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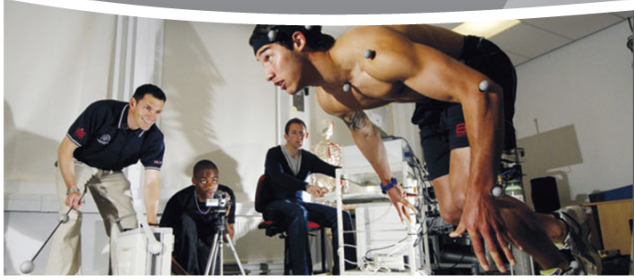

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Original Article

A Comparative Study to Learn Compound Attack Based on (A-B) Personality Types for the 3rd Stage Females Students in Fencing Lesson

Abdelkhalek Ibrahim Mohamed

Faculty of Physical Education & Sport Sciences, Al Anbar University, Iraq.

ABSTRACT

The significance of the study lies in teacher's realization of the importance of personality types, and their roles in enhancing learning process which enables learners to learn skills the way that suits their potentials and abilities according to personality types. The problem of the study also lies in that fencing is one of the difficult sports, so a teacher should use learning methods that are suitable to learner's personality types and facilitate his learning of skills with the least time and effort for the purpose of reaching better performance. The research aimed to define the best personality types (A and B) in learning compound attack in foil fencing. The comparative empirical method was selected to reach results of the study. The researcher also determined the population of the study that consists of female students of Faculty of Physical Education and Sport Sciences, third grade, in fencing lessons. They were divided into two groups depending on personality types scale prepared in fencing lessons. Students of personality type A are 19 and personality type B are 33. Compound attack (number attack + circle attack) learning was evaluated through video cameras of post-tests and presenting them to three referees by putting one mark out of 10 and taking the arithmetic mean of their marks according to special form prepared for this purpose after statistical data treatment through the Statistical Package for the Social Sciences. The researcher found that female students in personality types (A and B) were able to learn compound attack, but students of personality type B were better in learning compound attack than students of personality type A in fencing, so we must consider personality and learning types for learners when developing education curricula of fencing. In order to reach effective learning meeting the learner's desires and needs, we should take into account educational types capacities and capabilities of learners because they are different in their personality types and their thinking, so we cannot use the same methods or educational patterns for all learners.

Keywords: Learning, compound attack, personality types (A and B), fencing

INTRODUCTION

Teaching and learning processes are of utmost importance in terms of knowledge of the nature of their occurrence. Each learner has a private entity that leads to have a special pattern in learning and acquiring knowledge through educational experiences; he/she is going through and how to deal with it which is the learning style that is favored by learners.

Each learner, at any age stage or educational grade, has a set of personal qualities and characteristics that make him/her different from his/her colleagues and has an independent personality. This leads to a difference between him/her and his/her peers in views of learning and gaining knowledge. If these characteristics and advantages were invested the way they help to meet needs and desires increased, the motivation toward learning will increase with advance. Therefore, the teacher of physical education should consider individual differences already existing between learners.

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Address for correspondence:
Abdelkhalek Ibrahim Mohamed, Faculty of Physical Education & Sport Sciences, Al Anbar University, Iraq.
E-mail: d_fatimaa@yahoo.com

Learners of personality type B are characterized by patience, endurance, and they are good listeners, accurate, analysts and have the ability of meditation and relaxation (Abdelkhalek, 2000 p. 495). On the other hand, the learner of personality type A is characterized by permanent vasospasm and does not have the ability to relax and always in a hurry in order to achieve his ambitions. He is also characterized by chest tightness, lack of endurance, lack of concentration and attention, poor accuracy, or search for details (Al Adimi, 1998 p. 24).

The overall objective of studying personality types is to reach accurate results that give opportunities and possibilities to explain the behavior of learners in a way that is closer to reality than others. In fencing, when learning compound attack using foil fencing, we find that the teacher is always looking for modern methods and to determine the most appropriate of them to suit the learning style of the learner and selected effectiveness. Here lies the significance of research to realize the importance of the teacher to personal types and their role to enhance learning to enable learners to reach learning the skill the way that suits their potentials and abilities according to personality types. The problem of the study lies in that fencing is one of the difficult sports, so a teacher should use learning methods that are suitable to learner's personality type and facilitate his learning of skills with the least time and effort for the purpose of reaching better performance. The research aimed to define the best personality types (A and B) in learning compound attack in foil fencing.

METHODOLOGY

The comparative empirical method was selected to reach results of the study as it is considered the closest to solve problems scientifically with more valid introduction (Melhem, 2000 p. 395).

Population and Sample of the Study

The researcher determined the population of the study that consists of female students of Faculty of Physical Education and Sport Sciences, third grade, in fencing lessons (52 students with percentage of 91.2%). They were divided into two groups depending on personality types scale prepared in fencing lessons (Mohamed, 2016 p. 168). Students of personality type A are 19 and personality type B are 33. This was the result of personality type scale. The researcher assured failed students, previous learners, and club players are not included. The researcher sought to find homogeneity among members of the study samples in variables of (length, weight, and age) as shown in Table 1.

The researcher did not perform sample symmetry as it is a raw sample of members who did not learn fencing skills before. The researcher also did not conduct pre-tests as the sample's learning level was zero. Among the sample of the study, there are no fencing players or failed students of the previous year; yet, the sample was homogeneous in length, weight, and age.

Tests

Skill performance evaluation form

Compound attack (number attack + circle attack) learning was evaluated through video cameras of post-tests and presenting them to three referees by putting one mark out of 10 and taking the arithmetic mean of their marks. Learner's performance was evaluated according to special form prepared for this purpose (Mohamed, 2016 p. 161).

Personality type scale

The researcher adopted personality types (A and B) scale modified in fencing. It consisted of 44 paragraphs. Each paragraph has five answering grades: Greatly matching, matching a little, matching, does not match, and does not match at all giving marks as follows: 5, 4, 3, 2, and 1. Accordingly, the mark, which is obtained, is the sum of all marks in the scale, and the highest mark obtained for the testes type is 220, while the lowest one is 44 and assumed mean is 132 marks. This means that the tested student who gets equal or more marks than assumed means shall be included in personality type A, while those who obtain fewer marks than assumed means shall be included in personality type B (Mohamed, 2016 p. 168).

Exploratory Trial

Exploratory experiment is "a minimized trial similar to the basic trial as it cannot be conducted on the same

Table 1: Sample homogeneity in length, weight, and age

Statistical methods	Age/year	Weight/kg	Length/cm
Arithmetic mean	22.27	60.06	166.11
Median	22	60	166
Standard deviation	0.94	3.34	2.5
Skewness coefficient	0.17	0.13	−0.02

respondents because they will be affected by training in the exploratory experiment which affects the result of the test or measurement" (Ya'areb, 2002 p. 82). Thus, the researcher conducted the exploratory experiment on 5 students who were excluded from the main trial on Sunday (14-2-2016). The aim of the exploratory trial is to identify the main difficulties faced by work through the evaluation of skill performance and classify the sample according to personal types.

Post-tests

Post-tests were conducted for sample respondents after completing the educational program for the second term prepared to learn compound attack on Wednesday, (03.09.2016) through videotaping of all students by putting a camera in a convenient place so that all traffic details for the student tested are shown. Students were numbered from 1 to 52 for the purpose and being presented to evaluators of the performance of the compound attack of female students.

DISCUSSION AND ANALYSIS OF RESULTS

Table 2 shows that arithmetic means exceeded 5 marks. This means that students obtain 5 of 10 marks to show that they learned to fence as this is the least mark for learning acquisition. The researcher attributes this to the fact that learning process is to seek training and acquiring new skills for learners. It is performed through practice, repetition, and correcting skill mistakes during the performance. This is what happened with the study sample as it gained learning of compound attack in foil fencing as a result of repetitions and replays of skill exercises taught in the curriculum of the third stage, being a raw sample which passed the mark to acquire learning, 5 of 10 marks for each skill.

This was asserted by (Ya'areb) as the motor learning process is to obtain and enhance skills through a series of variables through acquired experience to enhance the learner's behavior and develop motor performance ability through processes related to training and experience. It leads to making changes in the individual's potentials of skill performance (Ya'areb, 2002 p. 38). In addition, Wagih said that motor learning grows abilities of motor performance. It is related to repetition and replay which leads to changes in the individual's ability to perform skill performance (Mahgoub, 2000 p. 75).

Moreover, the study found differences in arithmetic means and standard deviations between both groups as the T counted values were (5.085) and (2.879) consecutively at error level (0.000) and (0.006), which is less than the significance level (0.05). This means that there is a difference in the degree of learning compound attack between personality types (A and B) in favor of type B learning group being the biggest arithmetic mean.

Individuals of personality type B are characterized by calmness and lacking orientation to gain time by any means and price. They are also punctual and have high realization (Matlak, 1988 p. 165). This gave distinction to female students in acquiring compound attack learning better than personality type A group. Individuals of this group are characterized by multifarious competitive tendency seeking achievement. They have the feeling of impatience, passing time quickly, easily agitated, aggressive, and angry and their facial muscles tend to be stressed while they are talking (Saleh, p. 45). Therefore, we find them less conscious and concentrated in learning. This made female students of this type have less level in learning compound attack in fencing. We also found that female students at personality type B are characterized with self-dependence in performing tasks they obtain. This, in turn, helps in learning and remembering the skill greatly. The more the learner depends on himself in correct searching, thinking, errors, and not having enough from efforts

Table 2: Comparative statistical parameters of personality types (A and B) in learning compound attack in fencing

Compound attack	Personality types	*N*	Mean±standard deviation	*t*	Sig. (2-tailed)	Levine's test for equality of variances	
						F	Sig
Numerical attack	A	19	7.0526±1.35293	5.085	0.000	0.766	0.386
	B	33	8.8485±1.14895				
Circular attack	A	19	7.3684±1.06513	2.879	0.006	0.430	0.515
	B	33	8.3636±1.27029				

Significant at level <0.05

exerted in explanation, this increased the learner's ability to memorize and remember what he learned. The learner's learning increases as long as the learned or presented subject is consistent with his personal characteristics and knowledge style (Matlak, 1988 p. 27). Therefore, we can find that personality type B individuals are characterized with memorizing a great deal of information they learn and memorize what they learn to be stayed in their memories longer. Thus, we find that they are better in learning than type (A).

After the presentation, analysis, and discussion of findings, the researcher found that personality types, which are characterizing learners, are of important and basic things that should be known by the teacher to exploit them in order to improve methods of acquiring theoretical and practical knowledge by the learner. This is because knowing the distinctive style of learning makes the learning process more efficient and effective economy with permanence. Through this process, a teacher can provide experiences and attitudes appropriate for the preferred educational style for the learner. On the contrary, when educational experiences and attitudes are presented in a different way from education style favored by the learner, here learning becomes less efficient, less effective, more expensive, and more difficult.

CONCLUSIONS

1. Female students in personality types (A and B) were able to learn compound attack, but students of personality type B were better in learning compound attack than students of personality type A in fencing
2. The same educational methods or patterns cannot be used for all learners.

RECOMMENDATIONS

1. Personality types and educational patterns should be considered for learners while setting educational curricula in fencing in order to reach effective learning that meets desires and needs of learners with consideration of educational patterns, abilities, and potentials of learners as they differ in their personality and thinking patterns.

