

The Effect of Instructional Program on Selected Physical And Skill Variables For Physical Education Students At The Hashemite University

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ABSTRACT

This study aimed at identifying the effect of instructional program on some physical and skill variables for physical education students at the Hashemite University. The study sample consisted of (20) students the physical fitness course of the Faculty of Physical Education and Sport Sciences at the Hashemite University in academic year 2011/2012. The sample selected intentionally, and divided into two equal groups: control group was taught through the traditional method and experimental group taught through the instructional strategy. Physical and skill tests were carried out to measure the students' performance level, through which the pretest and posttest were made. The study concluded that there are statistical significant differences among the variables being tested as result of using instructional strategy on certain physical and skill variables in physical education lectures in the Faculty of Physical Education and Sport Sciences at the Hashemite University, as compared to the traditional method, in favor of the instructional strategy. The researchers recommend that there be such needs for using the instructional strategy in teaching physical education, as well as conducting a broader and similar study with different variables.

Keywords: Traditional Methods, Microteaching Strategy, Physical Fitness.

INTRODUCTION

The processes development of education in all aspects are very important because of its impact on human behavior, Countries with high technology set their focused on providing very high technologies in order to modernize education methods and patterns.

The educational process is an integrative, interactive process, where many fundamental elements interact with each other to complete it: curriculum, student and teacher, through providing educational expertise with appropriate activities available inside or outside the classroom; and through availing educational programs designed to facilitate the learning process. Moreover, the development of the student's abilities depends on the extent of his/her dealing and response to the method or style of teaching applied. In this concern, there is no one single method or optimal style for teaching physical

education, and the selection of a method or style depends on the educational status (Ghassab and Oudat, 2007).

With the advancement of the field of education, many various methods and styles to deal with all students, which will raise the level and efficiency of the student, physically, psychologically, and cognitively, by applying the known basic principles of education, for which the prior thinking and planning is its most important feature to define "Why?" and "How?" does the teacher teaches (Oudat, 2006).

The use of modern styles in teaching positively contributes in realization of the teaching outcomes, success and achievement of the students in a positive manner. It further contributes in promoting the level of the physical and skill characteristics. For success in this concern, very closely similar or most difficult activities should be used, which depend on games or skills in competitions (Al-Sayyad, 2005).

Microteaching is economical system because it adds in a regular shape the preparation and application and feedback, straighten and advanced most scientific studies proved in educational technology to the effectiveness of application this method in the acquisition of educational skills. It's a true education with equal dimensions on

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miniature and designed to quire a new skill and developing old skills. The method of microteaching developed its steps became are (planning, teaching, watching) through assuring on the importance of planning and the ability to understand perception in addition to performing or practicing the skills (Brown, 1998).

One of the contributions of this style about the duties and responsibilities of the teacher, during teaching physical education lesson, is forming assignments from activities parallel to the assignments performed by the students, taking into account the principle of serial, grading and interconnection among the lesson parts. Importantly, observing the abilities and possibilities of the students, and helping them realize their desires through applied practices, so that we shall have access to the physical education lesson which makes the student a consistent, interconnected weave in the lesson unit (Meyer, 1998).

The importance of this study had also come from noticing some difficulties addressed by the personnel interested to teach the different games skills with large numbers. Therefore, this study is seen as an introductory study in the field of different games skills teaching, through identifying the impact of microteaching strategy, and making use of the findings of this study develop teaching strategies followed in the teaching in Faculty of Physical Educations.

Research Problem

The interest of educators in the education process motivates them continuously to more research and finding supporting, suitable methods and styles that will contribute in bringing the educational process to success. Through the nature of the researchers work, The researchers notice the decline in performance level of many students, as well their poor physical fitness in performing the basic skills in the various sports and games. The researchers also notices the tendency of students to ask for exclusion from participation in the physical education lesson, as well as displaying tiredness and boredom. These observations motivated the researchers to consider using some modern teaching methods to revitalize and reactivate the students and raise their physical and skill abilities. The researchers ascribe this weakness to the large numbers of students in one lesson, as the inappropriate time allocated to teach this discipline. The researchers also noted the lack of being taught employing modern teaching styles in the education process. Therefore, the researchers thought of applying

some modern styles that may help him in teaching in a better way, which will help students improve their required skill performance.

