



THE SJOSS JOURNAL OF SPORT SCIENCE



1st January

2017

vol. 1, issue 1
www.sjss.com

ISSN 2519-6634



CONTENTS

PAGE

1. Table of contents.....	1
2. School Integration of Students with Special Needs in Regular Classes in Physical Education.....	2
3. Job Burnout of the Administrative Staff in Tunisia.....	7
4. The Impact of Using Educational Software Proposed to Improve Some Basic Motor Skills Performance for Students in the Primary Grades of Primary School.....	13
5. The rate of change in the level of physical abilities as a result of stop training for athletes.....	20
6. Analytical Method and its Impact on learning Some Individual and Bilateral Skills in Artistic Gymnastic for Students of the Second Grade in the Faculty of Physical Education and Sports Science- University of Baghda.....	27

School Integration of Students with Special Needs in Regular Classes in Physical Education

Wafa Souissi, Mariem Zaibi, Fairouz Azaiez

Faculty of Arts and Social Science of Sfax (Tunisia)

Faculty of arts and Social Science of Sfax (Tunisia)

Faculty of arts and Social Science of Sfax (Tunisia)

(wafasouissi22@gmail.com, mariemzaibi1989@gmail.com, fairouz.kyranis@yahoo.com)

Abstract- Sport and Physical Education is an interesting activity for the development of the disabled children and their class integration (Borioli & Laub, 2007; Avramidis, Bayliss & Burden, 2000). Today, the objective in school is to provide equal opportunities for pupils (Boudon, 1973). Indeed, to allow an integration of the pupils with particular needs in an ordinary class, it seems important for the institution to adhere to value of equal opportunity (Peltier, 1997; Columna & al, 2010; Dubois, 2011). Tunisia is also engaged in the development and the implementation of a true national strategy for the integration of children with special needs into ordinary classes in Sport and Physical Education (law n° 2005-83 of 15 August 2005).

Two hundred teachers randomly selected participated in our experiment. They all reside in the region of Sfax (Tunisia) working at the primary, preparatory and secondary schools ($\bar{X}$ =35.5 years; Standard deviation=4.41). They answered the questionnaire anonymously (Dubois, 2011). According to our results, we noted that teachers of Sport and Physical Education present difficulties to deal with the totality and diversity within the school (Ludovic, 2000).

Keywords- Pupils with special needs, Sport and Physical Education, regular class of physical education and sports.

I. INTRODUCTION

Sport and Physical Education play a significant role in the total education of pupils, allowing the acquisition of competences such as: cooperation, mutual help, reflection and the management of future physical life. (Boudinar, Joly & al, 2006; Beaucher, 2012). It's also an interesting discipline for the development of children with disabilities and it must be adapted, reassuring and progressive. (Zicola, 2000, 2008). Sports activities must be adapted to the motor skills of children with special needs. (Marcellini, 2005; Platt, 2001). Faced with their reduced mobility and their handicap, they often underestimate their true capabilities. (Brunet, 1997). This physical practice has advantages at different levels.

(Boudinar, Joly & al, 2006; Gaillard, 2007, 2010). At the physical level, physical activity can develop the basic physical qualities such as: the rediscovery of the pleasure of movement, the fight against muscular atrophy and the prevention of complications related to inactivity. Psychologically, it helps pupils with difficulties to promote better self – esteem and to regain confidence in their possibilities and restructure their image. Socially,

sport helps the handicapped to fight against boredom and isolation. By dint of these benefits, it is logical that students with special needs seek to take part in sport and physical activities and to be considered like the sportsmen and the others. Indeed, [the Salamanca Statement \(UNESCO, 1994\), proclaimed that children "with special educational needs,"](#) must have access to regular schools which should accommodate them through a child centered pedagogy capable of meeting these needs".

In Tunisia, disability is the primary cause of discrimination. Because, a handicap frightens, feeds the taboos, the disabled are victims of daily discrimination (Ben Abderrahman, 2011). School integration of students with disabilities, is no exception to this rule. (Ouertani & Elloumi, 2011; Elloumi, Ouertani, Behri & al., 2012). It is then a question of rethinking the reception of the pupils and to wonder at the same time about the conditions of such a reception as well as about the organization of the physical and sports activities within ordinary and specialized institutions with the aim of changing attitudes towards disabilities. According to the

official figures, 2 % of the Tunisian population have a disability. Indeed, there are 336 integrated schools welcoming 1496 disabled children (2009-2010); more than 200 preparatory classes are open to the disabled children in schools; in approximately 40 intermediate schools there are 170 registered disabled pupils. Finally 343 specialized centers welcome mainly children and young people with a disability. (Louhichi & Chbil, 2013). In front of this alarming situation and according to the legislature about integration of the handicapped in the intermediate schools in Tunisia. "The right of the handicapped person for an appropriate education was expressly recognized by the law N 81-46 of May 29th, 1981 relative to the protection and to the promotion of the handicapped persons was modified by the law N 89-52 of March 14th, 1989 which stipulates in its article six That: "the handicapped persons have the right to benefit from education, reeducation and from an appropriate vocational training".

This right is confirmed by the law N 91-65 of July 29th, 1991 relative to the educational system. This law made the education of the disabled an integral part of the general system of education and consolidated the exercise of this right by diverse measures facilitating the access to the instruction for the largest number of handicapped persons. (Law n° 2005-83 of 15 August 2005). This law insists on the right to education for all the children, regardless of their disability. Today, the achievement of equal opportunities for all (Boudon, 1973; Duru-Bellat, 2002) is the first contribution of the School in the realization of the ideals of the Republic. So is born a barrier which is translated in social inequalities (Etienne, 2008; Jenkins, Micklewright & Schnepf, 2008). The Charter of Human Rights and citizenship stipulates in article I that "the people are born free and equal, in dignity and in rights".

To allow the integration of the pupils with special needs, the teacher must know the peculiarity of the handicap and the singularity of the individual student needs, his possibilities as for the apprenticeship within the physical and sports educational discipline and more generally the integration issues within the class. (Berzin, 2007; Indermuehle & Borserini, 2010). This will of integration is not only political, the parents of the handicapped children also wish for an integration in ordinary schools (77 % of the parents wish that their child gets a normal schooling, even if it is a specific class) (Blin, 1998). Postic (2002) showed that the sick or handicapped children are already isolated because of their disease and because of their care, they do not have friends, the sport can bring them what they need more, a need more important than the others: social relationships. It seems then important that the institution adheres to the principle of training the future teachers to deal with the pupils with specific needs so that their

integration is feasible and accomplished (Berzin, 2007; Dubois, 2011). It is also important as to achieve a successful integration that the teacher work and experiment within an educational team but also interact with the pupil and his family to become more informed about all the specific needs of the pupil. (Columna, Foley & Lytle, 2010; Cachot & Poncet, 2013). Feuser (2008) developed a concept of pedagogy which allows an integrative education of all the children with particular needs, independently of the type and of the degree of handicap (various disorders and different pathologies). For that purpose, the teacher is going to set up educational strategies which answer these needs. It is also necessary to know the specificity of the handicap and the peculiarity of the particular needs for the pupil, its possibilities as for the apprenticeship within the discipline and more widely the skills of integration within the class, within the establishment and even outside it (Dubois, 2011).

In this perspective, the teachers of physical education and sports have to demonstrate their knowledge and their understanding of another culture, to accept and to respect the diversity of this population and finally to make deliberate interventions suited for every pupil within the class. (Cagle, 2006; Columna, Foley & Lytle, 2010). This pedagogy of differentiation and integration of the children with specific educational needs requires a lot of preparation and a specific training to acquire experience in the teaching of physical education. 84 % of the teachers who recently qualified and 43 % of the trainees consider that their initial training did not prepare them enough to work with pupils with specific needs in ordinary physical education class (Vickerman & Coates, 2009). However, the integration of pupils with specific needs within an ordinary class is not an easy mission and presents diverse difficulties. In front of these problems, a great majority of the teachers oppose the inclusion of the pupils with specific needs in ordinary classes and this was demonstrated by various studies. (Avramidis, Bayliss & Burden, 2000; Scruggs & Mastropieri, 2000; Lavis, 2009). The research question which emerged from this is: do Sport and Physical Education teachers have the necessary competences for an autonomous and optimal management of pupils with specific needs?

II.METHOD

Two hundred teachers randomly selected participated in our experiment. They all reside in the region of Sfax (Tunisia) working at primary, preparatory and secondary schools. ($\bar{X}$ =35.5 years; Standard deviation=4.41). The argument for which this population was chosen is mainly of a professional order, because the physical education teachers are the main actors, directly concerned and involved in teaching on a daily basis. And more

particularly here, in the teaching of pupils with specific needs. They answered the questionnaire anonymously (Dubois, 2011). Once questionnaires collected, data are collected and analyzed by means of the software Social Statistical Package for the Sciences, version 21.

III.RESULTS

According to our results, the teachers of Sport and Physical Education do not consider themselves to be capable of taking care of the pupils with specific needs in ordinary physical education class presenting disorders or pathologies that are not frequently met due to a misunderstanding of what these disorders or pathologies are and the teaching approach to adopt for a better integration of these pupils. Informally it was reported by the trainee teachers, in charge of doing the questionnaires, that the physical education teachers did not wish to answer the questions about the disorders or the pathologies, the definitions of which they did not know. A great majority of establishments (67.5 %), and more particularly the projects of physical education in these establishments, did not plan a specific action (project, evaluation, activities etc.) to take up with pupils of particular needs, whereas 32.5 % of them did. Most of the teachers (78.5 %) consider that the handicapped pupils are more of a brake, than the opposite, while according to (21, 5 %) of them; they constitute rather a catalyst in the learning of each of the pupils. (Figure1). Faced with these problems, 77, 5% of pupils with specific needs, who can be brought not to have a practice in the educational situation proposed by the teacher, are absent in the session of physical education.

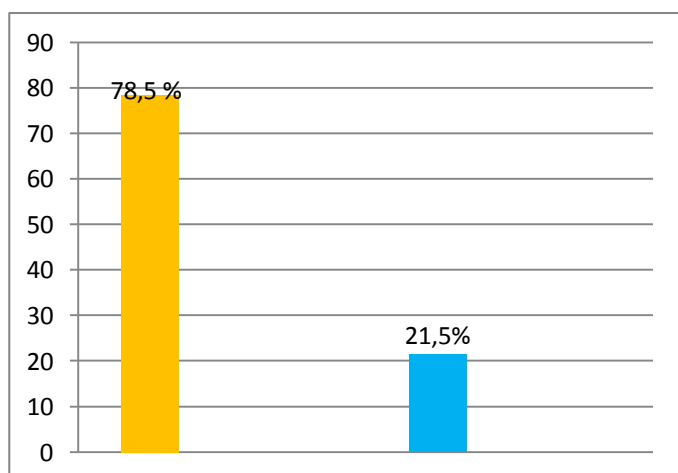


Figure 1. The pupils with specific needs are rather a brake than a catalyst for learning

The bi – varied analysis of the fact of meeting pupils with specific needs and the difficulties to take care of their practice within their ordinary class are not dependent. ($X^2= 0.607$, dl, 1 at $p >.05$). So, among the teachers of physical education, having met at least a

pupil with specific needs during their teaching (67 % having answered yes), 50, 5 % of them had difficulties in taking care of these pupils. (Figure 2).

As regard, the effect of the qualification of the teachers on the nature of the support of the pupils with specific needs and more exactly the difficulties met during the intervention of the teachers on these pupils is rather negative ($X^2= 6,453$, dl, 1 at $p>.001$ Significant difference). Indeed, 49.5 % of the physical education teachers among 68 % met difficulties to take care of the pupils with particular needs and 17.5 % of primary

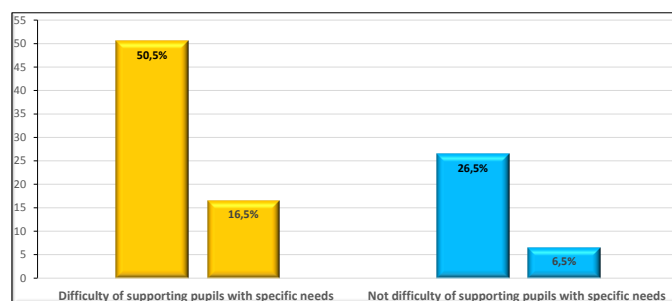


Figure 2. The Crossing between encountering of pupils with specific needs in class of physical education and meeting difficulties to take care of these pupils

teachers of physical education among 32 % answered that they cannot assume an effective care of the handicapped pupils. For that purpose, the request of the teachers for an in-service training relative to the pupils with specific needs is important for 57.5 %. (Table 1).