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APPENDIX (1)

Personality Type Scale (A and B)

Dear female students,

After greetings,

The researcher conducted his study to define responses of female students during learning foil fencing skills in different situations. Therefore, I ask you the below questions and the researcher is fully confident in your cooperation in answering paragraphs of this scale by ticking (√) in the opposite field of each paragraph. Note that there are no correct answer and other wrong answers, while the answer is what expresses your opinions and the researcher reserves secrecy of answers, sincerely.

Name: Age:

Length: Mass:

Serial No	Paragraph	Greatly matching	Matching a little	Matching	Does not match	Does not match at all
1	I find difficulty in organizing my time to achieve my work on time					
2	A feel that time is insufficient in fencing lesson					
3	It is necessary to be distinctive in practical application					
4	I feel stressed when the lecture's time is longer					
5	My colleague female students characterize me as fast in movement					
6	I prefer not to perform fencing training with students who are slow in response					
7	I desire to learn and acquire the skill from the first learning exercise and do not desire repetition					
8	I feel very painful if I am unable to achieve the needed learning due to time waste and lack of repetitions					
9	I feel that I am unable to self-correct my mistakes in learning					
10	I try to learn more than one than one move at the same time and connect them					
11	I feel boasted and proud when I become the best among my colleagues in learning during the lesson					
12	I compete with my colleagues with my maximum performance					
13	I have the competitive and challenging spirit to improve my skill, physical, and psychological abilities					
14	I prefer learning and performing skills with female students with whom I am in harmony in lesson					
15	I feel confident and distinctive when others talk about my skills					
16	I wish to learn skills perfectly with high level of skill performance					
17	I am pleased to be my group leader in learning skills					
18	I employ all of my abilities in learning the new skill, even at the expense of my colleagues learning					
19	My self-satisfaction supersedes my teacher's satisfaction in fencing lesson					
20	I feel upset when any of students interfere in evaluating or criticizing my performance					
21	I am pleased to compete with my colleagues in various theoretical and practical aspects in fencing lesson					
22	I feel happy when I find myself advanced in performance more than my colleagues in learning skills					

(*Contd...*)

Serial No	Paragraph	Greatly matching	Matching a little	Matching	Does not match	Does not match at all
23	I bear hard suffering of learning and training in order to obtain the distinctive performance level in fencing which I aspire					
24	I find pleasure in learning when it is competitive as it agitates mental and physical challenges					
25	I feel jealous of my colleagues who are better than me					
26	I feel stressed when I fail in achieving my goals from learning					
27	I keep silent when my colleagues irritate me					
28	I feel annoyed when things come unlike what I want					
29	I feel annoyed when skills are performed in chaos					
30	My colleagues tell me that I am easily angered					
31	I feel nervous when becoming under different pressures within the lesson					
32	My colleagues characterize me that I have emotional facial expressions					
33	I feel angry when I feel that someone is watching me during training					
34	I feel upset when I face a colleague that is better than me in learning					
35	I break thinks when I am pissed off and furious					
36	I cannot tolerate those who insult me					
37	I talk severely when one of my colleagues interrupts me					
38	I challenge my colleagues when they irritate me in performing fencing skills					
39	I do not ignore my opinion being opposed by my colleagues					
40	I criticize my colleagues who fail in learning easy fencing skills					
41	I punish those who insult me					
42	I ignore hurting any student during training with me					
43	I feel aggressive toward who injure me					
44	I deal with my colleagues the same way they deal					

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Original Article

Sport Tourism as a Tool for Halabja's Development

Ako Ibrahim Faqe[1], Arieann Ali Hamid[2]

[1]College of Physical Education and Sport Science, University of Halabja, Halabja, Iraq,
[2]College of Basic Education, University of Halabja, Halabja, Iraq.

ABSTRACT

Nowadays, sport tourism is one of the essential elements in many countries. This study shows the importance of sport tourism in hosting countries which can have a positive impact on the life of local population such as economic and social system. This study investigates factors which have effect on developing of sport tourism in Halabja we interviewed with regard to best practice in order to explore those factors which have influenced on improving sport tourism in the study area such as host events, tourism facilities, recreational activities, infrastructure, natural, and advertising. Furthermore, the study uses Excel and SSPS program in order to explain and display date by chart and table. In addition, the result of this study shows that host event and tourism facilities is two most significance factors which have effect on the developing of sport tourism in Halabja province.

Keywords: Tourism, sport tourism, host event, Halabja province

INTRODUCTION

Nowadays, tourism is one of the important elements for developing economy and industry in the world, especially for national economic. In the last few decades, the importance of tourism has become well-known in enhancing the economy of many countries. According to Eslami et al. (2013), the development of the tourism sector and its participation to national economy has enhanced the general recognition of tourism as a main job generator. Sport tourism is one of the important approaches which can promote tourism sector or world tourism. Some people believe that sport have a positive effect on the development of economy in several countries in many ways like sport tourism. Mbafut (2013) says that "the interest on sport-related tourism has been of growing interest as a tourism product as well as an academic discipline" (p. 1).

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What is Sport Tourism?

Today, tourism is the world's number one industry while sports are regarded as the number one industry in the leisure sector. It is emerging as a component of tourism supply. Major tourism destinations are promoting tourism product concepts rotating around pleasure sports.

Sport tourism is the travel undertaken for the purpose of involving in a special sport, e.g., golf, skiing, and to watch a preferable team play. Therefore, sport tourism can be defined as a special travel outside or international trips in order to engage in the international events and competitive sports such as Olympic, FIFA World Cup, and Champions League (Hinchand and Higham, 2011). In addition, sport can be described as a part of entertainment industry such as people watching football and sport in order to be entertained and it has many different aspects from other entertainment scoter or normal business (Buhler and Nufer, 2006).

Importance of Sport Tourism

Sport and tourism have a good relationship between them and they have an important role in commercial

Address for correspondence:
Ako Ibrahim Faqe, College of Physical Education and Sport Science, University of Halabja, Halabja, Iraq

development and provide financial benefits for host countries or cities. For example, when people travel to host countries in order to watch football or participate in several types of sports and racing, they spend more money in host countries. Sport tourism does not only affect economy but it can also make an important contribution to improving community system. For this purpose, sport tourism is a suitable way to grow economy and build a stronger social system. There are many researches and studies have been investigation the impact of economic on sport tourism and the relationship between them. For instance, Gratton et al. (2006) argued that "the potential long-term benefits to a city of hosting the summer Olympics: Newly constructed event facilities and infrastructure, urban revival, enhanced international reputation, increased tourism, improved public welfare" (p. 42). Therefore, European Commission Report of the European Community notes that sport tourism or industry was responsible for nearly 2.5% of world trade in 1994. Furthermore, sport tourism can provide more job opportunities and participates straight to improve the national economy. Eslami et al. (2013) believe that sport tourism can have economic advantages through creating employment and providing great job opportunities for unskilled women and youth. On the other hand, sport tourism does not only have an impact on developing economy or but it also has an effect on the improvement of the social system and exchanging culture. Sport tourism is one of the fundamental elements which is related to social or community system. For instance, when people travel or move to another place of the world in order to watch their favorite team or involve in FIFA World Cup, this helps them exchange their culture, make foreigner friends that come from other countries (Marumo et al., 2015).

Aim of the Research

1. Identify sport tourism
2. Identifying the impact of sport tourism on economy
3. This research will help in future researches related to sport tourism.

Research Questions

1. Why is sport tourism important in Halabja city?
2. What are the factors which influence the sport tourism in Halabja city?

Overview of the Problems

Countries and communities are increasingly aware of the fact that the economic situation must take the initiative and seek new ways in order to develop of their economic. Although the situation is different in different parts of the world, the tourism industry has always been a force for economic development. Furthermore, this field could be a cause for changes in economic and social sectors. Therefore, local planning at the regional level for the sport tourism as well as unified management is imperative and necessary. Currently, cities and provinces are considered space expression of economic power, political, social, and cultural arm of the government. Management and planning for urban areas in the province are needed dynamic and systematic approach until developed with instruments and strategies, and identifying stimulants to achieve the goals. According to the Ministry of Planning of Kurdistan Regional Government (2012), Kurdistan region population has been increasing especially since 2003. Halabja city as one of the important areas of Kurdistan region has extended as a result of the growth of economy and population. This growth has had an impact on Halabja city in terms of tourism sector. Tourism sector requires management, urban planners and authorities of Halabja need to carefully consider this aspect. In this regard, this study examines the potential of sport tourism from the perspective of managers and experts, the participation of organizations in the field of tourism, the tourism infrastructure capabilities in the sector, identifying the main potential in attracting tourists in sport, review priorities, places such as natural sports, sports potential, and priorities of local sports in the province have been investigated. Finally, this study utilizes the benefits of the various interests of the individual, economic, social, political, and cultural had been proven to be the field of attention in several studies to managers and officials, planners and policy makers in the tourism and sport. Furthermore, in collaboration with appropriate organizations to identify and develop attractive entertainment and sport upgrade, payment and expansion of the industry and the management of its regional launch are necessary for infrastructure in the provinces and various cities.

Literature Review

Tourism can be defined when people leave their live and countries to go to other places and environments in order to participate in activities there such as sport events and shopping. According to Athanasopoulou (2013, p. 5), "tourism is a social, cultural and economic phenomenon, which entails the movement of people

to countries or places outside their usual environment for personal or business/professional purposes. These people are called visitors." Therefore, tourism sector has played a significant role in improving economic world. Moreover, several developing countries have worked to raise their involvement in the world economy through the development of international tourism (Richardson, 2010). Furthermore, tourism can provide more benefits for commercial development and economic progress in several countries, particularly developing countries (United Nations, 2013). On the other hand, tourism has another importance in social improvement because tourism can have built a bridge between cultures. According to Athanasopoulou (2013), tourism is an important driver of social improvement and economic growth.

Economic and Social Impact

Sport tourism is one of the important ways which can contribute to economic growth in both countries (developed countries and developing countries). For example, sport tourism can make a significant contribution to national and local economies and has essential potentials to further build on this participation especially for industrial countries (Dehnavi et al., 2012). Furthermore, several researches and studies show that sport tourism have played an important role in developing local economic and income. For instance, Homafar et al. (2011) argued that sport tourism is the main improving sector of the tourism industry and unique chance for domestic marketing. Sport tourism has become a significant means for the economic growth to domestic community. Such as, tourism officials estimated that Cricket World Cup provided 1.2 billion rands for the economics of South Africa in 2003 (Elendu, 2013). Furthermore, several kinds of the sport events can bring important effect on local economy or host countries economy. According to Huang (2011), the Olympic Games are the most popular sport event in the world, and have more fans than any other sport, which can promote local economy.

Sport tourism does not only contribute to improving local economy or hosting countries but it also influences on hosting countries in terms of social system. Sport tourism often has cultural components which promote and allow domestic cultural expression and improvement. According to Hritz and Ross (2010), sport tourism provides more opportunities to build strong relationship between hosting countries and gusting countries and has a positive influence on social system. This reason helps tourists make new friends and integrate between national and international community and culture. During events, sport can help people make and establish relation between both nation and international sport tourists. These relationships between each other are counting after sport events by individual relationship and friendship (Elendu, 2013). Another benefit impact of sport tourism on hosting countries is that it is useful way to ingrate culture between nation and international countries. Elendu (2013) argues that "mega sports events provide the opportunity to incorporate supporting events and attractions of social and cultural nature that promote the host country's capabilities, culture and traditions even further" (p. 145).