Research Objectives

The research aims to identify " The Effect of Instructional Program on Some Physical and Skill Variables in the Faculty of Physical Education and Sport Science Students at the Hashemite University".

Research Hypotheses

1- There are no statistically significant differences at $P < 0.05$ level among the means between the pre and post measurements of the control group in Physical and Skill variables for the physical fitness course students at the Hashemite University, in favor of the post measurements.

2- There are statistically significant differences at $P < 0.05$ level among the means between the pre and post measurements of the experimental group in Physical and Skill variables for the physical fitness course students at the Hashemite University, in favor of the post measurements.

3- There are statistically significant differences at $P < 0.05$ level between the post measurements means of the control and experimental groups in the Physical variables for the physical fitness course students. in favor of the experimental group.

4- There are statistically significant differences at $P < 0.05$ level between the post measurements means of the control and experimental groups in the Skill variables for the physical fitness course students. at the Hashemite University, in favor of the experimental group.

Definition Terms

Microteaching: Teaching position in a short time (about 10 minutes on average) with the participation of a small number of students (usually between 5 - 10 students) during which the teacher introduces the concept of a specific or student-teachers on a specific skill. It aims to give the teacher a chance to get feedback on this teaching position.

Review of Literature

There are many studies made in this area, and we shall examine them due to their importance similarity and connectedness.

* Abuzama (2011) conducted a study titled: " The effect of a learning program using special quality exercises to improve the level of butterfly swimming skill performance". The sample size of the study consisted of 24 male students from the faculty of sport sciences college at mu'tah university, who have no experience in

performing the butterfly swimming skill. Were selected and divided into two groups, the first one is the experimental (12 students) and the other one is the control group (12 students). The experimental group learned the butterfly swimming skills by the proposed program and the control group learned the butterfly swimming skills by the traditional program. The results of the study showed that both groups had positive significant effects on improving the level of butterfly swimming skill performance. However, the experimental group was significantly better than the control group on improving the level of butterfly swimming skill performance.

* Chen and Li (2010) conducted a study titled: "A Study of Application of Microteaching to Badminton as an Elective Course in Universities". The study aimed to discuss, with those who are also interested in this field of research, the application of microteaching to badminton as an elective course in colleges and universities and solve the problems existing in the traditional way of badminton teaching. The subjects are the students in badminton elective course Class 1 and Class 2 of the year 2007 in Jinggangshan University. Such methods as literature, test, comparison, and mathematical statistics were used for empirical study of students' skill, teaching ability, and theoretical knowledge learning result. After experiment there was a growth of 14.93 points ($P < 0.01$) in the marks for the ability and skill of the students in the experimental group, their teaching ability marks growth is 26.87 points ($P < 0.001$), and their theoretical knowledge marks growth is 34.56 ($P < 0.001$). The study concluded Microteaching can significantly improve students' skill, teaching ability, and theoretical knowledge learning results; traditional teaching approaches can bring slight improvement on the skill, teaching ability, and theoretical knowledge learning result of the students majoring in physical culture, and traditional teaching needs constant improvement; microteaching must be student-led, and we should, with the help of multimedia aids, constantly develop students' intelligence so as to achieve improvement on students' skills; microteaching, as a significant approach to development of students' teaching ability and skill, has opened up a new field for combination of teaching theories and practice and for development of students' basic teaching ability.

* Mofleh and Mosmar (2010) conducted a study titled: "Impact of the applied method in teaching selected motor skill by employing minimized teaching strategy for the student teachers". The study aimed at building an

educational program for the applied method under orientation of the teacher, and its effectiveness in teaching the side somersault, and the effect of the educational program in improving the teaching performance and cognitive efficiency of the applied method, under direction of the teacher to the study sample members. The researcher utilized the two-group (control and experimental) experimental method for both the pre and post measurement. An educational program was designed for the applied method by using the minimized teaching strategy. The study was carried out over a 28 male and female students of the physical education teaching methods and styles, Faculty of Physical Education, at the University of Jordan. The results of this study showed that the educational program had a clear effect in favor of the post measurement.