TABLE I. CROSSING BETWEEN THE DIFFICULTIES TO TAKE CARE OF THE PUPILS WITH SPECIFIC NEEDS AND OF THE QUALIFICATION OF THE TEACHERS

			Difficulties met		Total
			Yes	Not	
Qualification	Teachers	Size	99	37	136
		% of the total	49,50%	18,50%	68,00%
	Primary school teachers	Size	35	29	64
		% of the total	17,50%	14,50%	32,00%
Total		Size	134	66	200
		% of the total	67,00%	33,00%	100,00 %

IV.DISCUSSION

According to the results analyzed previously, we noticed that the teachers of physical education encountered some difficulties to take care of the entirety and diversity of the student population which they teach. (Ludovic, 2000; Dubois, 2011).

Faced with these problems, a great majority of teachers oppose the inclusion of the pupils with particular

needs in an ordinary classes and this was demonstrated by various studies. (Avramidis, Bayliss & Burden, 2000; Kaufmann, 1993; Scruggs & Mastropieri, 1996; Peltier, 1997), and the obstacles confronted by the teachers of physical education are connected to the misunderstanding of the various disorders of pupils with specific needs because every child has a personal potential to which it will be imperative to adapt oneself (Cagle, 2006; Columna, Foley, Lytle, 2010). Certain forms of inability allow a simple change of the practice, in the wider context by a differentiated pedagogy. (Berzin, 2007; Dubois, 2011). Others require on the contrary a more complex form of reception and organization, to the extent of implementing an adapted specific course, when the establishment requires it and the means are made available. (Cachot & Poncet, 2013). Except for some disorders and pathologies such as the asthma and shyness. Indeed, the teachers of physical education usually meet these two types of pupils throughout their teaching, for that reason the teachers of physical education prefer to take care of the pupils with the most recognized particular needs allowing them to be able to direct, adapt their intervention to the specificities of these pupils without important adaptation of their insertion and their inclusion.

This disparity in the care given to the pupils with specific needs can be explained by the absence of the official programs in physical education dedicated to this category of pupils with particular needs. In spite of the announcement of an article 38 in the chapter VII of official newspaper of the Tunisian republic in 2005 which insists on the right of the students with specific needs to receive the same knowledge as the normal ones and to benefit from a special education in accordance with their capacities in physical education. But unfortunately and according to the statistical data, we found that this category was marginalized and that the intervention of the teachers of physical education remains imperfect and unchanged to the pupils with particular needs. (Vickerman & Coates, 2009). In terms of conclusion, to allow teachers to take a real charge of these students, they have to be armed to lead such an intervention, to teach them in a autonomous and effective way.

V.CONCLUSION

The primary objective of this study was to describe and to assess the learning disabilities at the elementary and secondary levels taken care of by a multidisciplinary team by using the diagnosis tools and care available at present in Tunisia. It revealed the frequency of school difficulties spotted by the teachers and allowed to distinguish between the specific disorders of learning and the unspecified disorders of a secondary type in a neurological pathology or in precarious socio economic conditions. On the other hand, the profile and the severity of the disorders of the specific learners was not able to be studied because of the lack of standardized tests in

Tunisia. This study also highlighted the lack of means of screening, diagnosis and care in Tunisia. Because of this Tunisian reality, the screening of these difficulties by the teachers and the harmonization of these difficulties with the pedagogy within schools should begin while waiting for the creation of units of consultation specializing in the diagnosis and the care of specific disorders of learning. To know the importance of the learning disorders in the field of handicaps would allow formulating these changes and these educational adaptations.

The widest possible publication of the knowledge acquired on the learning disorders with every professional, medical, paramedical and teachers is a challenge. There are four ways to improve the schooling of the handicapped pupils. First, the strengthening of the cooperation between schools and medical, and social and health establishments and the implementation of the teaching units. Second, the increase of the number of reference teachers, who play an essential role in the quality of the schooling of the handicapped pupils, this allows to improve more the relation between the family and the teaching staff. Third, the continuation of the creation of educational units for integration, which constitute a privileged means of school inclusion at the secondary level, both in preparatory and secondary schools of general, technological or professional education, has to be accompanied by requirements as for the links with all the staff of the educational and health establishment. Finally, to incite the educational teams to exercise their creativity and their responsibility, to propose steps and new organizations, contributes to the success of all the pupils.

REFERENCES

- [1]. Avramidis, E., Bayliss, Ph. & Burden, R. (2000). A Survey into Mainstream Teachers' Attitudes Towards the Inclusion of Children with Special Educational Needs in the Ordinary School in one Local Education Authority, *Educational Psychology: An International Journal of Experimental Educational Psychology*, Volume 20, Issue 2, 2000.
- [2]. Beaucher, H. (2012). La scolarisation des élèves en situation de handicap en Europe, Editions Centre de ressources et d'ingénierie documentaires, Paris
- [3]. Ben Abderrahman, M.L. (2011). Le rapport des professionnels de l'enseignement au projet d'intégration scolaire des enfants handicapés en Tunisie, *La nouvelle revue de l'adaptation et de la scolarisation* /1, n° 53, pp.199-218.
- [4]. Berzin, C. (2007). La scolarisation des élèves en situation de handicap au collège : le point de vue des enseignants, *Carrefours de l'éducation* 2007/2, n° 24, p. 3-19.
- [5]. -Blin, P. (1998). Sport et santé, in *Concours Médical*, 120: 36, 2551-53.
- [6]. Boudinar, Joly & al, (2006). EPS Sclolarisation des élèves en situations de handicap, Editions Académie de Reims.
- [7]. Boudon, R. (1973). L'inégalité des chances, Paris, Armand Colin.
- [8]. Borioli, J. & Laub ,R. (2007). Des acceptions du handicap. L'évolution du mot «handicap» de ses origines à nos jours. – In: Borioli, J. & Laub, R(éd): *Handicap: de la différence à la singularité. Enjeux au quotidien*. – Genève:Médecine & Hygiène: 25-45.

- [9]. Brunet, F. (1997). Activités motrices pour les personnes lourdement handicapées. Extrait du cahier sport adapté n°8. Paris, Revue EPS n°1.
- [10]. Cachot, J.F. & Poncet, M. (2013). Enseigner l'EPS à un élève apte partiellement. Groupe de réflexion académique : Académie de Besançon. Le projet académique 2011-2014.
- [11]. Cagle, C.S. (2006). Student understanding of culturally and ethically responsive care: implications for nursing curricula. *Nursing Education Perspectives*, 27(6), 308–314.
- [12]. Columna, L., Foley, J.T. & Lytle, R.K. (2010). Physical Education Teachers' and Teacher Candidates Attitudes Toward Cultural Pluralism, *Journal of Teaching in Physical Education*, 2010, 29, p. 295-311.
- [13]. Dubois, J. (2011). Quelle prise en charge pour les élèves à besoins particuliers en classe ordinaire en EPS ? Mémoire de master 2 STAPS. Université Henry Poincaré, Nancy1, faculté du sport. Unité de recherche et de formation en STAPS. Nancy.
- [14]. Duru-Bellat, M., 2002, Les inégalités sociales à l'école. Genèse et mythes, Presses universitaires de France, Paris.
- [15]. Elloumi, W., Ouertani, I., Behri, F. & al. (2012). La Tunisie nouvelle ne se fera pas sans nous, mise en œuvre par Handicap International, programme Maghreb de décembre 2011 à juin 2012. [en ligne] http://www.projet.mounassara.org/uploads/media/La_Tunisie_nouvelle_ne_se_fera_pas_sans_nous_OTDDPH.pdf.
- [16]. Etienne, R. (2008). Egalité des chances ou école démocratique?, in *Cahiers pédagogiques*, 467 (Nov. 2008).
- [17]. Feuser, G. (2008). Séminaire «pour une école intégrative». Université de Zurich
- [18]. Gaillard, J. (2007). Pratiques sportives et handicaps, ensemble supportons nous bien. Lyon, *Chronique Sociale*.
- [19]. Gaillard, J. (2010). Comprendre la réclusion scolaire. Paris, L'harmattan.
- [20]. Indermuehle, J.C. & Borserini, R. (2010). Intégration d'élèves en situation de handicap dans l'école ordinaire au travers de l'EPS et mesure de ses effets sur l'estime de soi, Master of Arts/ of Science et Diplôme d'enseignement pour le degré secondaire I, Lausanne, Juin 2010
- [21]. Jenkins, S.P., Micklewright, J. & Schnepf, S.V. (2008), Social segregation in secondary schools : how does England compare with other countries ?, *Oxford Review Of Education*, 34 (1), 21-37.
- [22]. Kauffman, J. M. (1993). How we might achieve the radical reform of special education. *Exceptional Children*, 60, 6-16.
- [23]. Lavis, D. (2009). Handicap en EPS: accueillir et intégrer, Corpus l'EPS du collège au lycée, Paris. 232 p.
- [24]. law n° 2005-83 of 15 August relative à la promotion et à la protection des personnes handicapées, (2005). *Journal officiel de la République Tunisienne*.
- [25]. Ludovic, D. (2000). Procédures d'enseignement adaptées aux élèves déficients auditifs intégrés dans une classe de B. E. P. Bio-Services en Lycée Professionnel. Mémoire professionnel. Montpellier.
- [26]. Louhichi, R. & Chbil, R. (2013). Découvrez le handicap : l'inclusion et l'insertion des jeunes handicapés à travers des Activités Physiques formelles, Colloque Strasbourg du 6 au 14 Avril 2013.
- [27]. Marcellini, A. (2005). Handicaper, Éducation corporelle et handicap. Paris, l'Harmattan.
- [28]. Ouertani I., Elloumi W. (2011). Collectif Tunisien pour la promotion des droits des personnes en situation de handicap, communication UPR-Tunisie [en ligne] http://lib.ohchr.org/HRBodies/UPR/Documents/session13/TN/CTP_DPSH_UPR_TUN_S13_2012_Collectiftunisienpourpromotiondroit sdespersonnessituationhandicap.pdf.
- [29]. Peltier, G. L. (1997). The effect of inclusion on non-disabled children: a review of the research. *Contemporary. Education*, 68, 234-238.
- [30]. Platt, V. (2001). Handicapés moteurs et scolarité, Vie de famille, Av.2001, pp.8-14.
- [31]. Postic, M.J. (2002). L'EPS comme moyen d'intégration des élèves handicapés moteurs dans le milieu scolaire ordinaire, Mémoire de l'Ecole Nationale de la Santé Publique.
- [32]. Scruggs, Th.E. & Mastropieri, M.A. (2000). The Effectiveness of Mnemonic Instruction for Students with Learning and Behavior Problems: An Update and Research Synthesis, *Journal of Behavioral Education*, September 2000, Volume 10, Issue 2-3, pp 163-173.
- [33]. UNESCO (1994). La Déclaration de Salamanque sur les principes, les politiques, et les pratiques par rapport à l'éducation pour besoins spéciaux. Paris: UNESCO, p.7.
- [34]. Vickerman, Ph. & Coates, J.K. (2009). Trainee and recently qualified physical education teachers' perspectives on including children with special educational needs, in *Physical Education and Sport Pedagogy* Vol. 14, No. 2, April 2009, 137-153.
- [35]. Zicola, M. (2000). Etude microsociologique de handicaps singuliers. In *Revue du Portique*, Strasbourg, pp. 113-134.
- [36]. Zicola, M. (2008). Corps, cultures et différences, Editions Presses Universitaires d'Orléans, PUO Orléans.

