

Evaluation the physical abilities of the Normal and Slow Learner 8 - 9 years old in the Samawah city

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Abstract: The aim of this particular study is to evaluate the basic abilities, speed at 30 meters, endurance at speed with change of direction, jumping ability and throwing ability of samawah boys and girls and to check if there are any differences in these basic abilities between the sexes of normal and Slow Learner students. For this study 32 boys and girl students from a private educational institute in samawah city, average age eight and a half year, Our evaluation was done according statistical methods Mann- Whitney Test It was found that the majority of students lead significant statistical difference between the boys and the girls, also between both groups normal and Slow Learner It was also found that there was no significant statistical difference between the boys for both groups although it was found that no significant statistical difference between the girls, at p 0.005.

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1. Introduction

The childhood of the most important life stages through which the human from birth to adulthood is an essential foundation for building sound and integrated child and at all levels of skill and physical, cognitive, psychological and emotional, as it affects the behavior and personality in all its dimensions, but the interest in the development of physical abilities and mobility in children has become one of the things that interested in modern science through the close relationship between them and the evolution of man, so this interest requires an integrated preparation of early childhood through access to the highest levels and in all aspects, psychological and mental skills, emotional and physical and It is clear that lead to physical education develop physical abilities elements of ordinary kids and non-ordinary and is consistent with the promotion of fun and social activities.

Constitute physical abilities important dimension to a child's life as it is accompanied at all times of his life is also one of joy and satisfaction and to satisfy desires, that the child who enjoys a good level of physical abilities will help him gain the skills mobility also doubled in capacity physical generate weakness in its kinetic(1)and Slow learners are those pupils who have limited ability due to different reason in the education process, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers (2) and had to be of interest curriculum educational contributing contribute effectively to the achievement of integrated development of the child in general through motor activity that develops physical abilities and motor

similar free resource special, and it requires specialists and researchers concern for children and work on the preparation of curricula help to equip them with those capabilities (3).

Thus lies the importance of research in the evaluation of the physical capacity of ordinary kids and ,non-ordinary and what are the differences between the sexes in this area in order to develop these capabilities in the future (4)

Where indicated Search Adel Nassif et al 2010 that children with disabilities have the physical capabilities of the importance of not less than non-disabled children in the event of providing them with a variety of programs in this regard the fact that the link be physiologically and no mentally(5).

Materials and Methods

The target of the research is the evaluation of basic abilities, speed at 30 meters, stamina in speed with change of direction –shuttle run, jumping abilities and throwing ability

Validity of the test

The Researcher conducted transactions scientific test included validity and reliability and objectivity on the sets of search to make sure the health and safety results have been obtained scientific results allow tests on sample healthy children where he believed the tests on the 0.943 and the degree of stability of 0.885 and the degree of objectivity was 0.942 either ordinary group of children of others where he received his sincerity tests at 0.943 and the degree of stability of 0.885 and the degree of objectivity was 0.942.

Method

The researcher used the battery tests designed especially for this purpose consists of four tests:(6)

1.Sprint: each pupil begins separately from the standing position and runs the distance of 30 meters straightway, as quickly as possible. Before the beginning of the test, the starting and finishing line was shown, while there was visual demonstration of the standing starting technique and running straight with speed. The measurement of the test is carried out with a timer and begins simultaneously with the ring of start. The time of each performance is recorded in seconds and hundredths.

2.Vertical jump: The pupil stands looking at a wall. He/she extends as higher as possible, on the toes, and the examiner marks the trace of the toes. Then, without changing direction, after bending the feet –approximately 90 degrees and with the support of the hands, the child executes a vertical jump, as high as possible. The examiner measures the vertical difference in centimeters (cm) between the original trace (extension, standing on the toes), before jumping, and the trace after the jump. The best, among three jumps, is recorded.

3. Medicine ball throw: The pupil stands behind the throwing line at a distance of approximately 30cm or slightly more from the opening of the shoulders, holding the ball with the two hand stretched above his/her head. After the extension of the body backwards, he/she throws the ball as far as possible. Feet do not leave the ground before the fall of the ball. The orbit of the ball must be as vertical as possible to the throwing line. For the right placement of the feet, we trace two parallelograms at the throwing line, which are 30cm far from each other. Before carrying out the test, the technique is demonstrated, with a particular emphasis on the throwing angle (30-40 degrees) and the synchronization of body and hands, while warming up and 1- 2 trial efforts precede. The distance between the throwing line and the nearest to the line trace of the ball is recorded. The best performance, among the 3 efforts, is recorded in m (e.g. 10,5m).