* Cheng Lin (2005) conducted a study titled "Comparing the using of method of teaching and application by guiding the teacher". It aimed at the efficiency of method of teaching the method in guiding the teacher. The study was carried out over a sample intentionally chosen totaling 40 students of Junior High School Basketball Camp in Taiwan. They were divided into two groups: one group experimental group that used the microteaching strategy, and one control group that used the traditional method. The results showed that the group using the microteaching strategy better than the taught by the traditional method.

* Ahmad (1999) carried out a study titled "Effect of the use of the minimized teaching on learning certain football basic skills. The study was conducted on a randomly chosen sample consisting of 24 students of the first year of the physical education department, Al-Azhar University. They were divided into three groups: two experimental and one control. The results indicated the effectiveness of the use of the minimized study method on learning football basic skills.

METHODOLOGY

The researchers utilized the experimental method due to its relevance to the nature and aims of the research which are built on two equivalent groups: the control and experimental groups. The study population consisted of the physical fitness course students in the Faculty of Physical Education and Sport Sciences at the Hashemite University-Jordan, in the 2011/2012 academic year. who were 24 students. The study sample was chosen intentionally which consisted of (20) students, distributed

over two equal groups (n=10), the former was the control and the latter the experimental group.

In order to make sure of the equivalence of the research groups in all the variables that may affect the research experiment, he carried out the following steps. Table (1) illustrates these procedures.

Table (1) illustrates that the significance level of all the variables is higher than 0.05, meaning that there is no difference between the two study groups on all the variables.

Research Tools

The Researchers relied upon three basic resources for data collection in this study: document analysis; appliances and instruments; and tests.

1- Document Analysis:

the researchers calculated the age of the students and their health conditions.

2- Instruments:

the researchers employed the following equipments:

- Restometer to measure the height to nearest centimeter
- Medical scale to find out the weigh to nearest kilogram
- Measuring tape: to measure the distance to nearest cm

- Stopwatch: to measure the time to nearest second
- hurdles and balls to be used in tests.

3- Tests: Physical and Skill Tests.

Scientific Processing of the Research Tool:

1- Validity

Tool validity was verified through the content validity by presenting the same to a number of experts in the field of physical education, through which the tool came out in its final form after making amendments and changes on it.

2- Reliability

We made sure of the research tool reliability of the physical and skill variables by application and reapplication (Test-Retest), as it had been applied on of the physical fitness course students of the Faculty of physical education and sport sciences at the Hashemite University-Jordan.

The students were not from the research sample, and application was carried out on Sunday, 23 October 2011. Thereafter, the test was redone one week later on the same sample. Table (2) shows the correlation between the first and second application, and subsequently, the reliability of the physical and skill tests.

Table (1)
Growth Rates (Age, Height, Weight) And Physical And Skills Variables N=20

Variables	Control Group		Experimental Group		T	P – value
	M	SD	M	SD		
Growth Rates						
Age	18.48	0.32	18.40	0.34	0.238	0.815
Height	169.20	1.80	169.08	1.08	0.426	0.673
Weight	69.72	1.29	70.00	1.20	1.360	0.185
Physical Variables						
Sprinting 50m	2.33	1.23	2.42	1.16	0.17	0.867
Trunk flexion	2.08	1.16	2.17	0.94	-0.19	0.849
Medical Ball Pushing	2.17	1.27	2.25	1.54	-0.14	0.887
Zigzag	2.58	1.08	2.50	1.17	0.18	0.858
Pull up	2.67	1.07	2.44	1.31	0.30	0.764
Vertical jump	2.50	1.24	2.67	1.07	0.35	0.729
Set up	2.56	1.08	2.65	1.21	-1.34	0.195
Skill Variables						
Shooting from Stability	2.58	1.08	2.92	1.16	0.73 -	0.476
Passing	2.58	1.08	2.67	1.07	0.19 -	0.852
Accuracy of Passing	2.08	1.16	2.58	0.67	1.29 -	0.214
Serving	2.08	1.08	2.42	1.16	0.73 -	0.476
Setting	2.08	1.24	2.42	1.00	0.73 -	0.476
Tackling	2.33	1.23	2.50	1.17	0.34 -	0.737
Passing and receiving	2.17	1.27	2.50	0.91	0.74 -	0.467