Job Burnout of the Administrative Staff in Tunisia

Mariem Zaibi, Wafa Swissi, Fairouz Azaiez

Faculty of Arts and Social Science of Sfax (Tunisia)

Faculty of arts and Social Science of Sfax (Tunisia)

Faculty of arts and Social Science of Sfax (Tunisia)

(mariemzaibi1989@gmail.com, wafasouissi22@gmail.com, fairouz.kyranis@yahoo.com)

Abstract- The main aim of this research is to evaluate the prevalence of job burnout among a Tunisian administrative population. Burnout is a work-related syndrome which results from person's perception of a distress between the efforts made and the rewards that it receives (Friedman, 1995). In this regard, multiple studies, that address the topic of the worker's mental health, show that employees suffer more and more from exhaustion in their work (Lindblom & al, 2006; Beer, 2001; Alarcon, 2011). Thus, burnout plays a significant part in increasing dissatisfaction (Wolpin & al, 1991) and decreases engagement (Richardson & al, 1992; 1993). To evaluate the level of job burnout we used Maslach and Jackson's questionnaire (1986) on a population composed of 208 civil servants of the Ministry of youth, sports, women and family in Tunisia. The data analysis of this research shows that the civil servants are suffering from a latent burnout. Our results also indicate that there is a significant difference between exhaustion of the administrative staff and gender. However, there is no group effect between seniority and burnout. Therefore, the burnout prevention must obviously be among the prerogatives of the health public policy in Tunisia.

Keywords- Prevalence, Burnout, Administrative staff.

I. INTRODUCTION

Sport Today, the working conditions have been degraded in our society. Indeed, work is less physically strenuous. But the human activity has become a social issue and of major competitiveness for organizations. These new forms of work organization (constraints, pressure, exhaustion and job insecurity) result in obvious problems at the workers' mental health (Dejours, 1993; De Gaulejac, 2005; Forest, 2007; Gervais, 1991; Morin, 1996; Vézina & Malenfant, 1995; Truchot, 2004).

Maslach & al (1996, 2001) consider that the fact of having few resources and significant work requirements promotes emotional exhaustion, the depersonalization and reduced personal self-fulfillment. Emotional exhaustion refers to the feeling of having exhausted one's emotional resources so the individual can be described as too, tired and lacking in energy. As for depersonalization, it refers to a negative and insensitive attitude, very detached and dehumanizing towards clients and their needs. Finally, decrease in the sense of personal accomplishment refers to a decline in sense of competence and achievement towards works. The term "Job Burnout" corresponding to the concept of professional exhaustion at the workplace emerged in

scientific literature in the mid-70s in the United States in two articles written by Freudenberger (1974, 1975).

For the latter, job burnout is a condition caused by the excessive use of energy and resources, that is characterized by a sense of failure, exhaustion, lack of motivation, feelings of ineffectiveness and even a sense of failure. The studies on burnout are typically and particularly found within health professionals (doctor, caregivers and paramedics), to educators and members of the judiciary (lawyers, judges) (Evers & al, 2002; Truchot, 2003). It is acknowledged that burnout can be considered as the gap between the professionals' expectation and everyday reality in the world of work (Farber, 2000). In this regard, multiple studies, address the issue of this new "epidemic" (Forest, 2007).

They show that employees suffer more and more from loss of energy, stress, low morale and an inability to respond to the demands of their work (Beehr, 2001). According to a survey carried out in Tunisia (Aloulou & al, 2013), more than two thirds of nurses (69%) are affected by burnout (45.8%) of them have a high level of emotional exhaustion, 36.6% have a high level of depersonalization and 22.5% have a low level of

professional achievement. The excessive workload, being the major cause of job burnout for about three quarters (72.5%) of caregivers. In a research made on a Tunisian medical and paramedical staff working in psychiatric hospital, the emotional exhaustion among nurses was 35.8% (Halayem-Dhouib, Zaghdoudi & al, 2010). The sociodemographic factors (Fortin & Vanier, 1998; Maslach, 1982) seem to play a less significant role in explaining the variance of burnout, suggesting that it is a more social than individual phenomenon (Maslach & al, 2001). Some studies indicate that women tend to be more emotionally exhausted than men (Lindblom & al, 2006; Ahola & al, 2009) and more strongly exhausted when they were young or professionally inexperienced (Bakker & al, 2002). However, men tend to live more often from depersonalization (Maslach, Schaufeli, Leiter, & al, 2001; Schaufeli and Greenglass, 2001). Similarly, among the findings made by Carrier and Roskies (1993), it was mentioned that there is a link between mental health of women and the fact of being employed. Thus, women employed in an administration must not only meet the requirements her profession but also assume her family as well as parental responsibility (Déraps, 2008; Premji, 2002). Indeed, men tend to be more tenacious, while women resort to outside factors trying to find social support and interact with each other to reduce the level of exhaustion (Schaufeli & Greenglass, 2001; Truchot, 2004).

The studies of Schaufeli, Enzmann (1998) and Evans & al (2006) conclude that cynicism is a dimension that is more strongly associated with men, whereas emotional exhaustion is most strongly associated with women (Maslach & al, 2004; Ahola & al, 2006 a). However, some authors argue that the prevalence of burnout doesn't change according to gender (Gillespie & Numerof, 1991; Ahola & al, 2006 b; Ahola & al, 2008a; Sundin & al, 2007). Finally, some studies have also concluded that women as well as men are immediately affected by stress (Chanlat, 1986a, 1986b, 1985; Priscilla, 2000). In contrast, the consumption of antidepressants, tranquilizers and psychotropic drugs were increasingly familiar to women. Contradictory conclusions initiate solicited studies regarding the relationship between seniority and burnout. The administrative staff beginning their careers have a greater tendency to be prone to burnout (Maslach, Leiter & Schaufeli, 2009; Truchot, 2004). Indeed, burnout is positively related to job seniority (Rogers et Dodson, 1988; Schulz, Greenley & Brown, 1995). Truchot (2004) also argues that the "burnout" is observable during the first three years of work. On the other hand, other studies report a negative relationship, those less experienced proving to be more vulnerable to burnout (Ackerley & al, 1988; Capel, 1991). Moreover, the risk of experiencing distress increased significantly with the number of years of seniority (Smith, 2001; Smith & al, 2008). Maslach & al (2001) and

Schaufeli & al (1998) concluded that burnout is predominantly observed among young employees and that syndrome appears to occur more at the beginning of career. These results could be explained by various factors such as the shock of entering the labor market, a poor development of social network in the workplace or by the "survivorship bias". In fact, workers have already experienced burnout quit their job, leaving behind workers with lower levels of burnout. Thus, the cumulative nature of stress process favor by chronic exposure to psychosocial factors in the workplace, a deterioration of health (Johnson & al, 1988; Kivimaki & al, 2002, 2006). On the other hand, the major changes that the world has suffered of work in the last decade, notably the necessity to continuously acquire new knowledge and to be flexible in carrying out one's work, are less affecting young workers than older workers, who generally hold lower level of education (Ahola & al, 2006).

II.METHODS

A. Participants:

Our population of study is made up of 208 Tunisian professionals from various administrations of the Ministry of youth, sports, women and the family. The average age is 38.34 with a standard deviation of 8.613 (Tap.1). The population of study is composed of 60.1% male and 39.9% female. 70% were married while 24% were single and 1% was divorced. The minimum number of years of experience of participants was less than 5 years and maximum 20 years.

We used the technique of accidental sampling. Thus, the choice of respondents is based on availability or immediate accessibility. That is to say, the person is located at the right time and right place. Data entry and statistical analysis were performed using SPSS (Statistical Package for the Social Sciences) in its 21th version. For comparison of variables, we used the ANOVA test.

B. Measures:

Burnout was measured using the Maslach Burnout Inventory (MBI, translated into French by Canoui and Mauranges (2008) which is intended for use in human service work (Maslach and Jackson (1986). The emotional exhaustion subscale comprised nine items, the depersonalization subscale five items, and the personal accomplishment subscale seven items. The items are scored on a seven-point frequency rating scale ranging from 0 ("never") to 6 ("daily"). High scores on emotional exhaustion and depersonalization and low scores on personal accomplishment are indicative of burnout. Conversely, a low degree of burnout reflected by low scores of emotional exhaustion and depersonalization and a high score on personal accomplishment.

C. My Procedure:

The award of questionnaires took place during the month of June 2013. The questionnaires were distributed in different Tunisian cities (Tunis, Sfax, Mahdia, Monastir, and Sousse). We asked respondents to complete the questionnaire in their own time to ensure that the answers will be given in any conformability. It should be noted that individuals have participated in this research voluntarily.

The experimenters described the goals and methods of the study to the director of administrative staff. The experimenters informed subjects that the study was an outside research project examining the prevalence of job burnout.

TABLE I. PERSONAL AND JOB DEMOGRAPHICS (N=208)

	N	(%)		N	(%)
Gender			Experience		
Male	125	60,1	Less than 5 years	51	24,5
Female	83	39,9	5 to 10 years	49	23,6
Marital status			11 to 15 years	47	22,6
Married	156	75,0	16 to 20 years	20	9,6
Single	50	24,0	More than 20 years	41	19,7
Divorced	2	01,0			
Age (Years)	Mean ($\bar{x}$)		St Deviation		
	38,34		8,613		

III.RESULTS

The calculation of the indices of the scale of Maslach Job Burnout (MBI) (1981), reveals that the administrative staff of the Ministry of youth, sports, women and family have a latent burnout (depletion) whether it is by relation to gender, marital status and seniority (Tab.2). That is to say, a burnout that can be triggered any time, with a high score to the two first dimensions (emotional exhaustion, depersonalization) and a moderate score at the final dimension (lack of personal accomplishment). Indeed, the administrative staff are affected by burnout (latent burnout) 70.2% of them have a high level of emotional exhaustion (fatigue, exhaustion and lack of energy), 62.2% have a high level of depersonalization (negative attitude, insensitive and dehumanized) and 87% have a moderate level of personal accomplishment (decline in feeling of competence and achievement towards work).

The data analysis of burnout syndrome and gender (Fig.1) shows that gender influences neither personal

accomplishment nor depersonalization ($F=3.027$, $dl=206$ à $p=.083$ vs $F=1.425$, $dl=206$ à $p=.234$). In contrast, there is a group effect between gender and emotional exhaustion in favor of men $\bar{x} = 3.61$ vs $\bar{x} = 3.45$ ($F = 5.457$, $dl = 206$, $p < .05$).

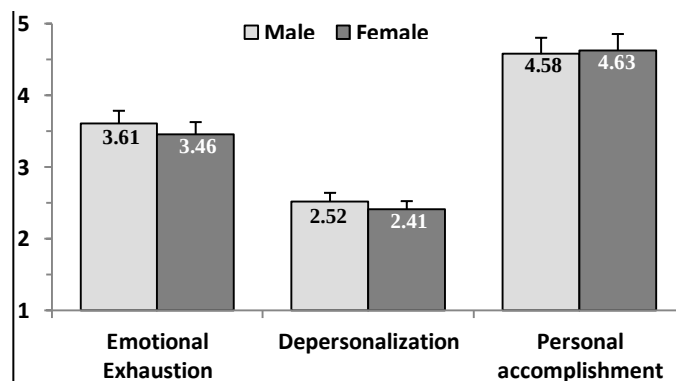


Figure 3. Sex effect on burnout

As The data analysis of the burnout and seniority (Fig.2) shows that despite the difference in average, seniority doesn't influence burnout (emotional exhaustion, depersonalization and accomplishment). They respectively have : $F=0.999$, $dl = 203$ à $p=.414$; $F=0.427$, $dl=203$ à $p=.785$ et $F=0.534$, $dl=203$ à $p=.711$.