METHODOLOGY AND DATA COLLECTION

Study Area

The study area, Halabaj city, is situated in the east of Kurdistan region of Iraq. It falls in southeastern of Sulaymaniyah with the distance of approximately 80 km (Figure 1). It lies among longitude 45°58'59.05"E and latitude 35°10'59.22"N. Additionally, Halabaja province covers an area of nearly 1260 km^2 (Alwaely et al., 2015).

Geographical View of Halabja

Topographically, Halabja locates in the southeastern plain of Sharazur and mountain of Hawraman in the north; bordered by mountain of Balamboin the south and in the west, it is surrounded by the dam of Darbandikhan and Serwan Lake (Alwaely et al., 2015), it has a beautiful nature and environment which has attracted many visitors or tourists. In terms

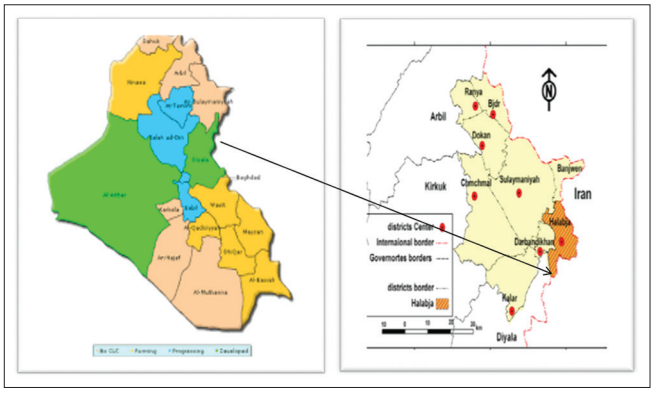

Figure 1: Study area (Halabja city)

of environment, Halabja city is surround by many mountains and beautiful places which are covered by vegetation, green areas like Hawraman chain of mountains, and there are several archeological areas and tourist area such as Kormal and also waterfalls such as Ahmad Awa (Alwaely et al., 2015). These natural resources of Halabja are an important factor which can facilitate doing several types of sport activities and having a good time. According to Farajirad and Aghajani (2010). In terms of climate, Kurdistan has a semi-arid climate. The weather is very cold and wet during season of winter, temperature in winter decreases to about 7°C and sometimes drops to 0°C, particularly in January. In summer, the weather is dry and hot. The highest temperature which is regularly recorded from June to August and it may reach to more than 38°C and 40°C. Halabja city as other cities of Kurdistan region has almost the same climate (Zakaria et al., 2013). In addition, Halabja city also has autumn and spring seasons in which the nature portrays its beauty especially in spring.

Data Collection - Interviewee

This research is especially important because it shows the function of tourism industry and the influence of this type of tourism on economy, social-cultural, environmental, and political improvement in Halabja province as a destination.

Kurdistan policy makers and those organizations which are related to the sport tourism have to realize the importance of increasing the standards of sports infrastructure and tourism facilities to obtain their long-term aims. Methods of qualitative and quantitative were utilized in this research in order to get data. "A literature study was used to provide background to the study, presenting a holistic understanding of sport tourism events, while placing in context what the study sought to achieve" (Ntloko and Swart, 2008. p. 81). Statistical society of this study included 15 subjects ranging from authorities, expert staffs which are related to sport and geographic aspect. Furthermore, this study has selected non-randomly and purposefully methods. This research used Interview and questionnaire method in order to collect the data. These were appropriate ways particularly for the topic and its case as there are not enough maps and statics. In addition, Excel and SPSS techniques are the other methods utilized to find some data, which were related to the research such as data illustrated by tables and charts.

RESULT AND DISCUSSION

In order to be able to answer its questions, the study tried to collect and analyses the collected data via different means such as interviews, and the study utilized several statistical techniques such as Excel.

Table 1 shows mean and standard deviation and rank of the six factors. Based on the findings of the research, hosting international events with 4.88 mean, 31.81 rank, offerings standard service to visitors with 4.83 mean, 31.25 rank, national championship of the national level with 4.66 mean, 27.83 rank, specialty executives managers in the sports tourism sector with 4.66 mean, 27.47 rank, establishing security in different areas of tourism with 4.50 mean, 26.25 rank, and conference halls, museums, historical and holy places with 4.55 mean, 25.81 rank. While written advertising activities with 3.00 mean, 5.89 rank, authorized attractions related to authorized hunting birds and animals with 3.50 mean, 11 rank, and electronic advertising activities and attractions related to riding on the slopes and meadows with 3.50 mean, 11.92 rank had the highest and lowest mean and rank of tourism development in Halabja province, respectively. The result from this research agree with the Westerbeek et al. (2001) explain that hosting events is the more important factor which has an effect on tourism sector and sport tourism in host countries. Their study revealed that the sport events are essential phenomena which have provided advantage for the local community.

Furthermore, the findings of the study indicate that rank of host event (25.72), while infrastructure (23.22) but tourism facilities (18.00), recreational activities (16.44), Natural (15.97), and advertising (14.47) (Chart 1). In addition, the result from Chart 2 illustrates that the

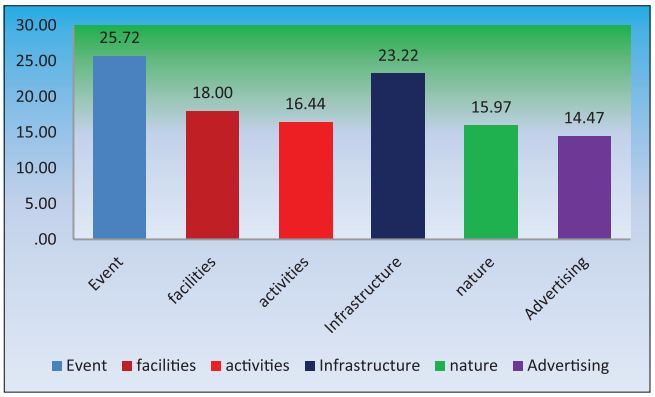

Chart 1: Rank of the factors

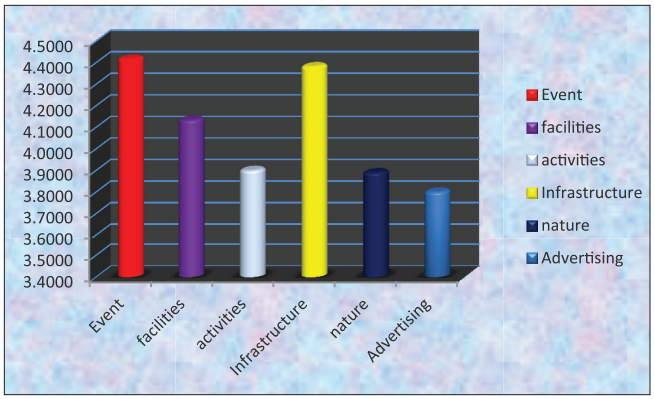

Chart 2: More information about factors which use in the study

event is a more important factor if compare with other factor while advertising is less significant factor than nature. The result of the research illustrates that the facilities and infrastructure are another two important factors among all other factor. The income from this survey agrees with the finding of Rajaiee et al. (2011) believe that infrastructure and facilities are two essential significant factors in the improvement of sport tourism and eligibility for hosting significant sport event.

The conducted interviews which have been done, allowed the researcher to get some non-governmental and also

Table 1: Mean, standard deviation and rank of factors which have effect on developing of sport tourism in Halabja

Factors	Question	Mean	SD	Rank
Host event	1. Hosting international events	4.88	0.32	31.81
	2. National championship in the national level	4.66	0.48	27.83
	3. Hosting conferences and university sport competitions	4.33	0.48	22.75
	4. Supporting sponsors	4.33	0.48	23.00
	5. Specialty executive managers in the sports tourism sector	4.66	0.48	27.47
	6. Having a club in the premier league	3.50	0.78	12.06
Tourism facilities	1. Coordination of relevant ministries and institutions for the development of tourism	4.16	1.09	22.50
	2. Appropriate design models for visiting sport tourists	3.83	0.92	15.69
	3. Medical and welfare services	4.16	1.24	23.25
	4. Creating sport tourism agencies	3.66	0.48	12.28
	5. Offering standard services to visitors	4.83	0.38	31.25
Recreational activities	1. Attractions related to climbing and rock climbing	3.66	0.97	14.53
	2. Attractions associated with swimming, diving and scuba diving	4.16	0.70	20.06
	3. Attractions related to boating , sailing and hydro-ski	4.00	1.02	20.81
	4. Attraction associated with winter sports (skiing, snow skiing, climbing and ski jumping)	3.83	1.24	18.56
	5. Attractions related to the castle mountain (paragliding)	3.77	1.06	17.31
Infrastructure	1. Recreational centers and night clubs	4.44	0.51	23.83
	2. Quality communication services and telecommunications	4.38	0.50	23.69
	3. Restaurants, hotels and accommodation centers (quality, price, quantity)	4.33	0.48	23.06
	4. Conference halls, museums, historical and holy places	4.55	0.51	25.81
	5. Welfare and urban transportation easier	4.38	0.50	23.39
	6. Existence of commercial centers and sales	4.27	0.46	21.58
Natural	1. Attractions related to riding on the slopes and meadows	3.50	0.78	11.92
	2. Attractions related to walking and running slowly in nature	4.33	0.76	24.31
	3. Attractions related to cycling	3.50	0.78	11.94
	4. Authorized attractions related to authorized hunting birds and animals	3.50	0.51	11
	5. Existence of lakes, forests, mountains, scenery and beautiful landscapes	4.33	0.48	22.78
	6. Climate conditions of the province	4.16	0.92	20.53
Advertising	1. Electronic advertising activities	3.50	0.51	11.92
	2. Media advertising activities	4.00	0.59	17.36
	3. Written advertising activities	3.00	0.59	5.89
	4. Advertising for the prevention of insecurity	4.00	1.18	19.78
	5. Establishing security in different areas of tourism	4.50	0.78	26.25

SD: Standard deviation

governmental information and data. Table 1 that has been utilized in the study shows the result of this analysis. These are all showing more benefits of the sport tourism in the case study as they had/have significant impacts on different aspects of the life of its citizens such social or culture and growth in economy. According to Hassan (2016) argues that sport tourism can have contributed in developing economic and social system in Halabja city. Furthermore, Nasir (2016) believes that sport tourism is one of the important phenomena to mix culture.

CONCLUSION

Sports and tourism are two important phenomena which contribute to the improvement of any national economy and social system. There is a high mobility in sports and among sports participants. Sports have taken many people to countries, and continents of the world. In addition, people can travel far for the sake of sports. People temporarily leave their home and spend many hours outside their countries or cities in order to participate in a sport event or another. Sport tourism can contribute to, infrastructural, social, cultural, and economic improvement of the host city or country. However, the wave of sport tourism in Halabja is slowed down as a result of the lack of a strong infrastructure, corruption, weak sports management, and security challenges. Furthermore, SPSS and Excel technical are applied in the study in order to show data which are used in the study.