Table (2)
Pearson Correlation Of The Selected Physical And Skill Tests

Variables	Correlation coefficients
Physical variables	
Sprinting 50m	0.85
Trunk flexion	0.89
Medical Ball Pushing	0.80
Zigzag	0.89
Pull up	0.96
Vertical jump	0.80
Set up	0.94
Skill variables	
Shooting from Stability	0.91
Passing	0.93
Accuracy of Passing	0.90
Serving	0.89
Setting	0.78
Tackling	0.79
Passing and receiving	0.83

Table (2) shows the correlation coefficients as confined between 0.78 - 0.96 as these grades are considered sufficient to carry out this research.

Application of the Experiment

- Pretest

The Researchers carried out the pre-measurements for each of the physical and skill tests during the period from Sunday, 30 Oct. 2011 and Wednesday, 2 Nov 2011.

Program application

The basic experiment had been applied as per the time schedule of the prescribed module on the basketball students (1) of the Faculty of physical education and sports Science at the Hashemite University over 8 weeks, at the rate of two lectures per week for the same skill on Sunday and Tuesday, bringing about the total to (16) lecture. The module time was (50) minutes during the period from Sunday 13 November 2011 till Wednesday 15 January 2012. The control group was taught (8) lectures by the regular traditional method (traditional teaching units); the experimental group was taught (8) lectures using the microteaching strategy. The introductory and final sections were delivered in compliance with the prescribed curricula on both the control and experimental groups.

- Posttest

The Researchers carried out the post measurements

for both the physical and skill tests, which were prepared by the researchers during the period from Sunday 22 January 2012 till Wednesday 25 January 2012.

Statistical analyses

For the purpose of achieving the current research objectives, the researchers processed the research hypotheses through the data entry to the computer and was analyzing using the statistical package of the social sciences (SPSS). The statistical processes used were: means, standard deviations and T-test for the difference significance and sprain coefficient.

RESULTS

First: showing the results concerning the first hypothesis stating: " There are no statistically significant differences at $P < 0.05$ level among the means between the pre and post measurements of the control group in Physical and Skill variables for the physical fitness course students in favor of the post measurements". The researchers obtained the means, standard deviations and the difference significance calculation between the pre and post measurement of the control group. Table (3) illustrates this.

Table (3) indicates that there are no statistically significant differences at the $P < 0.05$ significance level between the pre and post measurements on the physical and skill variables of the control group.

Table (3)
Difference Significance between the pre and post measurement
on the physical and skill variables for the control group N=10

Tests	Pre Measurement		Post Measurement		T	P – value
	M	SD	M	SD		
physical variables						
Sprinting 50m	2.33	1.23	3.00	0.74	1.15 -	0.267
Trunk flexion	2.08	1.16	3.12	1.08	0.57 -	0.576
Medical Ball Pushing	2.17	1.27	2.96	1.00	0.85 -	0.407
Zigzag	2.58	1.08	3.08	1.21	1.34 -	0.195
Pull up	2.67	1.07	2.76	1.07	0.35 -	0.729
Vertical jump	2.50	1.24	2.67	1.07	0.41 -	0.685
Set up	2.56	1.08	2.91	1.16	0.73 -	0.476
skill variables						
Shooting from Stability	2.58	1.08	2.92	1.00	0.85 -	0.407
Passing	2.58	1.08	3.00	1.21	1.34 -	0.195
Accuracy of Passing	2.08	1.16	2.67	1.07	0.35 -	0.729
Serving	2.08	1.08	2.67	1.07	0.41 -	0.685
Setting	2.08	1.24	2.92	1.16	0.73 -	0.476
Tackling	2.33	1.23	2.67	1.07	0.19 -	0.852
Passing and receiving	2.17	1.27	2.58	0.67	1.29 -	0.214

Second: showing the results concerning the second hypothesis stating " There are statistically significant differences at $P < 0.05$ level among the means between the pre and post measurements of the experimental group in Physical and Skill variables for the physical fitness course students in favor of the post measurements". The researchers made out the means, standard deviations and calculation of the different significance between the pre and post measurements of the experimental group physical and skill variables. Table (4) illustrates this.