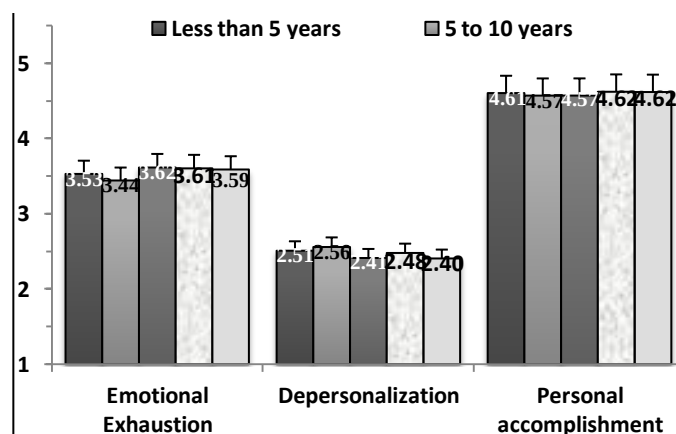


Figure 4. Effect of seniority on burnout

IV.DISCUSSION

The level of burnout was high in 26.1% of cases. This rate joined the literature data. The prevalence of high burnout level varies from 5 to 50% [3, 5-9]. This variability in results can be explained by methodological and socio-professional differences of the populations

TABLE II. PERSONAL AND JOB DEMOGRAPHICS (N=208)

		Emotional Exhaustion		Depersonalization		Personal Accomplishment		Results
		Indices	Scores	Indices	Scores	Indices	Scores	
Gender	Female	31 ,09	High	12,03	High	37,02	Moderate	Latent Exhaustion
	Male	32,49	High	12,60	High	36,60	Moderate	Latent Exhaustion
Marital status	Single	30,96	High	12,48	High	36,32	Moderate	Latent Exhaustion
	Married	32,18	High	12,33	High	36,94	Moderate	Latent Exhaustion
	Divorced	37,00	High	13.00	High	35.00	Moderate	Latent Exhaustion
Seniority	Less than 5	31,78	High	12,54	High	36,86	Moderate	Latent Exhaustion
	5 to 10 years	31,00	High	12,79	High	36,59	Moderate	Latent Exhaustion
	11 to15 years	32,55	High	12,06	High	36,59	Moderate	Latent Exhaustion
	16 to 20 years	32,45	High	12,40	High	37.00	Moderate	Latent Exhaustion
	More than 20 years	32,29	High	12,02	High	36 ,97	Moderate	Latent Exhaustion

studied (culture, lifestyle, working hours, marital status, etc....). Tunisian studies on burnout are rare: in a Tunisian study carried out on medical and paramedics personnel working in a psychiatric hospital, emotional exhaustion among nurses as 35.8% [10]. This frequency was lower than that found among our population (45.8%), which could be explained by the heterogeneity of our sample made of nurses working in several services. Our population presents a latent burnout rates with high level of emotional exhaustion and depersonalization and a moderate level of personal accomplishment. Our results are not consistent with the studies of Dumas (1993) and Fortin & Vanier (1998) respectively on participants working in the field of drug addiction and mental health showed that they were living a moderate degree of burnout. Indeed, this period (revolution 2011) was marked by significant changes in the Ministry , with a high workload and some difficulties in administrative tasks, making the employees suffer from loss of energy, stress, low morale and an inability to meet the demands of their work (Beehr, 2001). Regarding gender, the results of this study show that men are more concerned of

burnout than women. They also show a significant effect between gender and emotional exhaustion. These results are consistent with the works of (Van Horn and al, 1997) who conclude that men have a greater proportion to suffer from burnout from the only dimension of emotional exhaustion (Bekker & al, 2005). These results can be explained by the fact that men tend to be more tenacious while women resort to outside factors trying to find social support and interact with each other to reduce the level of exhaustion (Schaufeli & Greenglass, 2001; Truchot, 2004). Similarly, our results are not consistent with the work of (Gillespie & Numerof, 1991; Ahola & al, 2006b; Ahola & al, 2008a; Sundin & al, 2007), who argue that the prevalence of burnout doesn't change by gender. In addition, our results show that there is no significant difference between seniority and the three dimensions of burnout. Our results are not consistent with the works of (Rogers & Dodson, 1988; Schulz, Greenley and Brown, 1995) who argue that burnout is positively related to seniority. These results could be explained by the major changes that the word of work has suffered in recent decades, notably the necessity to

continuously acquire new knowledge and be flexible in carrying out one's work are less affecting young workers than the older workers, they generally hold lower level of education (Ahola & al, 2006).

V.CONCLUSION

This research aims to evaluate the prevalence of burnout in an administrative Tunisian population. To assess the level of burnout, we used the Maslach and Jackson (1986) "Maslach Burnout Inventory", translated into French by Canoui and Mauranges (2008) on a population consisting of 208 of the administrative staff department of youth, sports, women and the family in Tunisia. The data analysis of this research shows that the administrative staff are suffering from a latent burnout. Our results also show that there is a significant difference between exhaustion of administrative staff and gender. However, there is not a group effect between seniority and burnout.

REFERENCES

- [1]. Ackerley, G.D.J., Burnell, D.C.; Holder, D & Kurdek, L.A. (1988). Burnout among licensed psychologists. *Professional Psychology: Research and Practice*, vol. 19, p. 624-631.
- [2]. Ahola, K., Kivimäki, M., Honkonen, T., Virtanen, M., Koskinen, S., Vahtera, J., & Lönqvist, J. (2008). Occupational burnout and medically certified sickness absence: A population-based study of Finnish employees. *Journal of Psychosomatic Research*, 64,185-193.
- [3]. Ahola, K., Honkonen, T., Isometsä, E., Kalimo, R., Nykyri, E., Koskinen, S., & al. (2006). Burnout in the general population Results from the Finnish Health 2000 Study. *Social psychiatry and psychiatric epidemiology*, 41, 11-17.
- [4]. Ahola, K., Honkonen, T., Kivimäki, M., Virtanen, M., Isometsä, E., Aromaa, A., Lönqvist, J., (2006a). Contribution of burnout to the association between job strain and depression: the Health 2000 Study. *J. Occup. Environ. Med.* 48, 1023-1030.
- [5]. Ahola, K.; Honkonen, T., Kivimäki, M., Virtanen, M., Isometsä, E., Aromaa, A., Lönqvist, J. (2006b). Contribution of burnout to the association between job strain and depression: the Health 2000 Study. *J. Occup. Environ. Med.*, 48, 1023-1030
- [6]. -Ahola, K., Toppinen-Tanner, S., Huutonen, P., Koskinen, A., Vaananen, A. (2009). Occupational burnout and chronic work disability: An eight-year cohort study on pensioning among Finnish forest industry workers. *Journal of Affective Disorders*, 115,150-159.
- [7]. Alarcon, G.M. (2011). A meta-analysis of burnout with job demands, resources, and attitudes. *Journal of Vocational Behavior*, 79, 549-562.
- [8]. -Alarcon, G.M. (2011). A meta-analysis of burnout with job demands, resources, and attitudes. *Journal of Vocational Behavior*, 79, 549-562.
- [9]. Aloulou, J., Damak, R., Masmoudi, F., Sidhom, O., & Amami, O. (2013). [L'épuisement professionnel du soignant: Etude tunisienne à propos de 142 infirmiers](#), La Tunisie Médicale, Vol. 91 (n°01): 44 – 49.
- [10]. Avramidis, E., Kalyva, E. (2007). The influence of teaching experience and professional development on Greek teachers' attitudes towards inclusion. *European Journal of Special Needs Education*. 22(3): 367-389.
- [11]. Bakker, A.B., Demerouti, E., Schaufeli, W.B. (2002). Validation of the Maslach burnout inventory-General Survey: an internet study, *Anxiety Stress Coping*, 15, 245-260.
- [12]. Beehr, T.A., Glaser, K. M., Canali, K.G., Wallwey, D.A. (2001). Back to basics: Reexamination of Demand-Control Theory of occupational stress. *Work & Stress*, 15 (2), 115-130.
- [13]. Canoui, P., & Mauranges, A. (2008). *Le burnout à l'hôpital. Le syndrome d'épuisement professionnel des soignants*, Paris, Masson, 240p.
- [14]. -Capel, S.A. (1991). A longitudinal study of burnout in teachers. *British Journal of Educational Psychology*, 61, 36-45.
- [15]. Carrier, S. & Roskies, E. (1993). Quelles sont les conditions qui affectent la santé des femmes à rôles multiples?». *Psychologie canadienne*, vol. 34, no 1, p. 26-44.
- [16]. Chanlat, J.F. (1985). Le stress et la santé des cadres de direction masculins: mythe et réalités, I. Le mythe du prix du succès, *Revue Internationale de Gestion*, vol. 11, 3, Octobre, pp. 5-14.
- [17]. Chanlat, J.F. (1986a). Le stress et la santé des cadres féminins: un premier bilan, *Revue Internationale de Gestion*, vol. 11, 4, Novembre, pp. 53-53.
- [18]. Chanlat, J.F. (1986b). Le stress et la santé des cadres de direction masculins: II. Les réalités du stress professionnel, *Revue Internationale de Gestion*, vol. 11, 3, Octobre, pp. 44-49.
- [19]. De Gaulejac, V. 2005. *La société malade de la gestion: idéologie gestionnaire, pouvoir managérial et harcèlement social*. Paris: Éd. Du Seuil.
- [20]. Dejours, Ch. (1993). *Travail usure mentale: essai de psychopathologie du travail*, Nouv. Éd. augm. Paris: Bayard, 263p.
- [21]. Déraps, S. (2008). Analyse communicationnelle de l'épuisement professionnel (*burnout*) chez les travailleurs et travailleuses du domaine des communications-marketing au Québec, Mémoire Université du Québec, Montréal.
- [22]. Evans, S., Huxley, P., Gately, C., Webber, M., Mears, A., Pajak, S., Katona, C.(2006). Mental health, burnout and job satisfaction among mental health social workers in England and Wales, *British Journal of Psychiatry*, 188, 75-80.
- [23]. Evers, W.J.G, Browsers, A. & Tomic, W. (2002). Burnout and self-efficiency: A study on teacher's beliefs when implementing an innovative educational system in the Netherlands. *British Journal of Educational Psychology* 72(2): 227-243.
- [24]. Farber, B.A. (2000). Introduction. Understanding and treating burnout in changing culture. *JCLP/ In Session: Psychotherapy in Praticce*: 56: 675-689.
- [25]. Forest, M.. (2007). Quand le burnout devient systémique, *Psychologie Québec*, no Juillet 2007, p.16-18.
- [26]. FORTIN, D. et VANIER, C. (1998) Étude du stress, des stratégies d'adaptation et de l'épuisement professionnel chez les intervenants et intervenantes de ressources communautaires en santé mentale. UQAM, Rapport de recherche présenté au Conseil québécois de la recherche sociale, 271 p.
- [27]. Freudenberg, H.J. (1974). Staff burnout .*Journal of Social Issues*, 30, 159-165.
- [28]. Freudenberg, H.J. (1975). The staff burnout syndrome in alternative institutions. *Psychotherapy: Theory, Research, & Practice*, 12, 72-83.
- [29]. Friedman I.A. (1996). Multiple pathways to burnout: Cognitive and emotional scenarios in teacher burnout. *Anxiety, Stress, and Coping: An International Journal* 9(2): 245-259.
- [30]. -Friedman, I.A. (1995). Student behaviour patterns contributing to teacher burnout. *The Journal of Educational Research* 88(3): 281-289.
- [31]. Friedman, W.E. (1995). Organismal duplication, inclusive fitness theory and altruism: understanding the evolution of

endosperm and the angiosperm reproductive syndrome, *Proceedings of the National Academy of Sciences* 92: 3913-3917.