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Original Article

The Effect of using Some Small Games to Develop Some Perceptual-motor Abilities through Sport Education Lesson for 6-8 Year Old Students

Djourdem Bendehiba[1], Benzidene Houcine[2], Harbach Brahim[3], Ahmed Benklaouz Touati[4], Bensikaddour Habib[5], Snouci Abdalkrim[6]

[1]Department of Sport & Physical Activities Programs, Institute of Sport & Physical Education, Mostaganem University, Algeria, [2]Department of Sport & Physical Activities Programs, Institute of Sport & Physical Education, Mostaganem University, Algeria, [3]Department of Sport & Physical Activities Programs, Institute of Sport & Physical Education, Mostaganem University, Algeria, [4]Department of Sport & Physical Activities Programs, Institute of Sport & Physical Education, Mostaganem University, Algeria, [5]Department of Sport & Physical Activities Programs, Institute of Sport & Physical Education, Mostaganem University, Algeria, [6]Department of Sport & Physical Activities Programs, Institute of Sport & Physical Education, Mostaganem University, Algeria.

ABSTRACT

This study aims to define the effect of using some small games to develop some perceptual-motor abilities through the sport education lesson for 6-8 years old primary stage students. The researcher used the empirical method on a sample of 40 male students divided into two groups: Control and empirical groups under the researchers' supervision as educational units were applied on them using small games. As for tests, they adopted bourdon gauge to use motor perception abilities of children. After statistical treatment of raw results, the researchers found that using small games in sport education lessons had a positive effect on some perceptual-motor abilities under research for 6-8 years old primary stage students.

Keywords: Small games, perceptual-motor abilities, primary stage, lesson

INTRODUCTION

Human wealth is the real wealth of any community. Children are on top of that wealth due to their importance in the face of challenges of the modern era. Assessing the future of any society depends to a large extent on the educational conditions faced by the new generation of its members, and since childhood is the backbone of the future, and taking care of children in the primary age group is the rule on which the proper upbringing in their developmental stages is based (Barakat, 1989. p. 117), playing is considered the important educational mediator which helps the child grow physically, mentally, cognitively, socially, and emotionally as it is one of the means to understand the psyches of children and determine their preparations through which the child expresses himself freely and interacts with other children. Perceptual-motor abilities are of the critical aspects that are important for the growth of the child due to their impact on other aspects of child growth in general, and their relationship to the ability to learn, in particular, whether in motor or

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Address for correspondence:
Djourdem Bendehiba, Department of Sport & Physical Activities Programs, Institute of Sport & Physical Education, Mostaganem University, Algeria. E-mail: bdjourdem@yahoo.com

cognitive domains (Al Ruby, 1990. p. 9), and as the primary stage is considered one of the most important stages of education because it is the core of the educational process base, physical and sport education is an episode of the educational process at this stage. It attracted the attention of scientists and researchers in many fields of research and psychological studies, especially perception and learning research studies in the areas in which performance depends on motor activity, especially physical and sport education (Porras, 1997).

The physical and sport education cannot be separated at this first stage (basal stage) without the need for small games that are considered one the factors to master playing. They give the physical and sport education lesson fun, pleasure, and relaxation (Bahy, 1994). These motivated researchers to try to employ educational units using some small games to develop some perceptual-motor abilities through the sport education lesson for 6-8 years old students.

Thus, we can ask the following questions:

- Is there a positive effect of the use of small games on developing some perceptual-motor abilities for the sample of the study?
- Are there statistically significant differences between results of pre- and post-tests for samples of the study in some perceptual-motor abilities?
- Are there statistically significant differences between both samples of the study in results of post-tests for some perceptual-motor abilities?

Objectives of the Study

The study aims to:

- Propose educational units using small games within physical and sport education lessons to develop some perceptual-motor abilities through the sport education lesson for 6-8 years old students
- Define the effect of educational units using small games on developing some perceptual-motor abilities through the sport education lesson for 6-8 years old students
- Defining differences between the control and empirical groups in the level of some perceptual-motor abilities for 6-8 years old students.

METHODOLOGY

The researchers depended on the empirical method as it is proper to the nature of the study.

Population and Sample of the Study

Population of the study includes first-year male students at primary schools of Sidi Ali city in Mostaganem District (Algeria). The sample was selected using purposive method and it included students of Al Ekhwa Bin Neama Primary School. The sample of the study consisted of 40 students (1st and 2nd year) with ages ranging between 6 and 8 years old and average of 7 years. They were distributed on two symmetric groups in number (the control group: 20 students and the empirical group: 20 students).

Tools of the Study

The study used bourdon gauge to measure perceptual-motor abilities. This gauge is prepared for the stage between 6 and 12 years. It is not preferred to use it on children older than 12 years. This sale consists of 5 aspects adopting 3 areas as it is not proportional with motor area:
First: Balance and shape.
Second: Body image and characteristic.
Third: Visual control.

The Main Trial

The main trial is about preparing and applying educational units to develop some perceptual-motor abilities through the sport education lesson for 6-8 years old primary stage students. To ensure validity of the study, the researchers adopted simplified method using modern means of education. They gave 18 educational units with a rate of two units a week. Pre-tests were performed on 05 and 06 January, 2015, and then, educational units were applied on the empirical group, whereas the control group used traditional learning method. After finishing programmed units related to the study, post-tests were conducted on 15 and 16 March, 2015 for both samples at the same conditions.

The educational units about small games were prepared considering games of body awareness, balance, space awareness, coordination, and synergy in addition to develop perceptual-motor abilities.

Small games are parts of motor activities that its management requires careful organization by primary stage students. Therefore, a supervisor should respect learning principles, teaching methods and necessary time to work with primary stage students in addition to the use of teaching methods and techniques in the theoretical part of the study.

Each educational unit included administrative and organizational activities including reception, warming-up, and the main part that includes educational activity in which the main objective of the share is achieved, in which a set of small games are presented. As for the final part, it refers to the ordinary condition before the share which is as shown in Table 2.

Table 1: Tests of perceptual-motor abilities of the study

Scale tests	Scale items	Measurement areas
Test of walking on a board	Forward walk on a board	Balance and shape
	Backward walk on a board	
	Side walk on a board	
Jumping test	Jumping	
Body parts assignment test	Body parts assignment	Body image and characteristics
Movement imitation test	Movement imitation	
Crossing hurdles test	Crossing hurdles	
Cross–Weber test	Cross–Weber	
Ground angles test	Ground angles	
	Shape	
Test of visual collection of shapes	Organization	Visual control

Table 2: Time distribution of the educational unit

Parts	Preparation part		Main part	Final part
	Administrative	Warm-up		
Time duration	05 min	10 min	25 min	05 min

Researchers applied 16 educational units with the average of two units weekly for 2 months

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

Table 3 shows that there are no statistically significant differences at the control sample as counted T value ranges between 0.69 and 4.68, and these are generally less than tabulated T value which is 2.09 at significance level 0.05 and freedom degree (n − 1) = 19. Accordingly, there are no statistically significant differences between pre- and post-tests.

Table 4 shows that there are statistically significant differences in favor of post-tests at the empirical sample as counted T value ranges between 7.62 and 13.58, and these are generally less than tabulated T value which is 2.09 at significance level 0.05 and freedom degree (n − 1) = 19 (except for Cross–Weber test). The researchers attribute this finding to the contribution of small games in physical education lessons over the adoption of scientific basics in preparing educational units.

Table 5 shows that there are statistically significant differences in favor of post-tests between control and empirical samples in favor of the empirical one. The counted T value ranges between 3.82 and 7.46, and these are generally bigger than tabulated T value which is 2.02 at significance level 0.05 and freedom degree (2n − 2) = 38 (except for Cross–Weber test as the counted T value was 0.23 and it is less than tabulated one). The researchers attribute this notable improvement to the contribution of small games in the used physical education lessons compared with

Table 3: Results of pre- and post-tests of the control sample in perceptual-motor abilities under study

Tests	Statistical measures						
	Mean±SD		Counted T	Tabulated T	Freedom degree n–1	Significance level	Statistical significance
	Pre-test	Post-test					
Forward walk on a board	1.65±0.49	2.4±0.82	4.68	2.09	19	0.05	Insignificant
Backward walk on a board	1.55±0.60	1.8±0.62	1.42				Insignificant
Side walk on a board	1.95±0.69	2.15±0.75	1.45				Insignificant
Jumping	1.75±0.72	2±0.73	1.75				Insignificant
Body parts assignment	2±0.65	2.25±0.72	1.56				Insignificant
Movement imitation	1.75±0.55	2.30±0.80	3.24				Insignificant
Crossing hurdles	1.8±0.62	2.05±0.76	1.56				Insignificant
Cross–Weber	1.5±0.61	1.7±0.73	1.45				Insignificant
Ground angles	1.8±0.52	1.9±0.64	0.69				Insignificant
Visual collection (shape)	1.95±0.60	2.15±0.81	1.45				Insignificant
Visual collection (organization)	2.00±0.65	2.25±0.79	1.56				Insignificant

SD: Standard deviation

Table 4: Results of pre- and post-tests of the empirical sample in perceptual-motor abilities under study

Tests	Statistical measures						
	Mean±SD		Counted T	Tabulated T	Freedom degree 2n–2	Significance level	Statistical significance
	Pre-test	Post-test					
Forward walk on a board	1.9±0.64	3.3±0.66	7.62	2.09	19	0.05	Significant
Backward walk on a board	1.6±0.60	3.1±0.72	9.74				Significant
Side walk on a board	1.9±0.64	3.25±0.64	10.28				Significant
Jumping	2.05±0.69	3.4±0.68	10.28				Significant
Body parts assignment	2.1±0.72	3.4±0.68	12.36				Significant
Movement imitation	2.00±0.56	3.7±0.47	16.17				Significant
Crossing hurdles	1.95±0.51	3.5±0.51	13.58				Significant
Cross–Weber	1.55±0.60	1.65±0.59	1.00				Insignificant
Ground angles	1.85±0.49	3.35±0.59	13.07				Significant
Visual collection (shape)	1.7±0.66	3.2±0.7	9.74				Significant
Visual collection (organization)	2.2±0.62	3.55±0.51	8.10				Significant

SD: Standard deviation

Table 5: Results of post-tests of the control and empirical samples in perceptual-motor abilities under study

Tests	Statistical measures						
	Mean±SD		Counted T	Tabulated T	Freedom degree 2n–2	Significance level	Statistical significance
	Pre-test	Post-test					
Forward walk on a board	2.4±0.82	3.3±0.66	3.82	2.02	38	0.05	Significant
Backward walk on a board	1.8±0.62	3.1±0.72	6.14				Significant
Side walk on a board	2.15±0.75	3.25±0.64	5.01				Significant
Jumping	2.00±0.73	3.4±0.68	6.29				Significant
Body parts assignment	2.25±0.72	3.4±0.68	5.20				Significant
Movement imitation	2.30±0.80	3.7±0.47	6.73				Significant
Crossing hurdles	2.05±0.76	3.5±0.51	7.07				Significant
Cross–Weber	1.7±0.73	1.65±0.59	0.23				Insignificant
Ground angles	1.9±0.64	3.35±0.59	7.46				Significant
Visual collection (shape)	2.15±0.81	3.2±0.7	4.38				Significant
Visual collection (organization)	2.25±0.79	3.55±0.51	6.20				Significant

SD: Standard deviation

the control sample which depends on the traditional method in practicing physical and sport education.

