
Kinetic equilibrium	Pre-test	28.750	20	9.442	2.111
	Post-test	49.750	20	11.639	2.603

Table (4) shows that the values of the mean and the standard deviations in the (pre- and post-test) agility, kinetic Motor compatibility, and kinetic equilibrium are different for the experimental group, which confirms the occurrence of the change i.e. changed from what it was in the pre-test, as the amount of influence between the mean and deviations The normative is as follows: In the first place, the motor compatibility test is developed with an amount of (44.720%), and then the kinetic equilibrium test with a percentage of (42.211%), then the agility test with a percentage of (12.433%), as this is an indication of the effect of the effect on the variables listed in the table .

Table 5: Difference between the Mean, Standard Deviation, Two Calculated (t) Values, and Error Ratio between the Results of the Pre- and Post-tests in the test Under Investigation of the Experimental Group

Variables	Units	Mean diff.	SD diff.	Differences	(t) Value*	Error ratio
Agility	Second	1.257	0.530	0.119	10.603	0.000
Motor compatibility	Second	-3.600	1.536	0.343	10.485	0.000
Kinetic equilibrium	Second	-21.000	10.079	2.254	9.318	0.000

* Degree of freedom (20-1 = 19), at the level of significance (0.05).

To find the differences between the mean of the pre and posttests of this group in the motor balance test, the motor compatibility and the agility in question, the researchers adopted a test (t) for the non-independent samples to verify the significance of the differences and the calculated value (t) reached (9.318 -10.603) and the percentage of

DOI: 10.37200/IJPR/V24I5/PR2020592
Received: 10 Apr 2020 | Revised: 20 Apr 2020 | Accepted: 10 May 2020

its errors was (0.000) It is less than the significance level (0.05) with a degree of freedom (19), which indicates a significant difference in favor of the post-test and this is what we observe in Table (5).

Table 6: Mean and Standard Deviations of the Variables under Consideration in the Pre and Posttests of the Control Group

Variables		Mean	N	SD	Standard error
Agility	Pre-test	10.360	20	0.619	0.138
	Post-test	9.490	20	0.592	0.132
Motor compatibility	Pre-test	3.850	20	1.496	0.335
	Post-test	5.650	20	1.424	0.319
Kinetic equilibrium	Pre-test	24.000	20	6.806	1.522
	Post-test	33.250	20	7.122	1.593

Table (6) shows that the values of the mean and the standard deviations in the (pre- and post-test) agility, kinetic Motor compatibility, and kinetic equilibrium are different for the experimental group, which confirms the occurrence of the change, i.e. changed from what it was in the pre-test, as the amount of influence between the mean values and deviations The normative is as follows: First, the kinetic Motor compatibility test is developed with an amount of (31.858%), then the kinetic equilibrium test with a rate of (27.819%), and then the agility test with an amount of (8.397%), as this is an indication of the effect of the effect on the variables listed in the table above.

Table 7: Show difference between the Mean, Standard Deviation, Two Calculated (t) Values and Error Ratio between the Results of the Pre- and Post-tests in the Test Under Investigation of the Control Group

Variables	Units	Mean diff.	SD diff.	Differences	(t) Value*	Error ratio
Agility	Second	0.870	0.406	0.091	9.593	0.000
Motor compatibility	Second	-1.800	0.834	0.186	9.658	0.000
Kinetic equilibrium	Second	-9.250	6.742	1.508	6.135	0.000

*Degree of freedom (20-1 = 19), at the level of significance (0.05).

To find the differences between the mean of the pre and posttests of this group in the kinetic equilibrium kinetic alignment and the agility in question, the researchers adopted a test (t) for non-independent samples to verify the significance of the differences and the calculated value (t) was (593.9,658.9,135.6) and the percentage of its errors was (000.0) It is less than the significance level (05.0) with a degree of freedom (19), which indicates the existence of a moral difference in favor of the post-test and this is what we observe in Table (7).