4.Shuttle run: Children run for a distance of 20 meters and return. Running is carried out with ongoing tension, specified by sound signals, with the help of a tape recorder. At the beginning of the test, the pupils, who stand at a distance one meter from each other, move between the two parallel lines of the lane. They must cover the above distance within an interval of two sound pulses. The sounds strike at a quicker frequency every minute that passes, requiring from the pupils to make more efforts. The total score that was achieved until the end of the effort is recorded as the number of runs.

Statistical Methods

For the statistical processing of the data, differences were examined by Mann-Whitney Test

Table 1. Difference between boys and girl at the four tests in normal group

variation	Mann-Whitney		Statistical significance
	calculated	Tabular	
medicine ball throw	0	0.005	significant
Vertical jump	0	0.005	significant
shuttle Run	0	0.005	significant
sprint	5	0.005	Not significant

* Significance level=0.05

Table 2. Difference between boys and girl at the four tests in Slow Learner group .

variation	Mann-Whitney		Statistical significance
	calculated	Tabular	
medicine ball throw	0	0.005	significant
Vertical jump	0	0.005	significant
shuttle Run	0	0.005	significant
sprint	0	0.005	significant

* Significance level=0.05

Table 3. difference between boys at the four tests in normal and Slow Learner group .

variation	Mann-Whitney		Statistical significance
	calculated	Tabular	
medicine ball throw	17	0.005	Not significant
Vertical jump	8	0.005	Not significant
shuttle Run	22	0.005	Not significant
sprint	18	0.005	Not significant

* Significance level=0.05

Table 4 difference between girl at the four tests in normal and Slow Learner group.

variation	Mann-Whitney		Statistical significance
	calculated	Tabular	
medicine ball throw	13	0.005	Not significant
Vertical jump	16	0.005	Not significant
shuttle Run	25	0.005	Not significant
sprint	11	0.005	Not significant

* Significance level=0.05

Results

In normal children, between the two sexes of this age (8 - 9 years old), statistically important differences were noted at all physical abilities, $p < 0.05$ (table 1), and exception of only at the speed of 30m from standing position. Alternatively, at Slow Learner children, the performance of boys is statistically better than that of the girls, mainly the strength of vertical jump $p < 0.05$ (table 2). In normal and Slow Learner children No difference was noted at the four tests between boys and girls $p < 0.05$ (table 3,4).

Discussion

Through tables before we find there were significant differences statistically significant between male and female children in favor of males in the group of children ordinary and each tests exception test run for a distance of 30 m.

The researcher think the reason to the capacity biological the nature of the female is less than males in physical abilities as well as the reason for the lack of movement and exercise for children females compared to males. this difference is evident in the ordinary group of children of others between males and females in favor of males., as in table 1,2,Through comparison between children normal and Slow Learner and both sexes, males and females find no statistically significant differences between sexes as in Tables 3.4 and this demonstrates that the physical abilities and not related with the mental capacity..

the sexes is big, seems to be interpreted mainly by the fact that girls in general are inferior, concerning their physical abilities, and may be this happens due to lack of training and the natures of the biological for the girls, Khyoun 2001 said: The motor skills depends on the integrity of nervous systems central and peripheral while the physical abilities do not depend on these two permanently, but depends on the devices physical and functional for the body and one look to the mentally retarded and slow learning, we find that it is possible their development capabilities physical (speed, flexibility, strength, endurance) because these capabilities are not using the mind effectively, and the other side if we noticed the mentally retarded, we find it difficult to teach them skills require agility and balance(7). Here should be noted that the mentally retarded can develop them skills but takes a long time while the physical abilities to the same period of normal development.

Researchers believe that mentally handicapped children with mental abilities comparable to ordinary kids and if they enter handicapped children in special training camps to develop speed, the results will be close with healthy.

Results indicate described in Table 3.4 and

special tests physical abilities of healthy children and mentally handicapped it was random attribute the researcher that physical attributes are the attributes inherited and can develop through training and practice, and all the physical attributes related to physical condition mainly does not rely on motor control that the adoption of these qualities on the central nervous system CNS and peripheral PNS sending accurate signals to the muscles for the purpose of motor accomplish the tasks and this is consistent with what I said, Samira 1998 (that the physical performance of the disabled in line with the same itinerary physical performance for healthy people)(8).

Here researchers suggest the findings of the (Clauz and Milar) studying that used by several groups and Reconstruction 8 years where she was the first group of intelligent low and the second group of intelligent above average, and the third group with high IQ The study found no difference in the standards of physical and physical and difference in language and numerically(9).

Conclusions

1. The presence of statistically significant differences between boys and girls for a group of ordinary children.
2. The presence of statistically significant differences between boys and girls for a slow learning children.
3. There is no significant difference between boys for ordinary group of children and slow learning.

Recommendations

1. Conduct research on the same samples with changing physical abilities to motor skills.
2. Disseminate the results of the study and take advantage of the development of use of programs depends on the capacity of children and inequality in educational programs.

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