Discussing Findings of the Study

Table 4 shows that there are statistically significant differences between pre- and post-tests for the empirical sample at the level of some perceptual-motor abilities and the use of T student method with raw results. The purpose was to issue objective judgments about the extent of using small games in developing some perceptual-motor abilities. We found that the control group which works under its teacher's supervision with traditional work method did not achieve any development level in perceptual-motor abilities. Table 3 shows that the counted T value did not reach statistical significance. The researchers found that causes of this weakness were because most teachers do not use small games during the physical and sport education class. On the contrary, the empirical sample on which educational units using small games were applied, showed significant differences in findings as counted T values were bigger than the tabulated one at significance level (0.0.5) and freedom degree ($n - 1 = 19$). This is as shown in Table 4 which asserts the positive effect of the used and directed small games with the aim of developing some perceptual-motor abilities. This is positively reflected on primary stage students (6-8 years old)

A Model of Educational Unit Unit No. 01

Main objective: Space perception and body balance					
Means of achievement: Whistle, balls, rings and squares					
Number of student: 20					
Achievement duration: 45 min					
Lesson stages	Secondary objectives	Learning positions	Duration	Success criteria	Guidelines
Preparation stage					
Educational setting	Preparing psychological setting and lesson's educational requirements	Preparing stuff, students monitoring, absenteeism and sport greeting	5 min	Discipline and keeping quiet	Quietness and order
General and private warm-up	Physical preparation of students to receive motor tasks	Running with light intensity around the field with arms rotation forward and backward, hopping and joint flexibility exercises	10 min	Keeping balance during running and effective participation in warm-up exercises	Respecting distances among students during running
Achievement stage	• Body perception and realization • Motor control • Ability to balance	• Game of running over rings (see annex No. 02) • Jumping game inside squares • Game of lifting the injured	25 min	• Keeping balance during running • Coordination between eyes and legs • Body control	• Stretching body during performance • Body control
Evaluation stage	Gradual restoration to normal body condition	Colors game, walking in a complete quietness around the field with assertion of respiration move, inhale, exhale, sport greeting and offering sweets	5 min	Full relaxation and positive rest	Guiding students to the importance of rest after effort

in their perceptual-motor abilities as the study is consistent with studies of Saad Abdullah Bin Saad's study and study of Amasha (1993), the study of Leila Hammad Sawan and Al Gawhari (1992) and the study of Halim (1994).

Results of Table 4 showed statistically significant differences between the samples of the study in favor of the empirical sample in post-test findings for perceptual-motor abilities under study. It showed that the counted T values were bigger than tabulated T values (2.02) at freedom degree $(2n - 2) = 38$ and a significance level of 0.05 except Cross–Weber test. In addition, this is consistent with Saad Abdullah Bin Saad's study that found statistically insignificant differences in study results for samples of the study tests for Cross–Weber test. These results also agreed with the study of Ebtehag Ahmed Abdel Aal Amasha, the study of Leila Hammad Sawan and Hervit Abdul Ghaffar Al Gawhari, which stressed the importance of motor education in improving perceptual-motor abilities for students of primary school stage.

Moreover, the researchers found that the empirical sample excelled over the control one. This is clear through results collected in Table 5 which reflects the extent of connection between goals of the used small games and enhancing perceptual-motor abilities. Accordingly, the achieved progress was resulting from adopting scientific basics in the content of educational units during dealing with students through the respect of learning rules in terms of full-time periods, exercise continuity and a number of weeks in proportion with students' characteristics and qualities.

CONCLUSIONS

The study concluded that:

- The use of small games in sport education lessons had a positive effect on enhancing some perceptual-motor abilities of children
- There are statistically significant differences between pre- and post-tests in favor of post-test in all perceptual-motor abilities under study for the empirical sample
- The age category from 6 to 8 years old is the most appropriate one to enhance perceptual-motor abilities.

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Original Article

The Importance of Recreational Sport Activity in Reducing Aggressive Behaviors for Secondary Education Students

Silarbi Charef[1], Benguenab Hadj[2]

[1]Institute of Sciences & Technologies of Physical and Sport Activities, University Center of Tissemsilt Province, Algeria, [2]Institute of Physical and Sport Education, University of Abdelhamid Ibn Badis, Mostganem Province, Algeria.

ABSTRACT

This study aims to define the role that may be played by recreational sport activity inside educational institutes in reducing aggressive behavior for secondary stage students through proposing a recreational educational program for 12 weeks. In this context, the researcher used references and researches in the field of sport recreation in addition to interviews with experts and specialists to enrich the proposed educational program. The researcher depended on the empirical method using the aggressive behavior scale prepared by Allawi and applied it on two stages (pre- and post-tests) on two samples of the study: Empirical and control groups representing both divisions of the second empirical sciences 1 and 2 including 62 students (17 females and 14 males for the single group). They were selected as a simple random sample being the most aggressive after obtaining high levels in practicing aggressive behavior in the exploratory study. To ensure hypotheses of the study, the researcher used appropriate statistical methods. Among the most significant results is that the proposed recreational program had a positive effect on reducing aggressive behavior for secondary education students. Thus, the researcher recommends that all actors in the educational sector have to consider recreational sport activities inside educational institutions and not only use sport but also physical education lessons. These activities became successful means more than being a waste of time and enjoying free time. They give individuals in particular and teenagers in particular experiences that help them enjoy life and get rid of frustration and inferiority complex. They also help them develop self-confidence and self-dependence that make an individual or a teenager gets out of his isolation and incorporated well in society, and therefore, is away from each violent unethical behaviors.

Keywords: Recreational sport activity, aggressive behavior, adolescence, secondary education

INTRODUCTION

The aggressive behavior is being studied today in academic literature with its various specializations or disciplines; sociology, psychology, educational psychology, and other disciplines. It forms a basis for many of contemporary studies due to its resulting damages and losses that affect individual's safety, social life safety, and its general order. The issue of aggressive behavior increased as a development to have various types and forms in all fields inside society starting from street and until the family to reach school setting which, in turn, have high rates of occurrence. Thus, it became necessary to consider the issue of aggressive behavior by conducting studies and researches that focus on the nature and forms of this behavior in educational institutions that witness an increase in

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Address for correspondence:
Silarbi Charef, Institute of Sciences & Technologies of Physical and Sport Activities, University Center of Tissemsilt Province, Algeria. E-mail: silarbic@yahoo.fr

its occurrence rates, especially among secondary stage students. This stage is considered one of the most important stages that are seen by some as physical, mental and emotional gradation with its distinctive physical, physiological, mental and social changes. This generated some pressures and psychological changes for teenagers due to the state of psychological disorder as a result of psychological problems and pressures accumulated inside school setting. This can be found in the lack of providing means of recreation and comfort whether at home or school. All of these reasons lead to increase violence phenomenon in school setting. Therefore, the recreational physical and sport activity became a successful means of treatment and purposeful more than being a waste of time and enjoying free times (Drawish, 1997). Moreover, this activity gives individuals in particular and teenagers in particular experiences that help them enjoy life and get rid of frustration and inferiority complex. The effect of practicing recreational activities goes also beyond enjoying free time to develop self-confidence, self-dependence and sportsmanship, work, and friendships that make an individual or a teenager gets out of his isolation and incorporated well in society, and therefore, goes away from each violent or unethical behaviors.

Problem of the Study

The topic of aggressive behavior happens in many aspects and fields in society as it characterizes a lot of systems such as economic, political, and educational systems. Although this latter has an official aspect including regulations, rules and ethics, this phenomenon managed to be involved in it, especially in the secondary stage as a transitional stage in which an individual lives through numerous complex procedures whether at physical and psychological levels. This was a result of relation with adolescence period which is considered by specialists as a dangerous and critical stage on the individual's life for many considerations. Some of these considerations that characterize this stage such as changes accompanying physical and psychological growth aspects in addition to social and emotional changes may create multiple psychological conflicts for adolescents such as frustration, stress, anxiety, and lack in emotional balance. This makes an adolescent suffer from psychological conflict, continuous stress, and emotional imbalance with his social and school settings leading to disordered behavior. This behavior takes the form of isolation or aggressive tendencies including hatred, assault, damage, other forms of aggressive behavior and deviation (Haggag, 2001). All of these occur in the absence of the least means of convenience and comfort and lack of understanding of supervisors of these educational institutions to provide means of comfort to students that reduce their stress, psychological pressure and make players away from involvement in all types and patterns of aggressive behaviors.

According to Dobe and Dollard, aggression is the behavior which aims to injure or harm the targeted person physically or morally. Baron et al. also defined aggression as any form of behavior which leads to injure or harm other person or living creature motivated to avoid such behavior (Eid, 2007). An adolescent student often revolts against authority (e.g., parents, school, or outer society). In addition, an adolescent tends to approve himself and imitate men's behavior such as smoking, growing mustaches or beards. Aggressive behavior of this group of people may be direct as in harming or indirect as in defiance. Moreover, such adolescents may be attached to illusions, imagination or daydreams (Zidan, 2001).

Based on the previous illustration, this study seeks to answer the following questions:

1. General question: Does recreational and sport activities play positive and effective roles in reducing aggressive behavior for secondary education students?

Out of this main question, we can extract the following secondary questions:

- Is there any variation in the levels of aggressive behavior aspects for secondary education male and female students?
- Is practicing recreational activities reflected on the student's personality and behaviors such as cooperation, accepting and respecting others and staying away from violent behavior?
- Does the proposed recreational program play a role in enhancing the adolescent's view of oneself, adapt, interact with peers and, in turn, enhance his social skills?
- Does recreational sport activity helps adolescent students stay away from all kinds of aggressive behavior?
- Does recreational sport activity have priority over normal circumstances of secondary education students in reducing aggressive behavior?

2. General hypothesis of the study:
   - The recreational sport activity plays a positive

and effective role in reducing aggressive behavior for secondary education students.

METHODOLOGIES

Methodology of the Study

Any empirical study, whatever it is, cannot be achieved without depending on a methodology that can be guided with. This methodology should be built on bases appropriate to the nature of the topic under study with the adoption of suitable methodologies. Moreover, a researcher cannot do without the methodology as determining it is considered the most critical step in the study upon which we can judge research findings' reliability. In this study, the researchers depended on the empirical method as it is proper to the subject of the study as it is the only research methodology that is able to make real testing of cause and effect relation hypotheses. Moreover, this method represents being more close to solution of many scientific and theoretical problems besides its contribution in prioritizing academic literature over humanistic and social sciences including sport sciences (Rateb, 1999). In this study, the researchers conducted a pre-test of aggressive behavior for both control and empirical samples of the study and then applied recreational sport program on the empirical sample. Finally, the researchers conducted a post-test of aggressive behavior for both control and empirical samples followed by a comparison between them to determine the effect of the proposed recreational sport program on students' behavior.

Exploratory Study

The researchers made a field visit to Hana Mohamed Secondary School, Wadi Al Abtal Circle, Moascar District directly after collective joining to the studying year 2014/2015. In this period, the researchers conducted interviews with the educational manager, educational consultant and a group of teachers of this school to give them an insight about the subject and objective of the study. The researchers gave a clear and complete picture about the reality of practicing sport activities inside this educational institution, challenges facing them such as lack of sport equipment and facilities in addition to the reality of aggressive behavior inside this school by reference to some data collected from documents, records and reviewing them by the educational consultant with the purpose of detecting some aggressive students recorded in the disciplinary councils of this school.