Table (4) indicates that there are statistically significant differences at the $P < 0.05$ significance level between the pre and post measurements on the physical and skill variables of the experimental group in favor of the post measurement.

Third: Showing the results concerning the third hypothesis stating that " There are statistically significant differences at $P < 0.05$ level between the post measurements means of the control and experimental groups in the Physical variables for the physical fitness

course students. in favor of the experimental group". Table (5) shows this.

Table (5) indicates that there are statistically significant differences at the $P < 0.05$ significance level between the post measurements means of the control and experimental groups in the physical variables in favor of the experimental group.

Fourth: Showing the results concerning the fourth hypothesis stating that "There are statistically significant differences at $P < 0.05$ level between the post measurements means of the control and experimental groups in the Skill variables for the physical fitness course students in favor of the experimental group". Table (6) shows this.

Table (6) indicates that there are statistically significant differences at the $P < 0.05$ significance level between the post measurements means of the control and experimental groups in the skills variables in favor of the experimental group.

Table (4)
Different Significance between the pre and post measurements
in the physical and skill variables for the experimental group. N=10

Tests	Pre Measurement		Post Measurement		T	P – value
	M	SD	M	SD		
physical variables						
Sprinting 50m	2.42	1.16	3.81	0.39	3.23 -	0.007
Trunk flexion	2.17	0.94	3.96	0.69	3.31 -	0.004
Medical Ball Pushing	2.25	1.54	3.81	0.85	3.46 -	0.003
Zigzag	2.50	1.17	3.53	0.79	2.45 -	0.020
Pull up	2.44	1.31	3.88	0.80	3.79 -	0.002
Vertical jump	2.67	1.07	4.17	0.81	3.63 -	0.001
Set up	2.65	1.21	3.53	0.89	2.22 -	0.040
skill variables						
Shooting from Stability	2.92	1.16	3.92	0.79	3.69 -	0.000
Passing	2.67	1.07	4.08	0.79	3.77 -	0.001
Accuracy of Passing	2.58	0.67	3.42	0.90	2.15 -	0.004
Serving	2.42	1.16	3.83	0.58	2.72 -	0.000
Setting	2.42	1.00	3.17	1.03	2.49 -	0.001
Tackling	2.50	1.17	3.67	0.89	4.34 -	0.000
Passing and receiving	2.50	0.91	3.58	1.00	3.16 -	0.005

Table (5)
Difference Significance between the post measurements means
of the control and experimental groups in the physical variables N=20

Tests	Control Group		Experimental group		T	P – value
	M	SD	M	SD		
Sprinting 50m	3.00	0.74	3.81	0.39	6.32	0.000
Trunk flexion	3.12	1.08	3.96	0.69	7.36	0.000
Medical Ball Pushing	2.96	1.00	3.81	0.85	6.21	0.000
Zigzag	3.08	1.21	3.53	0.79	5.69	0.000
Pull up	2.76	1.07	3.88	0.80	5.36	0.000
Vertical jump	2.67	1.07	4.17	0.81	5.64	0.001
Set up	2.91	1.16	3.53	0.89	5.94	0.001

Table (6)
Significance Difference between the post measurements means
of the control and experimental groups in the skills variables N=20

Tests	Control Group		Experimental group		T	P – value
	M	SD	M	SD		
Shooting from Stability	2.92	1.00	3.92	0.79	7.64	0.001
Passing	3.00	1.21	4.08	0.79	4.36	0.001
Accuracy of Passing	2.67	1.07	3.42	0.90	6.36	0.000
Serving	2.67	1.07	3.83	0.58	4.25	0.000
Setting	2.92	1.16	3.17	1.03	4.78	0.000
Tackling	2.67	1.07	3.67	0.89	8.97	0.001
Passing and receiving	2.58	0.67	3.58	1.00	4.39	0.001

DISCUSSION

The researchers sees of this result to that the traditional method does not conclude to high results or to a noticeable improvement with students, and that there must be new and diversified methods and styles in teaching that may provide a positive effect and realize better result. The researchers sees the traditional method lacks of excitement factors that attract and encourage students' participation. And ignores the students' needs, which require programs and guidance plans to overcome the problems and difficulties they face.