- [32]. Gervais, Cl. (1991). Comprendre et prévenir le burnout. Ottawa, Éditions agence d'Arc.
- [33]. Gillespie, D.F. & Numerof, R.E. (1991). Burnout among health service providers, *Administration and Policy in Mental Health and Mental Health Services Research* January 1991, Volume 18, Issue 3, pp 161-171
- [34]. Halayem-Dhouib, S., Zaghdoudi, L., Zremdini, R., Maalej, I., Ben Béchir, M., & Labbène, R. (2010). Burnout en psychiatrie: une expérience tunisienne. *Rev. Epidemiol Sante Publique*;58: 403-8.
- [35]. Johnson, J.V. & Hall, E.M. (1988). Job strain, work place social support and cardiovascular disease: A cross-sectional study of a random sample of the Swedish working population. *American Journal of Public Health*, 78 (10), 1336-1342.
- [36]. Kivimäki, M., Leino-Arjas, P., Luukkainen, R., Riihimäki, H., Vahtera, J. & Kirjonen, J. (2002) Work stress and risk of cardiovascular mortality: prospective cohort study of industrial employees. *British Medical Journal* 325, 857.
- [37]. Kivimäki, M., Virtanen, M., Elovainio, M., Kouvonen, A., Väänänen, A. & Vahtera, J. (2006) Work stress in the etiology of coronary heart disease – a meta-analysis. *Scandinavian Journal of Work, Environment & Health* 32, 431–442.
- [38]. Lindblom, K.M., Linton, S.J., Fedeli, C. & Bryngelsson, I.L. (2006). Burnout in the working
- [39]. -Maslach, C. (1982). Burnout: The cost of caring. Englewood Cliffs, NJ: Prentice
- [40]. Maslach, C. & Jackson, S. E. (1996). Maslach Burnout Inventory – Human Services Survey (MBI-SS). In C. Maslach, S. E. Jackson & M. P. Leiter (eds.) *Maslach Burnout Inventory Manual*, 3rd ed., pp. 3-17. Palo Alto (CA): Consulting Psychologists Press.
- [41]. Maslach, C. & Jackson, S.E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior* 2, 99–113.
- [42]. Maslach, C., Leiter, M.P. & Schaufeli, W.B. (2009). Measuring burnout. In C.L. Cooper & S. Cartwright (Eds.), *The Oxford handbook of organizational well-being* (86-108). Oxford UK: Oxford University Press.
- [43]. Maslach, C., Schaufeli, W.B., & Leiter, M.P. (2001). Job burnout, *Annual Reviews of psychology*; 52, 397-422.
- [44]. Maslach, Ch. & Jackson, S.E. (1986). *Maslach Burnout Inventory -Manual Second Edition*. Palo Alto:
- [45]. Maslach, C., Schaufeli, W.B. et. Leiter, M.P. (2001). «Job Burnout». *Annual Reviews Psychology*, p. 397-422.
- [46]. Morin, E. (1996). « Le sens du travail pour les managers francophones. Ce qu'on en sait aujourd'hui ». Dans *La quête du sens*, p. 13-22. Montréal: Éditions Québec Amérique/Presses HEC.
- [47]. Premji, St. & Messing, K. (2002). Faire le lien entre le travail et les problèmes de santé des femmes, *Le Médecin du Québec*, vol. 37, no 8, p. 101-103.
- [48]. Priscilla, E. (2000). Stress and the workload of professional women in Sweden, *The Academy of Management Executive*, Ada.
- [49]. Purvanova, R., & Muros, J. P. (2010). Gender differences in burnout: A meta-analysis. *Journal of Vocational Behavior*, 77, 168-185.
- [50]. Richardsen, A. M. & Burke, R.J. (1993). Occupational stress and job satisfaction among Canadian women physicians. *Psychological Reports* 72, 811-821.
- [51]. Richardsen, A.M., Burke, R.J. & Leiter, M.P. (1992). Occupational demands, psychological burnout and anxiety among hospital personnel in Norway. *Anxiety, Stress and Coping* 5, 55-68.
- [52]. Rodgers, J.C & Dodson, S.C (1988). Burnout in occupational therapists *American Journal of Occupational Therapy*, 42, 787-792.
- [53]. Schaufeli, W. & Enzmann, D. (1998). The burnout companion to study and practice: a critical analysis. London: Taylor & Francis.
- [54]. Schaufeli, W.B. & Enzmann, D. (1998). The burnout companion to study and practice: a critical analysis, Taylor & Francis, London.
- [55]. Schaufeli, W.B., & Bakker, A.B. (2004). Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study. *Journal of Organizational Behavior*, 25, 293-315.
- [56]. Schaufeli, W.B., & Enzmann, D. (1998). The burnout companion to study & practice: A critical
- [57]. -Schaufeli, W.B., & Greenglass, E.R. (2001). Introduction to special issue on burnout and health. *Psychology & Health*, 16: 501–510.
- [58]. Schulz, M., Damkröger, A., Heins, C., Wehlitz, L., Löhr, M., Driessen, M., & al. (2009). Effort-reward imbalance and burnout among German nurses in medical compared with psychiatric hospital settings. *Journal of psychiatric and mental health nursing*, 16, 225-233.
- [59]. Schulz, R., Greenley, J.R., & Brown, R. (1995). Organization, management, and client effects on staff burnout. *Journal of health and Social Behavior*, 36, 333-345.
- [60]. -Smith, A. (2001). Perceptions of stress at work, *Human Resource Management Journal*, London.
- [61]. Smith, M., Jaffe-Gill, E. & Segal, J. (2008). Preventing burnout: Signs symptoms, causes, and coping strategies. Retrieved from http://helpguide.org/mental/burnout_signs_symptoms.htm
- [62]. Sundin, L., Hochwalder, J., Bildt, C. & Lisspers, J. (2007). The relationship between different work-related sources of social support and burnout among registered and assistant nurses in Sweden: A questionnaire survey, *International Journal of nursing studies*, 44(5), 758-769.
- [63]. Truchot, D. (2003). Le burnout des médecins libéraux de Champagne-Ardenne. Rapport de recherche pour l'URML de Champagne-Ardenne. Université de Reims. Département de Psychologie.
- [64]. Truchot, D. (2004). Épuisement professionnel et Burnout : concepts, modèles et interventions. Paris: Dunod.
- [65]. -Truchot, D. (2004). Épuisement professionnel et burnout. Paris: Dunod.
- [66]. Vézina, M., Malenfant, R. (1995). Dualité de la santé mentale au travail, Dans *Les aspects sociaux et psychologiques de l'organisation du travail*. Mai 1994. Acfas.
- [67]. Wolpin, J., R.J. Burke and E.R. Greenglass (1991). 'Is Job Satisfaction an Antecedent or a Consequence of Psychological Burnout?', *Human Relations* 44(2): 193–209

The Impact of Using Educational Software Proposed to Improve Some Basic Motor Skills Performance For Students in the Primary Grades of Primary School

Mohsen Mohammed Darwish Homos

Faculty of Physical Education for men (Egypt)

Abstract- As the global, regional and local trends call for the need to take advantage of new technologies and working to employ them in the educational systems, schools turned to use educational software in improving the performance of some of the basic motor skills for students in the primary grade.

The researcher conducted a study on software named (Director program), the aim of this stud was to test the validity of three hypothesis which claim that "There were statistically significant differences between the tribal and the dimensional measurement in the performance of motor skills in the field of physical education, emphasizes the proportionality of the information and skills to the content of the Platform primary grades".

The study results declared that the use of learning style with the help of software and technology, interactivess students and teachers to learn more through it and improves learning proces whether in the field of physical education or basic motor skills or other areas

Keywords- Pupil Physical Education, motor skills, educational software.

I. INTRODUCTION AND RESEARCH PROBLEM:

The world is witnessing a remarkable development in the field of information and communications technology, which has led to the emergence of many technological innovations and through which the possible development in the educational process, and face many challenges that correspond to those in charge of the educational process and the challenges the increase in the number of students in the various stages of education, which calls for the need to use the devices and educational materials and modern use of advanced technological innovations in the educational process and diversify the teaching methods to carry out the tasks of teaching fabricated and stimulate students to demand for the use of devices multiple educational materials, and accept vessels of new information which will be reflected positively in the end, the educational process and increases the effectiveness and achieve its objectives.

The rapid development of modern science and technical revolution and information led in all fields

of life; to the enormous challenges of the possibilities and methods provided by schools and educational institutions which, modern technology has contributed to the provision of means and tools played a significant role in the development of teaching and learning methods, also provided an opportunity to create educational methods that will provide Effective educational climate that

It helps to raise the students' interest and motivation and face each other of individual differences in an effective manner, and there are many methods and routes that operate in the integration of the processing method, and enrich the educational process, stirring the mind of the learner, which helps to pay attention to the process of annotation, concentration, comprehension, and retrieval.

Interest and development in the educational process is depends Find styles to suit the requirements and variables of the modern era, so it turned many educators about educational media and to its role very important for the teacher and

the learner and reflected on the educational system, and the need of educational media to the successful teacher mastered the scientific article and methods.

Modern teaching and familiar to use and how to build educational situations and designed in a manner consistent with the needs of the learner and different characteristics (Abu Zaghloul Hrhj and Abdel Moneim p. 16 (2000).

Leary Fallatah (2001), and Sultan (2005) animation software multiple effects on the cognitive aspects, and behavioral of children; because the children's programs rely on animation mainly, and the importance of animation through addressable to the imagination mainly, which adore children, so educational institutions have sought to invest animation balance and make it a means education, so as to achieve a number of educational goals is also characterized by animation as understanding and comprehension quickly and easily, and all this makes it attractive and interesting for educated children, and thus the possibility of employment in the educational process intended patterns of interaction that means made available.

Kandil (2002) that in the end of the seventies of the twentieth century, the production of educational software that can be used in the context of what is known as education, computer-aided began a software focused on providing information, and adopted a focus on conservation and calling strategies, this software known software training, training session, with the end eighties of the last century saw the educational arena An increase focus on the production of software that is based on the diversity of the teaching and learning strategies, and continued educational software to evolve with the acceleration of the development of the computer and its potential until the beginning of the nineties saw of that century the emergence of multimedia software that is different from its predecessors in that it contains written texts with audio and animation in the context of integration".

Sayeh and Mouawad (2002): Held a study aimed to identify the impact of the use of multimedia on teaching competence of teachers to students in the faculties of Physical Education. The study sample consisted of 24 students, and distributed randomly into two unequal, follow with an experimental multimedia method, and follow the officer followed her teaching style (traditional). Results of the study showed that the multimedia approach contributed in a positive way in increasing the proportion of the improvement in the collection of knowledge and teaching skills.

Sabri, Maher Ismail (2002) said that (Director software program) is one of the new programs in learning, offering an important service if used carefully where that explanation verbal insufficient, learner cannot understand the explanation, but within the limits of knowledge and information but can Using software to provide clearer limits on the experience and the activity to be learned.

Ismail (2003): said that the employment of computer software as a means of contributing to the support of various educational situations through the software's ability to represent the educational scorer as tasks and roles require the learner implement a variety of activities in order to turn the role of teacher attitudes of cued scientific article to a participant in the educational and scientific Misread "This software has proved its effectiveness as an educational tool in the various disciplines of the various stages of education, whether public or higher education.

Al Harsh agreed that (2003): educational software multimedia is a lesson or group tutorials designed in a way makes it easier for the learner to learn alone to contain educational software on the lesson title, behavioral objectives own to be achieved to the student, and the instructions and the instructions showing how to move in software and navigate between screens and a list of the contents of this software, and training and applications and appropriate tests, and provide students with feedback, and to promote the correct answers, whether verbal or sound-effects with the possibility of registration of the mark obtained by the student .vista students benefit from educational software under the supervision of a teacher or even without his presence on the Both.

A. Search problem:

The old philosophy in education was asserts that a teacher who performs all educational activities is the only commander, and the modern philosophies emphasize the positive role of the learner because of the educational process axis and therefore new patterns have emerged in the learning influenced by scientific and technological development in the field of education in order to raise the efficiency of the educational process through optimal investment of modern technology and employ them in the form that suits your need, and multimedia educational software, especially one of those applications that have proven their efficiency in the various field of teaching.

Areas, providing the learner more than one way to learn in addition to the teacher, and this course will contribute to the advancement of the process of learning, and through follow-up researcher for Research and Studies and experience in the field

of teaching methods of basic psycho-motor skills and educational software designed multimedia programs such as (Director program) found that there is an apparent lack in the use of modern technology and of multimedia and private (Director program) in the field of teaching basic motor skills using the program, we find that many research studies in the field of design and the application of electronic software interactive decision education techniques to measure its impact on the academic achievement of university students using (Director Program) and the production of The decisions tuition and electronic curriculum. Did the researchers Attract to the use of (Director program Software) in teaching or practical psycho-motor skills essential in the initial stages of rows in physical education and sports.

The problem of current research Became clear through the survey for teachers and learners and field visits carried out by the researcher to some schools, and interviews with teachers of technology, teachers of primary classes has been shown a lack of educated to some basic motor skills by 95% as well as a lack of dealing educational with programs skills in the field of teaching physical education and, in particular, teaching motor skills in the primary grades by 90%, hence, these learners in dire need of training in basic motor skills and computer skills, which prepare them for interaction positive and constructive in their communities, may be able learners through the use of code from Acquisition and learn some of the basic motor skills (under discussion) and computer researcher has noted the existence of a lack of educational computer software teacher can use them when the explanation.