Sample of the Study and its Properties

The researchers selected both 1 and 2 sections of the second year. Empirical sciences including 62 students (17 females and 14 males for the single group) selected as a simple random sample being the most aggressive after obtaining high levels in practicing aggressive behavior after measuring the level of this behavior for students at all departments of the second secondary year at Hana Mohamed Secondary School, Wadi Al Abtal Circle, Moascar Al Jazair District by applying aggressive behavior scale. The 2nd prep section No. 1, including 31 students (17 females and 14 males) obtained first place in terms of practicing aggressive behavior followed by 2nd prep section No. 2 which obtained the second place in terms of practicing aggressive behavior including 31 students too: 17 females and 14 males. After that, the most aggressive section was selected (2nd prep No. 1) as an empirical sample to apply the proposed recreational sport program, while the 2nd prep section No. 2 was selected as a control sample.

Asymmetry and Homogeneity of Samples

To achieve these goals, the researcher performed asymmetry between samples of the study to adjust the following variables: Age in years, length in cm and mass measured in kg. To define significance of differences among the previously mentioned variables, asymmetry was determined as shown in Table 2 showing related results:

Throughout Table 2, and after counting means and standard deviations (SD) of the sample, we found out the following section.

- As for the variable of age:
  A. Males: The counted (T) value of 0.65 is less than tabulated (T) value of 1.96 at freedom degree 32 and significance level 0.05 which means that there are no statistically significant differences in the variable of age which also

Table 1: Size of the study sample

Secondary schools	Number	Gender		Level	Sample type
		Males	Females		
Hana Mohamad Wadi Al-Abtal	31	17	14	Second experimental year, science	Control sample
Hana Mohamad Wadi Al-Abtal	31	17	14		Empirical sample
Total	62	34	28		

Table 2: Properties of the control and empirical samples and (T) value for the variables of age, length and mass

Sample properties	Samples	Mean±SD	Counted T value	Skewness coefficient
Age (year)	Males			
	Empirical group	16.58±1.06	0.65*	0.539
	Control group	16.82±1.00		−0.331
	Females			
	Empirical group	16.78±1.04	0.36*	0.156
	Control group	16.64±1.00		0.216
Length (cm)	Males			
	Empirical group	170.64±6.52	0.92*	0.455
	Control group	168.47±7.90		−0.357
	Females			
	Empirical group	160.35±4.58	1.27*	−0.195
	Control group	158.28±4.00		0.447
Mass (kg)	Males			
	Empirical group	70.29±5.50	0.50*	−0.098
	Control group	69.23±6.73		−0.445
	Females			
	Empirical group	65.21±5.50	0.06*	0.716
	Control group	65.07±6.41		0.162

Tabulated T estimated at *1.96 at freedom degree 32 and significance level 0.05. Tabulated T estimated at *2.06 at freedom degree 26 and significance level 0.05. SD: Standard deviation

refers to asymmetry between both groups.

B. Females: The counted (T) value of 0.36 is less than tabulated (T) value of 2.06 at freedom degree 26 and significance level 0.05 which means that there are no statistically significant differences in the variable of age which also refers to asymmetry between both groups.

- As for the variable of length:
  A. Males: The counted (T) value of 0.92 is less than tabulated (T) value of 1.96 at freedom degree 32 and significance level 0.05 which means that there are no statistically significant differences in the variable of age which also refers to asymmetry between both groups.
  B. Females: The counted (T) value of 1.27 is less than tabulated (T) value of 2.06 at freedom degree 26 and significance level 0.05 which means that there are no statistically significant differences in the variable of age which also refers to asymmetry between both groups.

- As for the variable of mass:
  A. Males: The counted (T) value of 0.50 is less than tabulated (T) value of 1.96 at freedom degree 32 and significance level 0.05 which means that there are no statistically significant differences in the variable of age which also refers to asymmetry between both groups.
  B. Females: The counted (T) value of 0.06 is less than tabulated (T) value of 2.06 at freedom degree 26 and significance level 0.05 which means that there are no statistically significant differences in the variable of age which also refers to asymmetry between both groups.

Values of skewness coefficient for variables of age, length, and mass for both samples as a whole were between +3 and −3 which refer to sample homogeneity in terms of these variables. As for the variable of educational level, we recorded that the entire sample included 62 students studying all at the same level of the second secondary year (100%) which is the same specialization also in empirical science (100%), and this reinforces the study sample's homogeneity.

Limits of the Study

- Human limit: It includes 62 students (17 females and 14 males for the single group).
- Time limit: Between November 2014 and May 2015.
- Spatial limit: The proposed sport recreational program was applied in Hana Mohamed Secondary School, Wadi Al Abtal area, Moaskar Al Jazair District.

Tools of the Study

The proposed sport recreational program

The proposed sport program in this study consists of 12 educational units consistent with objectives of this program to enhance adolescents' view to themselves, integrate with others and, in turn, enhance their social skills. The program units were designed using simple and appropriate recreational games that help an adolescent be away from violent and unethical behaviors inside educational institutions. This program was not set in its final applicable form unless after being presented to a set of experts and professors to examine it. Most of them approved the proposed program unless some proposed adjustments that were put into account.

Aggressive behavior scale

It was designed by Allawi to measure aggression as a feature. This scale consists of four items: Physical aggression, verbal aggression, anger and indirect aggression. This scale includes 40 phrases as 10 phrases for each item (6 are positive in item's

direction and 04 are negative against item direction). In addition, positive phrases mean that an individual is characterized with aggressive traits in a certain item of aggressive behavior, whereas negative phrases refer that an individual is characterized with non-aggressive behavior. Students answer phrases of the scale based on five grades (agree to a very great extent, greatly agree, moderately agree, agree a little, and very slightly agree).

Counting Scientific Coefficients of Measurement

Validity

Reliability is the most important condition of good and successful questionnaire actually (Hassanin, 1995). Taylor refers that validity is the most important element in a test. Both Barwa and McGee also define validity as the limit in which the test becomes useful achieving the purpose it is designated for the following section.

Table 3: Distribution of positive and negative scale phrases for each variable

Number	Scale items	Phrase type	Phrase number in scale	Number of phrases
1	Physical aggression	Positive phrases	1, 13, 17, 25, 33, 37	40
		Negative phrases	5, 9, 21, 29	
2	Verbal aggression	Positive phrases	6, 10, 14, 22, 30, 38	
		Negative phrases	2, 18, 26, 36	
3	Anger	Positive phrases	11, 19, 23, 27, 35, 39	
		Negative phrases	3, 7, 15, 31	
4	Indirect aggression	Positive phrases	8, 12, 20, 28, 32, 40	
		Negative phrases	4, 16, 24, 36	

Validity of internal consistency of general scale of aggression

To get validity coefficient for the used scale in this study, the researcher used internal consistency method by applying the scale on members of the exploratory sample, department 2, Electrical Engineering which includes 30 students (17 females and 13 males). We selected 12 students randomly (6 females and 6 males). This sample was eliminated from the main sample of the study. Simple correlation coefficients were counted between each phrase on these elements by total degree for items of general aggression scale as shown in Table 4.

Throughout Table 4 that all correlation coefficient between phrases and numbers are significant at level 0.05 which refers to internal consistency between phrases and related items.

Reliability coefficient to measure aggressive behavior

In counting test reliability, the researcher carried out (application and reapplication) for the test to ensure accuracy and stability of this test. Therefore, the researcher conducted the test on two levels among them one-week interval with keeping the same variables (the same sample, the same timing, the same place). The researcher used general method of counting reliability coefficient, Pearson. As correlation between degrees of the first and second test refers to test stability coefficient as the more it is closer to (1.00), the more reliably and stable the test will be.

Table 4: Shows confession of the connexion of each expression among the other expressions of the part with total degree for dimension part for the global agressivity

Correlation coefficient	Phrase number in item 4	Correlation coefficient	Phrase number in item 3	Correlation coefficient	Phrase number in item 2	Correlation coefficient	Phrase number in item 1
0.67*	4	0.49*	3	0.70*	2	0.65*	1
0.78*	8	0.69*	7	0.64*	6	0.51*	5
0.40*	12	0.66*	11	0.82*	10	0.63*	9
0.55*	16	0.55*	15	0.58*	13	0.71*	13
0.49*	20	0.51*	19	0.66*	18	0.66*	17
0.70*	24	0.78*	23	0.73*	22	0.42*	21
0.62*	28	0.62*	27	0.79*	26	0.77*	25
0.66*	32	0.53*	31	0.76*	30	0.74	29
0.83*	36	0.58*	35	0.80*	34	0.57*	33
0.57*	40	0.66*	39	0.61*	38	0.68*	37

Tabulated R value at significance level 0.05=0.355. *All statistically significant correlation coefficient values at significance level 0.04

To count reliability coefficient, the researcher used the general method, Pearson coefficient as shown in Table 5.

After counting Pearson coefficient, we found that the value of the reliability coefficient for items of aggression scale ranging between 0.83 and 0.71. After checking the Table 5 of correlation significances to determine test reliability at freedom degree (N-1), and significance level 0.05, we found out that the scale is characterized with high-reliability degrees the counted degree of the coefficient was more than the tabulated value which is 0.35.

Objectivity

After ensuring validity and reliability, the researcher had to tackle objectivity of the general aggression scale. Objectivity is the extent of being free from bias and not involving personal factors in the researcher's judgments (Essawy, 2003). It is also defined as clarity of instructions related to the scale and counting its degrees or results (Abdelhafeez and Bahy, 2000).

The Researcher focuses on easy and clarity terms out of difficulty or uncertainty by conducting a measure and presenting it to a group of experts, as well as the distribution of the scale on an exploratory sample and observing direct behaviors when answering scale. He observed response of the studied persons without the existence of difficulties in application or ambiguity in statements. The studied persons were provided with all details and requirements to answer on the scale by clarifying how to answer, as committed to the researcher through the distribution of forms taking into account the nature of individuals, questionnaire administration, the degree of motivation among the studied also been done to make necessary adjustments as directed by professors arbitrators in light of the results of the exploratory study to achieve scale objectivity requirement.

Based on all field procedures and previous considerations, the student researcher concludes that the proposed measure in the image has a high objectively addition to validity and reliability.

Table 5: Reliability coefficient of aggressive behavior scale

Scale items	Tabulated value	Reliability coefficient	Significance level	Freedom degree	Sample size
Item 1	0.355	0.81	0.05	29	30
Item 2	0.35	0.78	0.05	29	30
Item 3	0.35	0.83	0.05	29	30
Item 4	0.35	0.71	0.05	29	30

The Statistical Methods

The researcher used the following statistical methods:

Percentage, arithmetic mean, standard deviation (SD), Pearson correlation coefficient, T Test (for students) and skewness coefficient.

DISCUSSION AND ANALYSIS OF FINDINGS

Discussion and Analysis of Findings of First Hypothesis

"There is a difference in levels of aggressive behavior items for secondary education male and female students."

Table 6 shows that skewness coefficient values for male students at all items of the scale are between +1.00 and +0.030 which means that this sample is homogeneous with moderate distribution of findings, while skewness coefficient values for male students at all items of the scale are between +0.35 and −0.13 which means that this sample is homogeneous with moderate distribution of findings too.

As for the first item (physical aggression), the researcher found that the counted T value equal to 4.76 at freedom degree 60 (N 1 + N2_2) which is bigger than tabulated one (1.96) at significance level 0.05 which means that there are statistically significant differences in physical aggression among male and female students in favor of male ones.

As for the second item (verbal aggression), the researcher found that the counted T value equal to 2.50 at freedom degree 60 (N 1 + N2_2) which is bigger than tabulated one (1.96) at significance level 0.05 which means that there are statistically significant differences in physical aggression among male and female students in favor of male ones.