This study is in harmony with the study conducted by Abuzama (2011), Oudat (2010), that there is a need for employing the various and diversified methods and styles in teaching that may provide for the adjustment of the educational situation, and create an atmosphere of change from the usual track of the traditional method.

The researchers ascribes result of this study to that the use of microteaching strategy has a positive effect on improving the skill performance level. This is in harmony with the study conducted by Mofleh & Mosmar (2010), that results of the students who were taught through the microteaching strategy achieved better in all the research skills, through comparisons carried out between them and those who were taught through the traditional method.

The results of post-test in this study for the experimental group and due to the use of mini-teaching strategy. Which provides the necessary guidance to students, which helps them to deal with the problems they face, and evaluate their performance. And give them an opportunity to share positive and effective for the longest time.

The results of this study are in harmony with the

studies conducted by Mofleh & Mosmar (2010), ching (2005) which indicated that the use of the microteaching strategy is much better than that of the traditional method. The researchers ascribes this result to that the use of the microteaching strategy had a clearly positive effect in improving the skill performance level; as this style contributes in activating the teaching process and making the learning process more positive and effective, which will in turn contribute in raising the learners' ability in the correct performance of the skills.

Finally: The results of this study are in harmony with a study conducted by Chen (2010), Microteaching strategy, can significantly improve the students' skill, and educational capacity, and theoretical knowledge and learning outcomes; than traditional teaching method.

CONCLUSIONS

The researchers conclude the following:

1- The study proved that the use of the microteaching strategy had shown a better improvement rate than the tradition method on the development of the physical abilities of the physical fitness course students in the Faculty of Physical Education and Sport Sciences at the Hashemite University.

2- The study proved that the use of the microteaching strategy had shown a better improvement rate than the tradition method on the skill performance level of the physical fitness course students in the Faculty of Physical Education and Sport Sciences at the Hashemite University.

Recommendations

1- using the microteaching strategy in teaching the

basic skills in the physical education lessons.

2- Calling the teachers to use methods and styles that best suit the students, and diversifying the delivery of the auditory and visual stimuli.

3- The researchers recommended carrying out similar studies with broader scope so that it may include more variables.

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أثر برنامج تعليمي على بعض المتغيرات البدنية والمهارية لطلاب التربية الرياضية في الجامعة الهاشمية

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ملخص

تهدف هذه الدراسة إلى التعرف على أثر برنامج تعليمي على بعض المتغيرات البدنية والمهارية لطلاب التربية الرياضية في الجامعة الهاشمية. تكونت عينة الدراسة من (20) طالبا من طلبة مساق اللياقة البدنية من كلية التربية البدنية وعلوم الرياضة في الجامعة الهاشمية في العام الدراسي 2012/2011. وقد تم اختيار العينة بالطريقة العمدية، قسمت إلى مجموعتين متساويتين: المجموعة الضابطة تدرس من خلال الطريقة التقليدية والمجموعة التجريبية تدرس من خلال إستراتيجية التدريس. أجريت الاختبارات البدنية والمهارية لقياس مستوى أداء الطلبة، والتي من خلالها تم إجراء الاختبار القبلي والبعدي. وخلصت الدراسة إلى أن هناك فروقا ذات دلالة إحصائية لأثر استخدام إستراتيجية التدريس على بعض المتغيرات البدنية والمهارية في درس التربية الرياضية لكلية التربية البدنية وعلوم الرياضة في الجامعة الهاشمية، بالمقارنة مع الطريقة التقليدية، لصالح إستراتيجية التدريس. يوصي الباحثون باستخدام إستراتيجية التدريس في تدريس التربية البدنية، وكذلك إجراء دراسة مماثلة أوسع نطاقا وذلك لتشمل متغيرات أكثر.

الكلمات الدالة: الطريقة التقليدية، إستراتيجية التدريس، اللياقة البدنية.

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