From all what we have said ,this research came to answer the following question:
What the effectiveness of using educational software proposed to improve the performance of some of the basic motor skills for students in the primary grades primary?

B. Importance of research:

Two It features a computer with a number of potential that made him a tool compete with many other educational media and many educational strategies that focus on the learner activity and positive and working methods in the classroom, which aims to take into account individual differences or overcome some system problems in the classroom, and is characterized by the computer as a tool of Easy to use them and integrate them in many traditional strategies to develop or increase their efficiency as methods to solve problems and different ways of discovery, Travers (2010).

Both Abdul Haq (2007), and Kavakli & Cheng (2010),perhaps one of the most important contemporary teaching skills skill use and employment of computer-interest subjects and teaching as a n Computer renewal and change in and out of frequent routine chore which dominates tool often on teaching performance, enjoyed by the computer speed and accuracy of the information presented diversify and flexibility in use and control views make it a much better display of various information devices of books and audio-visual recognize its impact and cultural knowledge. The use of educational computer-based technology to improve the quality of education, and access to its degree of perfection, and to achieve the educational objectives and the potential for less time.

The importance of the current study, in the following point:

- 1) Come significance, as the global, regional and local trends, which calls for the need to take advantage of new technologies and working to employ them in the educational systems under the appropriation for the academic standards of quality educational institutions.
- 2) Comes as part of preliminary studies (particularly Arab ones) that dealt with the employment of two types of accredited education patterns of educational software and interactive (Built-education pattern, the pattern of self-learning) within one pilot study, similar studies that were focused on one of them style only.
- 3) Aspiration of working in the field of education on the most important techniques of the future direction of education techniques accompanied by the most important educational methods dependent.
- 4) Contribution to clarify the impact of the application of interactive educational software in the collection of skills.
- 5) Its contribution to open new doors and sides never touched before, to be the nucleus of future research projects.

Refers Clinics (2004): that the educational importance of educational software is as followed:

- 1) Help students on the link between information presented in terms of a variety of forms, including the written text, drawings, photos and other.
- 2) Help to achieve the educational goals of various cognitive and effective same kinetics.
- 3) Bother cooperative education among students.
- 4) Helps to think beyond thinking.

- 5) Use provides a fun and attractive to the learner.
- 6) Increase students' motivation to learn.

The research sample: the researcher choose the sample randomly representative of pupils of primary grades schools Alanjal civil Jeddah and number) 20) pupil represent 10% of the proportion of students in school 200 students thus becoming a sample of actual research) 20) pupils were divided into two groups, the first trial and the second officer and strength of each10 pupil.

II. METHOD

A. Tools of the study and researcher prepared the following tools and materials:

- Preparation of educational software based on the program Alderactor 10 mx Director program, according to the training and practice pattern, according to Mohammed model 2010. (For the design of educational software.
- Assess the progressive form of performance (RUBRICE) basic psycho-motor skills under discussion
- A teacher's guide shows him how to use educational software in the basic motor skills and its role before, during and after use (preparation researcher)
- Work leaves students with a range of assignments carried out by the students during the software after each lesson (prepared by the researcher) Ethelred in educational units and lessons for skills in question.

B. Find variables:

- The independent variable demo: represents in an educational computer program depends on its construction in the proposed program possess the scientific method uses training and practice pattern.
- Dependent variables: improving the performance of some of the basic motor skills.

III. RESEARCH METHODOLOGY

A. Use the search two approaches present two papers, namely:

Descriptive approach: by analyzing the physical education curriculum and the private teaching basic motor skills and theoretical frames of educational software concepts and terminology used in the research.

Quasi-experimental approach: a single group, which relies on the measurement method prior and subsequent to the variables of the research: To

check the effectiveness of the "proposed use educational software to improve the performance of some of the basic motor skills for students in the primary grades of First Instance"as follows:

- Measurement procedure for pupils tribal research group in the measurements of the physical tests specified under (the control group).
- Measurement procedure for pupils tribal research group in the measurements of the physical tests specified under (the experimental group).
- Conduct telemetry research group of pupils in the measurements of the physical tests specified under (the control group).
- Conduct telemetry research group of pupils in the measurements of the physical tests specified under (the experimental group).
- Measurement procedure for pupil's tribal research group in the measurements of the basic movements, the tests in question (Experimental group).
- Conduct telemetry research group of pupils in the basic measurements of movements' tests in question (the control group).
- The use of educational software as a variable pilot in improving the performance of some of the basic motor skills for students in the primary grades of primary "experimental group.

B. Applied procedures:

1) Exploratory experiments:

The first study: the researcher conducted a study on software 02/04/2015 using (Director Program). The aim of this study:

- Identify the route of the software code.
- Emphasize the proportionality of the information and skills to the content of the Platform primary grades.
- Ensure their safety electronic display used in the code.

The study resulted in the availability of electronic laboratory confirmation and matching an educational content of the skills in question and the proposed code.

The second study: The researcher commissioned in the period from 08.02.2015 to the period 02/12/2015 on sample of 15 students from the same research and similar research sample the outside of the original sample in order to test software research and stand over the clarity and achieved the goal for him and the extent of understanding of the learners and its suitability for their abilities as well as imams and tools capabilities available to carry out this work as well

Statistical implications Motor skills	Pre-Tests		Post-Tests		The difference Between the Mediterranean		(T) Counted Value	The level of significance	The percentage improvement%	Indication of the size of the effect
	Mean -	S.D	Mean	S.D	Mean	S.D				
Holding ball	6.64	0.32	6.12	2.02	0.52	2.24	0.74	0.48	7.88	Normal
Kick ball	13.05	1.17	11.86	0.64	1.19	1.83	2.05	0.07	9.12	High
Run	9.06	0.72	9.84	0.74	0.78	0.85	2.88*	0.02	8.56	High
Walk	4.20	0.79	8.00	2.05	3.80	2.49	4.38*	0.00	9.48	High
Jump	3.32	0.87	6.90	1.66	3.58	1.65	6.68*	0.00	107.83	High

as the suitability of the capabilities of learners in the framework of the position of actual tutorial to ensure the safety of numbers of instructional design to software implementation and clarity and accuracy.

Tribal measurement was conducted on Saturday, 2/21/2015 on skills tests and physical under discussion in the attached Appendix skills tests and physical extension number on the experimental and control groups, and was the target of tribal measurement to determine the level of students and members of the research group homogeneity Phil experimental and control. The core of the study: Fundamental study was conducted in the period from 22/02/2012 to 03/31/2015.

The proposed program lessons software application using the software for the proposed skills under discussion, namely, (walk, run, jump, kick the ball, caught the ball) on the experimental group, while the control group has been applied by the traditionally used the program in the period from 02/22/2015 to 31 / 04/2015 was the application of the two sets of research (experimental group and control group) under the same conditions and was the only variable is the proposed educational software for the experimental group and the traditional program for the control group.

2) Telemetry:

Special dimensional measurement technique and physical tests, conducted under discussion in the period from 01/04/2015 to 02/04/2015.

3) Statistical treatment plan:

The researcher used the statistical treatments processors:

- Averages.
- Correlation coefficient.
- Standard deviation.
- T-test for two independent groups (Independent groups).
- Value (T-Test) to see the two measurements between members of the two groups post test.
- Torsion coefficient to determine the percentage of improvement between tribal and dimensional measurement.

IV. RESULTS AND DISCUSSION OF RESULTS:

- 1) Test the validity of the first hypothesis, which states: "There were statistically significant differences between the tribal and the dimensional measurement of the control group in the performance of motor skills in question. (Walk, run, jump, holding ball, kick the ball)."
- 2) Test the validity of the second hypothesis which states: "There were statistically significant differences between the tribal and the dimensional measurement of the experimental group in the performance of motor skills in question. (Walk, run, jump, holding ball, kick the ball)."

V. CONCLUSIONS

A. For students:

- 1) The use of learning style with the help of software and technology (Director Program) interactive learning to be content of learners including drives them to learn more through him, whether in the field of physical education or basic motor skills or other areas.
- 2) The positive interaction of the learner with the software product, and get technical information by itself, determine the right time for training and practice, and to give him the freedom to end the study of the subject depending on self-step, without being restricted to Configure topics within the program.
- 3) That the use of educational software has had a positive impact towards education and basic motor skills acquisition process.
- 4) The use of software techniques and in particular by animated graphics has a significant impact in motor learning, especially the Sunni from 6-9 years to absorb the speed of motor learning.

B. For teachers:

- 1) Value educational show for the search with respect to teachers as follows:
- 2) .Animated graphics to take advantage of the potential to increase the motivation of the learner to learn.
- 3) The employment of educational software (Director program) in education in a manner accessible and easy without complexity.
- 4) Make sure the practical application when making decisions of physical education and focus on the practice of the learners when .bad process for traditional methods pattern in teaching and training where she helped (the program) and animated graphics in affinity pupils and their passion for the search experience.

C. For the educational process:

- 1) Value educational show for the search with respect to the educational process as follows:
- 2) The advantage of using animated graphics style in teaching at all levels and age different courses.
- 3) The research that walk in the educational process is not only for learning, but in order to
- 4) .Mastery Learning mastery learning

- 5) The program of excellence with numerous features, including: flexibility in the follow-up to the users of, as it provided a strategy to control the program and deepen it. Also marked captive, where the program contained km from diverse sources of learning to suit diverse users. Distinguish that helped the learner to become positive during the learning process, also allowed the learner individualize the educational position to suit his previous experience.
- 6) Take advantage of animated graphics capabilities when building the elements of those programs from the written text and voice still and moving image.
- 7) Some recommendations which could contribute to increasing the effectiveness of the learning process.

REFERENCES

- [1]. Barron,A and Orwing, G (1995), Multimedia Technologies for training, Libraries Unlimited Inc, Colorado. U.S.A
- [2]. Carr, m (2002) computer assisted , instruction in physical education elementary) 63-60 .D
- [3]. Hoffler, T. N (2007): , . Instructional Animation versus Static Pictures: A Meta-Analysis, Learning andInstruction, Vol.17, No.6, pp.722-738
- [4]. Hoffster F. T.(1995): ,Multimedia Literacy, New York: McGraw Hill Inc
- [5]. Kablan Zeynel, M Erden. (2008): "Instructional efficiency of integrated and separated text with animated presentations in computerbased science instruction" Computers & Education, Volume 51, Issue 2, September, pp 660-668.
- [6]. Kelly, R., M (2007):, Exploring How Different Features of Animations of Sodium Chloride Dissolution Affect Students' Explanations, Journal of Science Education and Technology, Vol.16, No.5, pp.413-429
- [7]. Koroghlan ,C ,K, Jaimes, D (2000):, The Use of Audio and Animation in Computer Based Instrction, Denver, Co, October 25-28.
- [8]. Kruger, Elmin. (2003):, The Influence of a Fundamental Motor Skills Program on the Physical and Cognitive
- [9]. Larry Katz(2009):, The Interactive sports CD-ROM-Amutimedia Tool for the coach and Teacher : (Journal of sport Teahnologv Research Centre)University of NorthFlorida , 2004 .p 16 . Motor Skills of Pre-School Children, University of South Dakota, Dissertation, 124 pages, Available
- [10]. Mynyofu, M., S. (2007):, The Effect of Different ChunkingStrategies in Complementing Animated Instruction, Learning, Media and Technology, Vol.32, No.4, pp.407-419.
- [11]. Provenzo, EugeneF; (2005): , Computer Curriculum ,&Cultural Change: An Introduction For Teachers" (Lawrence Erlbaum Associates ,Publishers ,Mahwah New Jersey,2005
- [12]. Smith band klatt , Aahperd (2001):, Standards for Intiil praq rams in physical Education Teacher Education :(National Association For Sport and Physical Education An Association OF The American Alliance For Heaith,Physical Education,Reereation and Dance(AAHPERD),October 2001)p.12.