As for the third item (anger), the researcher found that the counted T value equal to 1.99 at freedom degree 60 (N 1 + N2_2) which is bigger than tabulated one (1.96) at significance level 0.05 which means that there are statistically significant differences in physical

Table 6: The "T student" counted value for aggressive behavior items among male and female students

Variable	Groups	Number	T counted value	Skewness coefficient	Median	SD	Mean
Item 1	Males	34	4.76	+0.2	36	3.60	36.24
	Female	28		–0.24	31	5.12	30.59
Item 2	Males	34	2.50	+0.17	40	3.53	40.21
	Female	28		-0.13	37.5	5.37	37.25
Item 3	Males	34	1.99	+0.03	35	5.54	35.06
	Female	28		+0.35	32	4.37	32.51
Item 4	Males	34	4.63	+1.00	29	6.30	31.12
	Females	28		–0.31	37.5	3.42	37.14

Tabulated T value is 1.96 at significance level 0.05. SD: Standard deviation

aggression among male and female students in favor of male ones.

As for fourth item (indirect aggression), the researcher found that the counted T value equal to 4.63 at freedom degree 60 (N 1 + N2_2) which is bigger than tabulated one (1.96) at significance level 0.05 which means that there are statistically significant differences in physical aggression among male and female students in favor of female ones.

Conclusion

Through these findings, it was found that there are statistically significant differences between males and females in items of aggressive behavior in favor of males I first, second, and third items. The researcher found that individual differences among males and females play a crucial role through physical aspects, muscle mass and physical impulse with clear anger manifestations.

In return, there are statistically significant differences between males and females in items of aggressive behavior in favor of females in the fourth item (indirect aggression) due to psychological features of females as they tend to express behaviors that should not be, by necessary, directed to physical contact, physical, or verbal aggression.

The researcher found that privacy among males and females differs in terms of physical, mental and emotional aspects, especially that they experience a critical stage of tension with a set of changes at many levels which led to the emergence of this difference among males and females in practicing aggressive behavior with all its items. Males are dominated by physical impulse, while females tend to show behaviors that should not be, by necessary, directed to physical contact, physical or verbal aggression. Rather, they are closer to different indirect behaviors.

In addition, the researcher attributes difference in levels of practicing aggressive behavior among males and females to the state of physical disorder from which they both suffer due to physical problems and accumulated pressures inside school setting. They are characterized with great pressure resulting from overlapping these pressures with changes at a lot of levels; physical, psychological, mental and social aspects due to their connection to adolescence stage in a secondary student's life studied by scientists and specialists in growth. This agrees with Fahmy who fund that adolescence is "grading toward physical, psychological, mental and emotional maturity."

Aggressive behavior is defined as each behavior resulting from harming others or destroying things. Accordingly, destructive behavior is s form of aggression directed toward things. Others define it as the behavior that leads to harm others, psychologically such as humiliation and insulting or physically such as beating and quarreling. Bandora differentiates between a person's acquisition and performance of behavior. Acquiring a behavior does not mean by necessary that it will be performed as performing different behavior is directly based on his expectations from findings of imitation and behavior findings. If he expects imitating behavior, he will have negative results.

No doubt that aggressive behavior for students became a fact in most countries of the world as it includes all workers in education particularly and society generally. It takes a lot of time from school managements and leaves negative impacts on the educational process, so it needs joining mutual efforts, whether at the level of government institutions and civil society organizations

for being a social phenomenon primarily and its negative repercussions affecting the entire society.

This agrees with Hussein who says that adolescence is a development stage following late childhood between childhood and maturity as it is a transitional period between childhood and maturity starting with sexual maturity. Adolescence stage lies between the 13th and 18th year for males and between 13th and 16th year for females. It is the condition in which physiological features of individuals change with active physical desires. Adolescence starts from 12 to 17 years. In this stage, an adolescent is a person with more movement, strong and considers rules and systems set by school management or common social rules (Hussein, 1998).

In addition, Zidan thinks that aggressive behavior for adolescent students may be directly harming others or indirect through defiance. This type of adolescents may be attached to illusions, imagination or daydreaming but in a way less than adolescence (Zidan, 2000). Results of this study are consistent with a study conducted by a Wadeh Ahmed Al-Amin, on students of middle school education through which he aims to know the role played by the PE and sport class in reducing the phenomenon of aggressive behavior among students of middle school education as this latter found many differences between males and females in the exercise for aggressive behavior.

From previous illustration, it can be said that the first hypothesis: "There is a difference in levels of aggressive behavior items for secondary education male and female students," was achieved even partly.

Discussion and Analysis of Findings of Fourth Hypothesis

Fourth hypothesis: "There are statistically significant differences in post-test between control and empirical groups in practicing aggressive behavior."

Table 7 shows that there are statistically significant differences between control and empirical groups in the four items of aggressive behavior in favor of the control sample at significance level 0.05 and freedom degree 58 in post-test of control and empirical groups.

As for physical aggression, the counted T value was 2.32* was bigger than tabulated one 1.96* which shows that the empirical sample (department 1 and 2) has a lower physical aggression level than others in the control group in department 1 and 2 that maintained the same level of physical aggression to a greater degree which refers that there are statistically significant differences between both samples in favor of the control sample at significance level 0.05 and freedom degree 58 at post-test for the control and empirical samples.

The same remarks for the item of verbal aggression, there are statistically significant differences between control and empirical samples in favor of empirical one at significance level 0.05 and freedom degree 58 in pre-test for control and empirical samples. The counted T value was 2.15* which was bigger than tabulated one 1.96* and this shows that the empirical sample (department 1 and 2) has a lower verbal aggression level than others in the control group in department 1 and 2.

As for anger variable, findings show that there are statistically significant differences between control and empirical samples in favor of empirical one at significance level 0.05 and freedom degree 58 in pre-test for control and empirical samples. The counted T value was 3.67* which was bigger than tabulated one 1.96* and this shows that the empirical sample resorts to anger more than the control one.

The same is for indirect behavior as there are statistically significant differences between control and empirical samples in favor of empirical one as results showed that control sample students are higher than their peers in empirical one through their dependence

Table 7: Findings of T test for significance of differences between two post-tests for control and empirical samples in practicing aggressive behavior

Scale items	Control sample			Empirical sample			Counted T value	Freedom degree	Tabulated T value	Significance level
	N1	S1	A1	N2	S2	A2				
Physical aggression	30	34.82	6.74	30	16.57	2.34	2.32*	58	1.96*	Significant
Verbal aggression	30	43.09	9.56	30	18.35	2.89	2.15*	58	1.96*	Significant
Post-anger	30	51.23	11.67	30	26.73	3.54	3.67*	58	1.96*	Significant
Indirect aggression	30	41.17	8.76	30	17.12	2.19	2.94*	58	1.96*	Significant

on indirect aggression to a great extent as the counted T value was 2.94* was bigger than tabulated one 1.96* which shows that there are statistically significant differences between control and empirical samples in favor of empirical one.

Conclusion

Through previous findings, we can find that there are statistically significant differences in post-test between control and empirical samples in practicing aggressive behavior.

From Table 7, the researcher found that positive effect of the recreational sport program on levels of aggressive behavior of the empirical sample id due to contents of this program including various activities, exercises, and games that affect students and helps them in developing intellectual and mental sides in a way that give them a different mental and psychosocial behavior patterns. These patterns grow and develop through recreational play, which ultimately helps to modify the behavior of the adolescent and keeps him away from all aggressive and violent behaviors within the middle school. This is consistent with the study by Wadeh Al-Amin in his Master Thesis 2001 aiming to define the role played by recreational sport activity in reducing aggressive behavior for adolescents. His findings showed that there is a reduction in the level of aggressive behaviors of students after practicing sport activities inside educational institutions. In addition, findings of this study agree with the study of Si El Arabi Sharef, 2009 in a Master Thesis aiming to determine the role played by recreational sport activity in reducing school violence by secondary education students. Findings showed that there is a reduction in the level of aggressive behaviors of students after practicing sport activities within the P.E classes. This also agrees with Abdelmegid who found that a recreational sport activity forms an important side on individual's psychology as it enables him to restore his self-realization, desire to explore experiences and enjoying life with a positive contribution to regain psychological composure for individuals and overcome routine and boring life.

Recreational sports aim to establish self-dependence, discipline, competitive spirit and friendship for individuals and, in turn, support psychological and mental sides to get the individual out of his isolation. Butler refers that recreation is one of the activities practiced in free times and selected by individuals personally and it returns on them with physical, ethical, social, and cognitive values.

That's why the problem of the aggression is one of the most important problems that have held the attention of researchers as it is widespread at private educational institutions among adolescents and that's what made educators undertake various meetings as well as studies to investigate the causes of this phenomenon. There are effects that work on showing this behavior including cultural, psychological, and social effects. Since the recreational sport activity is of great importance to for its psychological, social and educational benefits, it plays a major role in the treatment of aggressive behavior especially for a teenagers in terms of helping them pass the period of adolescence in the best way due to its characteristics including the most important one to satisfy desires and needs of adolescents and to minimize the effects of frustration. We also found that the recreational sports activity helps teenagers acquire many physical and social skills which make the students more controlling over their emotions and temper. A recreational sports activity represents a wide space for the teenager students to fill free time, maintain good health, avoid moral deviation, unload excess energy and get away from the anger and recklessness and violent behavior.

Therefore, the fourth hypothesis that says: "There are statistically significant differences in post-test between control and empirical groups in practicing aggressive behavior" is achieved.

GENERAL CONCLUSION

The need for self-recreation is an important human need. We usually put recreation and entertaining activities in marginalized places in our lives without any importance. This depends on individual's entertaining awareness and how he perceives its importance for him and for society. Recreation is one of the human activity features that is characterized with health, balance in their wide meaning that includes physical, mental and emotional health not merely the absence of individual weakness and illness.

A recreational physical activity aims to happiness that is sought by everyone, no matter what race, color and belief. Happy is a result of a life characterized by balance and recreation has a special position to make a balanced life between work and the rest as a

result of complete life meaning and increasingly in its splendor with recreation to become brighter and happier. Therefore, the inclusion of different types and the forms of recreational sports activity and practice is very beneficial to all segments of society, in general, and in private educational institutions in particular. It is during leisure activity a teenager student expresses his feelings, develops talents, innovates and understands, produces, releases energies, shows his talents, grows his information and trends affected by the change, evolves his behavior in a good direction and that in itself is the goal of recreation and recreational education.

Moreover, among results, it was found that the practice of recreational activity helps the teenager student to gain many skills not only psychologically but also at the academic level as well. It assists in good academic achievement, then these findings vindicated our hypothesis, which states that recreational sport activity plays a big role in reducing the phenomenon of aggressive behavior among students in secondary education through the great role played by this activity to help students overcome psychological problems and thus be away from the turmoil that may occur to their behaviors. It also keeps them away from practicing every violent and unaccepted behavior inside school setting which became now a field of struggle and a field for reflections of social life with all of its various aspects.