Table 8: Shows the Mean and Standard Deviations in the Dimensional Tests of the Selected Variables, The Control and Experimental Groups, the Calculated Value (t) and the Statistical Error Rate

Variables		N	Mean	SD	(t) Value*	Error ratio
Agility	Experimental group	20	8.853	0.414	3.944	0.000
	Control group	20	9.490	0.592		
Motor compatibility	Experimental group	20	8.050	1.191	5.781	0.000
	Control group	20	5.650	1.424		
Kinetic equilibrium	Experimental group	20	49.750	11.639	5.408	0.000
	Control group	20	33.250	7.122		

*Table (t) value (1.96) at the level of significance (0.05) in front of the degree of freedom (38).

DOI: 10.37200/IJPR/V24I5/PR2020592
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The above table shows that there are significant differences between the two research groups and in favor of the experimental group through the error rate indicator, which is less than the significance level (0.000).

IV. DISCUSSIONS

Through the results presented in the table, it is clear to us that achieving the first goal in identifying the effect of skillful physical exercises, also achieved this hypothesis that there are significant differences between the two groups in the post test. The researchers attribute the experimental groups 'superiority over the control group to the fact that the vocabulary prepared from exercises and using them in a new way contributed to achieving the objectives of the lesson through the implementation of the students' kinetic duties.[10] The student, by relying on himself without external pressure, which leads to increased enthusiasm and excitement during the performance, the person feels his personal value and does not feel happy experiences with others if he is under unnecessary pressure and guidance from the outside.[11]

In addition to recreational exercises, they were aimed at many aspects, including psychological, mobility, and freedom to perform, which contribute effectively to the development of psychological and educational aspects. The student's talents and creations show that it is a psychological educational method that takes into account individual differences and shows talents that need care and guidance.[12] Moreover, free performance leads to an increase in the motivation of students in performance, as freedom of performance increases the motivation of the student and also feels happiness, fun and excitement during the performance of exercises and games,[13] then free learning is the method by which the learner passes on various educational situations motivated by himself and according to his tendencies to acquire Information, skills and attitudes which lead to a shift in the focus of attention from the teacher to the learner.[14]

The researchers attribute the reason behind the significance of the variables shown to that the recreational exercises within the program were at the level of students 'ages and capabilities, which will help satisfy their desires as a result of emptying their negative emotions and the direction towards optimal performance during application and mastery of the game.[15] And that is through diversification in the motor games and the methods of their performance that depended on excitement and suspense,[16] and bringing them to a state of joy and contentment for the various movements they perform. This is in line with that we should observe the daily program, as it must be decreed according to the pupil's ability and the goal of the educational unit, and it should be decreed on the basis of the general program for students and focuses on a varied program and different patterns and not on one pattern that is This program is to satisfy the students' imaginary and traditional needs and to withdraw all the negative repressed emotions to reach the desired goal .[17]

In addition to that it contained various activities and movements and performed in different forms and speeds with more than one repetition and an interesting way which led to the desire of the students to increase the frequency of most games and especially competitive running games, and this is what the researchers emphasized that the role of repetition is a basis for learning and determining the number of times to repeat the performance for basic movement is important, it depends on the instructor's acumen and experience to a large extent in determining the optimum number of iterations appropriate for each age group.[18]

DOI: 10.37200/IJPR/V24I5/PR2020592
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V. CONCLUSION

The use of recreational, skillful physical exercises has a positive impact on the motor aspects under study among students of junior high in the lesson of physical education, and the results achieved by the tests proved the validity of the educational units with their parts prepared by the researchers, and through the results obtained in (fitness, compatibility, balance The kinetic) among the middle school students in the physical education lesson, and the recreational skillful physical exercises achieved a better development than the school curriculum, thus achieving the purpose or goals that were set in order to achieve them, the researchers found that the psychological aspects and the kinetic capabilities do not have any enough during the physical education lesson in the preparatory stage, it is necessary to reconsider the sectorial education curricula at this stage because of its significant impact in the psychological and mental aspects.

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DOI: 10.37200/IJPR/V24I5/PR2020592
Received: 10 Apr 2020 | Revised: 20 Apr 2020 | Accepted: 10 May 2020