- [13]. Tannu, K. (2008):, Computer Animations Director program a Science Teaching Aid: Contemplating an EffectiveMethodology, Online Submission.
- [14]. Taylor, M.P. (2007):, Animation as an Aid for the Teaching of Mathematical Concepts, Journal of Further and Higher Education, Vol.31, No.3, pp.249-261
- [15]. Barron,A and Orwing, G (1995), Multimedia Technologies for training, Libraries Unlimited Inc, Colorado. U.S.A
- [16]. Carr, m (2002) computer assisted , instruction in physical education elementary) 63-60 .D
- [17]. Hoffer, T. N (2007): , . Instructional Animation versus Static Pictures: A Meta-Analysis, Learning andInstruction, Vol.17, No.6, pp.722-738
- [18]. Hoffster F. T.(1995): ,Multimedia Literacy, New York: McGraw Hill Inc
- [19]. Kablan Zeynel, M Erden. (2008): , "Instructional efficiency of integrated and separated text with animated presentations in computerbased science instruction" Computers & Education, Volume 51, Issue 2, September, pp 660-668.
- [20]. Kelly, R., M (2007):, Exploring How Different Features of Animations of Sodium Chloride Dissolution Affect Students' Explanations, Journal of Science Education and Technology, Vol.16, No.5, pp.413-429
- [21]. Koroghlan ,C ,K, Jaimes, D (2000):, The Use of Audio and Animation in Computer Based Instrction, Denver, Co, October 25-28.
- [22]. Kruger, Elmin. (2003):, The Influence of a Fundamental Motor Skills Program on the Physical and Cognitive
- [23]. Larry Katz(2009):, The Interactive sports CD-ROM-Amutimedia Tool for the coach and Teacher : (Journal of sport Teahnology Research Centre)University of NorthFlorida , 2004 .p 16 . Motor Skills of Pre-School Children, University of South Dakota, Dissertation, 124 pages, Available
- [24]. Munyofu, M., S. (2007):, The Effect of Different ChunkingStrategies in Complementing Animated Instruction, Learning, Media and Technology, Vol.32, No.4, pp.407-419.
- [25]. Provenzo, EugeneF; (2005): , Computer Curriculum ,&Cultural Change: An Introduction For Teachers" (Lawrence Erlbaum Associates ,Publishers ,Mahwah New Jersey,2005
- [26]. Smith band klatt , Aahperd (2001):, Standards for Initiei praq rams in physical Education Teacher Edeuation :(National Association For Sport and Physical Education An Association OF The American Alliance For Health,Physical Edeuation,Reereation and Dance(AAHPERD),October 2001)p.12.
- [27]. Tannu, K. (2008):, Computer Animations Director program a Science Teaching Aid: Contemplating an EffectiveMethodology, Online Submission.
- [28]. Taylor, M.P. (2007):, Animation as an Aid for the Teaching of Mathematical Concepts, Journal of Further and Higher Education, Vol.31, No.3, pp.249-261

The rate of change in the level of physical abilities as a result of stop training for athletes

Gamal Ismaeel Mohamed, Mohamed Hosni Moustafa

Faculty of Physical Education, Mansoura University. Egypt

Abstract- The research aims to identify the rate of change in the level of physical abilities as a result of stop training for athletes, was used descriptive approach through a three measurements on a sample of (31) soccer player during the most important month results showed an average increase body weight, And decreased muscle strength levels of the two groups, the back, the muscle power of two groups and some other physical variables such as speeding, agility and distance throw recommends researchers need to develop alternative programs and the use of camps training interface emergency conditions and interest force development programs and the ability of muscle to football players as well as an early start in the general preparation periods , and the use of training programs through compensatory stop training of swimming and exercises outdoors to keep your fitness and skill levels periods.

Keywords- Stop Training, Physical abilities, Athletes.

I. INTRODUCTION AND RESEARCH PROBLEM:

Sports training organization process aims to reach the individual to achieve the best athletic achievement and within the limits permitted by the physical and physiological capabilities, where to continue the process of sports training cause certain physiological changes in the body.

And refers Matveev (Matveev, 1998) that athletic training is based actions on scientific and private educational foundations, which lead to the construction of the sports building integrated of all physical and skill and tactical and psychological aspects, which led the orientation towards upgrading and accomplished athlete continuously in the sport specialist in order to reach to a higher level. (7: 5)

Notes Mr. Hassan Abu Abdo (2004) that the physical condition of the soccer players one of the important bases that determine the skill and tactical performance, because any plan regardless of the degree of her choice could fail if not developed physical abilities in mind. Implementation of performance skills in a way mechanism also cannot be played without having the physical attributes and characteristics that serve kinetic performances of basic skills. (2:37)

The stop training of the most dangerous factors that lead to reduced fitness of the athletes level,

the reasons for stopping to many factors, and is the revolution of January 25, one of the main reasons to stop training during that period, and through that the researcher found a great opportunity to get to know the impact of downtime for training on the fitness level of the athletes.

And refers Bangspo (Bangsbo, 1993) that unlike a lot of other sports, in which the performance of the physical effort is the pace of one continuous, such as a marathon or was 1,500 meters, or 100m, the sport of football gathered in performance between the elements of strength, power and speed and endurance and agility and many other qualities, which makes it a physiological requirements of the sport. (5: 143)

Where explains Matveev (Mtveev, 1998) to drop out of training (Detraining) is the change that is happening in the body's physiological adaptations and physical leading to a decrease in athletic achievement and a decline in the level of performance. (7: 8)

In football, the antenna physical training developing heart and lung efficiency and helps the muscles to extract oxygen, leading to an increased reliance on fat as fuel, thus providing glycogen

muscle, which is important for good performance in the sport of football. (10: 371)

Explains Hazza Mohammed (2005) to study the impact of downtime for physical training on the physiological functions of the footballers, scientific studies published in this regard, very few, and the study only available on this subject has been conducted on a group of football players undergraduates by more than 30 years, and that most of the studies on the effects of the cessation of physical training in the functions of the body organs were purely sports tolerability, or for athletes practicing drills muscle power only, but not on the football that combine their training between aerobic and anaerobic aspects. (1:14)

And to stop the training of the things that exposed players in different periods, or other reasons may force players to stop training, which could lead to the decline in their levels, so what is evident in the contrast research sample levels after you stop training after the January 25 revolution and the subsequent events prevented continuity in athletic training, and this is why the researchers conducting this study.

II. AIM OF THE RESEARCH:

In light of the importance of research and the need for it and the emanation of its objectives researcher puts the following groups:

- A. Does stop training on the level of fitness?
- B. What level of fitness for athletes after a period of 2 weeks of downtime for training.
- C. What fitness level of the athletes after a period of 3 weeks of downtime for training.

A. Terms contained in the search:

Drop out of training: Pauses regular physical training directed to the development of physical and skill capabilities and maintain them, which often occurs after the end of the sports season and before the start of the new season. (6: 79)

B. Previous studies:

- 1) Hazza Mohammed Al-Hazza Study (2005) entitled "The physiological effects of downtime for physical training for 8 weeks with footballers outstanding," The total sample size (22) soccer player the Premier League, the researcher used the descriptive approach, noting the most important results both lower than the maximum oxygen consumption, pulmonary ventilation, and the level of muscular strength of the two men, increased heart rate and percentage of body fat. (1)
- 2) Imad Saleh Abdul Haq study (2005), entitled "The Impact of dropping out of

training in some of the physical variables and body composition among the squad Najah National Football League," sample size (20) for a soccer player, was the use of the experimental method, the results of the study showed that there are significant differences between the results of pre and post tests and in favor of tribal body composition variables (weight, body mass index, and metabolism during rest, and the percentage of fat), and the physical variables (speed of 50 m, and leg strength). (3)

- 3) Srkinj study (Sergei 2003) entitled "The seasonal changes in body composition and speed of performance of footballers" The total sample size (30) for the player, and the researcher used the experimental method and descriptive measure the thickness of the folds of the body of the players has been the expense of body fat percentage at the beginning of the season and central and end and after a break from training during the transition period indicated that the most important results that a relationship exists between the percentage of fat in the body and the time of the enemy 50 meters in favor of the least fat percentage during the middle and end of the training season for the players, but for the players during the period of interruption of the training was the relationship counterproductive whenever fat percentage has increased in the body the enemy time increased. (11)
- 4) Yassin Taha and Ayad Faraj study (2002), entitled "The effect of stopping the practice of a variety of youthful exercises for a period of 6 weeks, the blood pressure rate after an enemy 400 meters," The total sample size (28) players, it was the use of the experimental method, and the most important results increase the enemy 400 meters and high blood pressure, diastolic and systolic rate after the enemy groups search time. (4)

III. RESEARCH METHODOLOGY:

The researcher used the descriptive approach to the appropriateness of the nature of search by conducting three measurements for one set through (4) weeks of downtime for training.

Society and the research sample: the study sample was selected purposively players collective activities Club Arab Contractors (Soccer - basket - hand) under 20 years old and enrolled from 2010 to 2011 m and totaling season (31) player table (1).

TABLE I. ARITHMETIC AVERAGES AND DEVIATIONS STANDARD, INTERMEDIATE AND COEFFICIENT SPRAINS VARIABLES IN GROUPS

Variables	Unit	Average	S.division	Mean	Sequence
Weight	Kg	67.758	4.595	69	-0.282
Leg Dynamometer	Kg	134.258	3.54	135	0.63
Back dynamometer	Kg	115.79	3.989	117	-1.778
Through ball	M	9.171	1.369	9.3	0.143
30 m speed	Sec	4.482	0.198	4.48	0.751
Zigzag run	sec	8.731	0.584	8.67	0.465
Endurance	sec	4.63	0.392	4.55	0.661
Vertical jump	m	2.389	0.185	2.4	0.013

N=1

It is evident from Table 1 that the values of torsional modulus in all the variables in groups has been narrowed between (± 3) which shows significant data in these variables.

Means of data collection: To collect the data, the researcher used the following means:

A. Hardware and tools:

Medical scales, a Dynamometer, footballs, holder of the two men, cones, stop watch, chalk, tape measure, cones. The tests used:

- 1) Test measuring static strength of the muscles of the two men.
- 2) Test measuring static force to back muscles.
- 3) Test a throw.
- 4) Test the enemy 30 meters from the enemy.
- 5) Test run zigzag (Barrow).
- 6) Endurance test.
- 7) Test vertical jump (Sargent).

B. Measurement tribal:

The measurement of all tribal members conduct research sample numbering (31) Athletic Hall Fitness Club Sports Mansoura, during the period from 00 billion / 12/1010 AD to Saturday, 12/04/2010.

C. Telemetric:

Post test measurement was made at the end of the period prescribed for the implementation of the training program was done in the period from 22/02/2011 to 02/24/2011.

D. Statistical treatments:

Has statistical treatment by using a computer program SPSS & EXCELLE, and achieve the objectives of the research and testing hypotheses researchers used the following statistical treatments:

- T Test of the significance of differences between measurements.
- Analysis of variance.
- Test the least significant difference L.S.D.
- Test rate of change.
- Arithmetic average.
- Standard deviation.
- Convolution coefficient.

IV.RESULTS

It is evident from Table 2 that the P value was statistically significant between the three measurements where the P value calculated is greater than the value of the P spreadsheet in variables (Dynamometer leg - Dynamometer back - the enemy of 30 m - Durable - vertical jump), while came not function in the rest of the variables, so the researcher test will be used less moral teams to find the differences between the three measurements in these variables.

The use of educational software as a variable pilot in improving the performance of some of the basic motor skills for students in the primary grades of primary "experimental group.

Seen from the table (3) as follows: Fixed strength to the muscles of the two men: no statistically significant differences between the measurement of tribal and inter-tribal and for the benefit and there are differences between the pre and post measurement and in favor of Egypt.

- T Fixed strength to the muscles of the back: no statistically significant differences between the measurement of tribal and inter-tribal and for the benefit and there are differences between the pre and post measurement and in favor of Egypt. 30 m enemy. There are significant differences between the measurement of tribal and inter-tribal and for the benefit and there are differences between the pre and post measurement and in favor of Egypt.