RECOMMENDATIONS

Based on the result, we have obtained through this study that relate to the role played by recreational sport activity in reducing the phenomenon of aggressive behavior among students in secondary education, it is intended to bring about the desired end of this study. We recommend officials or supervisors of educational institutions and stakeholders, either the formal or informal, to include some suggestions or recommendations which can be summarized in the following points:

- Consideration of recreational activities for their importance on adolescent students' psychology in reducing different problems and psychological pressures.
- Intensive sport activities and tournaments between departments by management including competition among all students.
- Feeling the role played by recreational sport activity in achieving social and psychological adjustment for adolescent students inside educational institutions.
- Encouraging students to practice sport activities out of schools to reduce their aggressive behaviors and support the PE class.
- Provide a club for students to practice recreational sport activity with all sport facilities and equipment.
- Provide suitable space to practice recreational sport activity inside educational institutions through reconsidering weekly classes of physical and sport education as the study shows that the longer the period of physical and sport education are, the more students be away from violent, aggressive and unethical behaviors.
- Provide sport facilities and equipment, interest in sport facilities including playgrounds, closed indoor or outdoor fields through benefiting from experts in the recreational sport with their participation in setting recreational sport activities inside educational institutions and involving students by taking their opinions about the proposed programs.
- Making use of experts and professors in the field of recreation in preparing programs specialized in recreational activities aiming to good care adolescent students, especially from psychological aspects.
- Specialists in recreation, such as athletes and trainers, should intensify their efforts to set a global network for researches about recreational sports for secondary education students and open doors for all to contribute and enrich it.
- Not ignoring the effects of aggressive behaviors as deep thinking is needed from all educators to quickly interfere to reduce the strange spread of this phenomenon.
- Feeling the danger of aggressive behavior inside educational institutions and finding things that reduce it.
- To reduce aggressive behavior, we also recommend that efforts of teachers, professors, families and society should cooperate to make students grow in suitable environments in which they acquire a set of values, attitudes and behaviors that develop the culture of peace, dialogue and accepting others considering that physical and sport activities as tools of socialization and a means for entertainment that may contribute to reduce aggressive behavior.

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Original Article

The Relation between Motor Expectation and Early Motor Response for Handball Defenders

Mustafa Hasan Abd Ul Karim[1], Namet Karim Mustafa[2]

[1]Faculty of Basic Education, Al Mostansereya University, [2]Faculty of Basic Education, Al Mostansereya University

ABSTRACT

This study aims to define the relation between motor expectation and motor response speed. The researcher used the descriptive method as it is proper to the nature of the study. The sample of the study included 15 defenders from Selikh and the Army Clubs. In the first system (imaging), the researchers photographed the motor path of defenders, ball path, and the opponent. In the second system (analysis), they photographed movements of defenders and team partners from tactical and technical point of views with consideration of the scoring area. A form of remarks and motor expectation evaluation was adopted consisting of five parts: Ball stealing, ball dispersion, moves of attacking sides, moves of attacking forward, and moves of attacking backward. Each part takes 10 marks and the full mark is 50. Regarding the motor response time, the four-way Nelson test was adopted with a distance of 6.4 m. The researchers found that all relations were positive and in inverse direction which means that the more motor response speed time is, the more motor expectation will be, while there were no positive results in the direction of attacking backward.

Keywords: Relation, motor, expectation, handball, speed

INTRODUCTION

Motor expectation in athletics is one of the mental abilities that depend on the experience of players. The more the experience is the more expectation will be. Mahmoud Abdelafttah refers that motor expectation is a prior mental preparation as it is a complex motor mental issue. Moreover, it is also one of the important aspects of motor decisions that should be made within the framework of planning thinking during playing. Players have a key role as they should be proactive in reading thoughts and tactical intentions of their opponents in the other team (Abdulfattah, 1995). Moreover, motor expectation plays a role in full disclosure of the pathway of opponent's moves and responding them by way or another. A player's previous experience plays a great role in expectation. It is clear that it includes dribbling and maneuvering as means used by the striker player against motor expectations of the opponent. Whatever the skill of the player is, he will still unable to control his movements to respond the opponent unless he manages to determine the skill reached by the opponent and expectations from this opponent in different positions of the player which is found in handball (Khaldoun, 2010).

Handball is one of the organized games characterized with excitement and how the player understands his duties inside the field. The more a player's previous experience is the bigger his role in motor expectation will be. Further, handball includes a lot of tasks and skills that made the game at the center of specialists' attention. Among these duties, there are defensive duties which mean moving the team from attacking to defense at the moment of losing the ball. The defensive process is done by flashing and quick counter retreat

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Address for correspondence:
Mustafa Hasan Abd Ul Karim, Faculty of Basic Education, Al Mostansereya University. E-mail: Mstfbdlkrm130@gmail.com

backward from attack zones to defense zones trying to obstruct the opponent strikers. All individual and collective attempts are made by the single player or the team when the ball is in possession of the opponent team. Proper and successful defense is one of the basic pillars complementary to the team's success and it is not less important than the attack, if not more important. The team that improves the defense and steals the ball can attack steadily and quickly it will make the opponent misses the opportunity to return quickly and be regrouped. Moreover, the defense is no longer limited to a defense player by employing his defensive skills to prevent himself from scoring an own goal but also to employ his defensive skills against the attacking player before receiving the ball or at the moment of ball possession (El Khayat and Al Hialy, 2001).

A defender player does not always expect quick ball throwing from the opponent's hand, especially when shooting is from the goal area (6 m). The ability of motor response based on the noticed direction to ball throwing is small or non-present, while the response is better in throws needed from far distances as expectation duty is complicated. This is if the result of motor behavior of these moves additional to moves of the player himself. This is found in related games such as the movement of players of the same team or continuous movement of players (Allawi, 1987). The right timing can be achieved only when the technique is consistent with motor requirements of the skill and also related to the body of skill performer, so easy performance results from motor efficiency.

Expecting the opponent's movements is one of the most important motor phenomenon in handball. The motor expectation in this game refers to full and prior disclosure of goal of the opponent's movements, how to overcome them and defend them one way or another. Hence, the significance of the study is to identify motor expectation among defenders of handball which has a role in solving some of the defense problems.

Objective of the Study

The study aims to determine the relation between motor expectation and early motor response of handball players.

Hypotheses of the Study

There are statistically significant differences between the relation between motor expectation and early motor response of handball players.

PROCEDURES

Methodology

There are a lot of phenomena that cannot be studied unless through an appropriate methodology that is consistent with. Therefore, the researchers used the descriptive method using correlations buying the best and easiest method to achieve the objective of the study.

Sample of the Study

The sample includes 7 defender players from Al Karkh Club and 8 defender players from the Army Club (total sample is 15 players). The sample was selected purposively as they represent the most experienced players in the game for long years (between 5 and 6 years) with teams as their ages ranged between 19 and 21 years old.

Tests of the Study

- Nelson four-way test in a distance of (6.4 m) to measure motor response speed (Ibrahim and Breka, 1995).
- Regarding motor expectation, both researchers used imaging and adopted the form of observation and motor expectation performance evaluation through five divisions (ball stealing, ball dispersion, moves of attacking sides, moves of attacking forward, and moves of attacking backward) and give 10 marks for each division out of full mark 50.

Exploratory Trial

The researchers conducted an exploratory trial on 01/11/2015 on a group of players of the original population to test devices, imaging machine used in this research and how valid they are, clarify work of the assistant work team, set the time duration through installing the imaging device of the field trial of the study, define shot angle and its place to completely cover the field.

Main Trial

The main trial was conducted on Monday, 17.12.2015, where the researchers in the first system (imaging system) imaged the motor path of the defender players, the path of the ball and the opponent. In the second system (analysis system), they imaged moves of defender players and colleagues from tactical (tactical)

and technical (technique) standpoints taking into account the scoring area, as the notes form has been adopted and motor expectation was evaluated of five divisions (ball stealing, ball dispersion, moves of attacking sides, moves of attacking forward, and moves of attacking backward). For each section: 10 degrees and the total score is 50. The four-way Nelson test was adopted to test motor response time test with a distance of 6.4 m.

PRESENTATION AND DISCUSSION OF FINDINGS

Showing Statistical Parameters of the Researched Variables

The researchers present a description of statistical parameters' findings for the researched variables to the sample of the study as shown in Table 1.

Findings of Variables Matrix Analysis

The researchers present findings of correlation matrix of variables of the sample as shown in Table 2.

Discussion of Findings

Through the findings reached by the researcher, the findings showed the significance of all observations that were not designated in advance recorded by the assistant team except the movements of the attacking backward. The researchers attribute the cause of these significant differences through the reverse direction, which means that the quicker the motor response expectation is, the greater the expectation will be and vice versa. A defender cannot always expect speed of throwing the ball from the hands of an opponent, especially when the correction of the goal area (6 m) where the possibility of motor response on the basis of the observed direction of throwing the ball is little or non-present, while in the throws required from a distance, response is better when it is the duty of expectation besides moves of the player himself. This is what we find in organized games (Allawi, 1987), and the correct time can be achieved only when the (technique) is consistent with motor skill requirements and also linked to the body of the person performing the skill. Therefore, easy performance results from the motor efficiency as well as the experience of defender players which had a clear effect on increasing response speed and correct motor expectation.

If we managed to explain the expectation of the sending tool, how ball speed toward defense zone can be received by defenders and expect ball arrival, how players expect receiving and delivering the ball with this speed, we will find great ability of nervous system of tool expectation and we will know how it is difficult for defender players in chest moves of the ball. This is what is learned through age categories through continuous training. Motor expectation of the tool can occur and therefore we find expectation a mental and motor issue, so it is very important in ball keeping after scoring by opponent. The motor expectation in such games leads to complete disclosure of the path of opponent's moves and respond them by way or another. A player's previous experience plays a great role in expectation. It is clear that it includes dribbling and maneuvering as means used by the striker player against motor expectations of the opponent in various states of the player. Whatever the skill of the player is, he will still unable to control his movements to respond the opponent unless he manages to determine the skill reached by the opponent and expectations from this opponent in different positions of the player. He will be able to know the skill reached by the opponent and expectations from various positions of the player. Determining moor path of opponents will be tiring as it changes in directions of movement and achieves his skills due to the main duty and the sum of these

Table 1: Statistical parameters of the researched variables

Variables	Test	Measure unit	N	Arithmetic mean	Standard deviation
Motor expectation	Ball steal	Degree	15	5.93	1.438
	Ball dispersion	Degree	15	7	1.069
	Moves of attacking sides	Degree	15	5.47	1.407
	Moves of attacking forward	Degree	15	5.93	1.751
	Moves of attacking backward	Degree	15	4.27	1.71
	Total mark	Degree	15	28.6	4.256
Motor response speed duration		Second	Degree	2.289	0.253

Table 2: Findings of variables matrix analysis

Motor expectation	Motor expectation			
	Pearson	Degree	Significance	Relation direction
Ball steal	−0.799**	0.000	Significant	Inverse
Ball dispersion	−0.826**	0.000	Significant	Inverse
Moves of attacking sides	−0.681**	0.005	Significant	Inverse
Moves of attacking forward	−0.576*	0.024	Significant	Inverse
Moves of attacking backward	−0.098	0.728	Insignificant	Inverse
Total mark	−0.979**	0.000	Significant	Inverse

Freedom degree (N-2)=13, *Significance level (0.05), **Significant correlation if significant ≤0.05

moves added t moves of player himself which is found in handball (Khaldoun, 2010).

The study did not found relations in motor expectation with backward attack moves. The researchers attribute this to the case. When attackers move the ball backward, it does not form an impact or danger on defenders which decreases their expectation and consideration as the ball is far from, their goal.

CONCLUSIONS

In the light of findings, the researchers concluded the following:

- Results of all expectations of players showed positive and inverse effect on motor response speed. This means that the more motor response speed time is, the more motor expectation will be.
- There are no significant findings in expecting backward attack.

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