TABLE II. THE CONTRAST BETWEEN THE THREE MEASUREMENTS ANALYSIS (TRIBAL - INTERCONNECTION - POSTTEST) IN THE VARIABLES UNDER CONSIDERATION

Variables	Source of variation	Sum of squares	Degree of freedom	The average sum of squares	P	Sig.
Weight	Between groups	32.33	2	16.16	0.89	0.41
	Inter groups	1629.63	90	18.11		
	total	1661.96	92			
Leg Dynamometer	Between groups	958.02	2	479.01	22.97	0
	Inter groups	1876.77	90	20.85		
	total	2834.8	92			
Back dynamometer	Between groups	867.53	2	433.77	15.28	0
	Inter groups	2555.58	90	28.4		
	total	3423.11	92			
Through ball	Between groups	2.55	2	1.28	0.63	0.53
	Inter groups	181.29	90	2.01		
	total	183.84	92			
30 m speed	Between groups	1.23	2	0.62	16.35	0
	Inter groups	3.39	90	0.04		
	total	4.62	92			
Zigzag run	Between groups	0.65	2	0.33	1.15	0.32
	Inter groups	25.54	90	0.28		
	total	26.19	92			
Endurance	Between groups	3.85	2	1.93	11.65	0
	Inter groups	14.88	90	0.17		
	total	18.73	92			
Vertical jump	Between groups	0.75	2	0.38	14.98	0
	Inter groups	2.26	90	0.03		
	total	3.01	92			

P value when tabular degrees of freedom (2.90) and the level of significance (0.05) = 3.11

- Endurance: no statistically significant differences between the measurement of tribal and inter-tribal and for the benefit and there are differences between the pre and post measurement and in favor of Egypt.
- Vertical jump: There are significant differences between the measurement of tribal and inter-tribal and for the benefit and there are differences between the pre and post measurement and in favor of tribal, and no differences between the measurement interface and posttest and in favor of interoperability.

Seen from table (4) that there are statistically significant differences at the level (0.05) between tribal and dimensional measurements in all

measurements and in favor of tribal measurements.

Seen from the table (5) that the change between the averages of tribal measurements and dimensional ratios may be confined between (-10.36, -2.03).

V.DISCUSS THE RESULTS:

The results of this study indicate that there is a clear contrast through the marked decline in the average of the three measurements of the research group in the variables (fixed strength to the muscles of the two men, the fixed strength of the muscles of the back, the enemy of 30 m, endurance and vertical jump) and it is clear from the results table (2)

TABLE III. THE SIGNIFICANCE OF DIFFERENCES BETWEEN MEASUREMENTS ALL THREE VARIABLES (DYNAMOMETER LEG - DYNAMOMETER BACK - THE ENEMY OF 30 M - DURABLE - VERTICAL JUMP) USING THE LEAST SIGNIFICANT DIFFERENCE

Variables	Average	Test	Pre	Between	Post
Leg Dynamometer	134.258	Pre		6.193*	7.290*
	128.06	Between			1.096
	126.96	Post			
Back dynamometer	115.79	Pre		5.564*	7.112*
	110.225	Between			1.548
	108.67	Post			
Through ball	4.481	Pre		0.186*	0.276*
	4.668	Between			0.09
	4.758	Post			
30 m speed	4.63	Pre		0.123	0.356*
	4.753	Between			0.356*
	5.11	Post			
Zigzag run	2.388	Pre		0.098*	0.121*
	2.29	Between			0.121*
	2.169	Post			

TABLE IV. SIGNIFICANCE OF DIFFERENCES BETWEEN TRIBAL AND DIMENSIONAL MEASUREMENTS IN THE VARIABLES UNDER CONSIDERATION

variables	Pre test		Post test		Average p	S. Division P	T
	Average	S. Division	Average	S. Division			
Weight	67.76	4.6	69.19	4.02	-1.44	1.83	- 4.37
Leg Dynamometer	134.26	3.54	126.97	5.32	7.29	4.69	8.65
Back dynamometer	115.79	3.99	108.68	6.07	7.11	6.98	5.67
Through ball	9.17	1.37	8.77	1.48	0.4	0.61	3.72
30 m speed	4.48	0.2	4.76	0.21	-0.28	0.19	- 8.24
Zigzag run	8.73	0.58	8.91	0.5	-0.18	0.17	- 5.84
Endurance	4.63	0.39	5.11	0.42	-0.48	0.29	- 9.07
Vertical jump	2.39	0.18	2.17	0.11	0.22	0.19	6.56

T. tabular value at the level of significance (0.05) = 1.697

Variables	Unit	Pre average	Post average	Rates of change
Weight	Kg	67.76	69.19	-2.11
Leg Dynamometer	Kg	134.26	126.97	-5.3
Back dynamometer	Kg	115.79	108.68	-6.14
Through ball	M	9.17	8.77	-4.42
30 m speed	Sec.	4.48	4.76	-6.16
Zigzag run	Sec.	8.73	8.91	-2.03
Endurance	Sec.	4.63	5.11	-10.36
Vertical jump	m	2.39	2.17	-9.19

TABLE V. % CHANGE BETWEEN THE AVERAGES OF TRIBAL AND DIMENSIONAL MEASUREMENTS IN THE VARIABLES UNDER CONSIDERATION

This is because the researcher this decline to stop training to occur during this period where Flick indicates (Fleck, 1994) to drop out of sports training leads to a change in the adaptations body's physiological and physical shortages of physical and athletic achievement, resulting in a drop in the level of athletic performance in various events. (6)

And is consistent with the results of the study carried out by Mujak and others (Mujika et al., 2000) to drop out of training, whether it be an interruption in whole or in part, it leads to loss of adaptations anatomical, physiological and performance-related sports, the more disruption period increased training increased quality adaptations physical Missing and quantity. (9)

He notes the low level of both the fixed power of the legs, back, and the ability of muscle as a result of stop training where results indicate Shephard study (Shephard R. 1999) that the ideal physical training do not lose sight of the development of both the anaerobic capacity and muscular strength and muscular endurance, flexibility and agility for athletes in football and in fact, the training currently prevailing in world football combines training and exercises muscle strength. (12: 757)

This is consistent with the results of Flake study (Fleck, 1994) that the interruption of training leads to lower prescription endurance, where he found that to stop training for a period of 15 days leads to a reduction of the maximum oxygen consumption (25%), and that the drop training has to do with low muscle strength, and this depends on the duration of stopping the increased duration of downtime (6),

also agreed that the results of the current study with Costel and Uellemor (Wilmore JH study, Costill DL, 1994), which aimed to effect

disconnection of training on my recipe strength and ability The results have shown to have 45% of muscle strength and muscle 8-15% of the capacity due to interruption of training. (13).

Through the results table (3) it is clear that there are significant differences between the results of the tribal measurements and a posteriori and in favor of tribal measurements among a sample search variables (body weight, fixed strength to the muscles of the two leg, the fixed strength of the muscles of the back, throw-in, the enemy of 30 m, running zigzag, endurance and vertical jump).

It is known that exercise muscle strength is important and vital for the physical performance in the sport of football, which indicate the results of research conducted on footballers Danes and Norwegians to the importance of muscle strength component in addition to the aerobic capacity of the continuing physical and technical performance of the player in top form throughout the 90 minutes of play. (5)

As well as notes by the results table (4), (5) increase in the average body weight of the players after a period of interruption of training, reaching - 11.2% change kg Ohz is consistent with the results of a study Srkinj (Sergei 2003) to increase the proportion of fat to the players during the period Outage for training. (11)

VI.CONCLUSIONS

For In the study sample and procedures and tools used light and in light of the results that have been reached to conclude the following:

- 1) Increase the proportion of fat to the players and that due to the increase in the average body weight they have.
- 2) Low levels of muscle power of the legs, back, and also the ability of the two men after stopping the training compared to the period before you stop training.
- 3) Outage affects about training in some other physical variables such as speeding, agility and distance throw.

VII.RECOMMENDATIONS

Based on the conclusions of the study, we recommend the following:

- 1) The need to develop alternative programs and the use of the training camps of the facade of the emergency conditions that may hinder the performance of their doses training.
- 2) The interest in the development of muscular strength and power programs for football players, especially during stop training and periods of transition periods.
- 3) The early start in the general preparation periods or early season training in a gradual, especially when you stop training or after the transition period.
- 4) Help of training programs through compensatory stop training of swimming and exercises outdoors to keep your fitness and skill levels periods.
- 5) Conduct similar studies to determine the impact to stop training on the skill level of the athletes.

REFERENCES

- [1]. Hazza Mohammed Al-Hazza (2005), the physiological effects of the stop physical training for 8 weeks with footballers outstanding, the Bahrain Center for Research and Studies, Bahrain
- [2]. Mr. Hassan Abu Abdo (2004), Recent trends in planning and training for football, i 4, Library and Technical Press radiation, Alexandria.
- [3]. Imad Saleh Abdul Haq (2005), The impact of dropping out of training in some of the physical variables and body composition of the squad Najah National Football League, Journal of Mutah Mutah University Mutah Hashemite Kingdom of Jordan
- [4]. Taha Yassin and Ayad Faraj (2002), the effect of stopping the practice of a variety of youthful exercises for a period of 6 weeks, the blood pressure rate after 400 meters enemy of contemporary sports magazine - the first volume - the first issue, Iraq.
- [5]. Bangsbo, J. (1993), The Physiology of Soccer-with Special Reference to Intense Intermittent Exercise. Copenhagen, Denmark: University of Copenhagen
- [6]. Fleck S. J. (1994), Detraining: its effect on endurance strength. Strength Condi. Sport Science Technology Division U.S. Olympic Committee.
- [7]. Matveev, L.B. (1998), Ot teorii sportivnoi trenirovki – k obzsei teorii sporta.Teoriya I praktika fizicheskoi kulturi: n.5., ctr.
- [8]. Mujika I., and Padilla S. (2002), Detraining: Loss of training-induced physiological and performance adaptations. Part I. Sports Med.
- [9]. Mujika I, (2000), Dtraining: loss of training-Induced part I short trem insufficient training stimulut. Sport Med.
- [10]. 10- Reilly T. (1990), Football In: Physiology of Sports, Reilly T, Secher N, Snell P., and Williams C.,(eds), E & FN Spon, London. Pp .
- [11]. Sergei, M. O. (2003), Seasonal alteractions in body composition and sprint performance of elite soccee players, an international electronic journal, V.G., N.3.
- [12]. Shephard R. (1999), Biology and medicine of soccer: An update. J Sports Sciences .
- [13]. Wilmore JH, Costill DL, (1994) , Physiology of sports and exercise Champaign, ILL: Human Kinetics

Analytical Method and its Impact on learning Some Individual and Bilateral Skills in Artistic Gymnastic for Students of the Second Grade in the Faculty of Physical Education and Sports Science- University of Baghdad

Huda Ibrahim Rezouki

Faculty of Physical Education and Sports Science - University of Baghdad (Baghdad)

Abstract- The researcher conducted her research on a sample of students in the second phase at the Faculty of Physical Education and Sports Science - University of Baghdad, their number (20) students in two sets and officer, each set of them is (10) students. The research aims to understand the impact of the use of the analytical method in teaching some of the skills of the individual, bilateral gymnastics for the students of the second phase of the Faculty of Physical Education and Sports Science. The researcher used an educational program consists of (16) educational units with a rate of two units per week and educational unit time (90 minutes). The researcher applied analytical method on the experimental group and traditional program on the control group. Some results that have been collected and processed statistically were reached by the researcher, whereby the most important conclusions were that the analytical method was the best in learning individual and bilateral skills in artistic gymnastics. It is recommended to apply the analytical method in teaching artistic gymnastics skills, particularly bilateral and individual skills.

Keywords- Artistic gymnastics, Skills, Students, University Analytical Method.

I. SEARCH IDENTIFICATION

A. Introduction, importance and research problem

We characterized the present era of progress in the use of educational domain of learning and teaching methods and the acquisition of expertise and information in various sports skills and take into account individual differences among learners and especially the cognitive, intellectual and psychological abilities, which is classified based on which the individual.

Thus, what was learning one way does not work because there are individual differences to gain experience among the students so it was necessary to use different and new ways of learning for the detection of individual possibilities for learners intellectual and creative abilities.

Through informed researcher on cognitive methods in the learning process it appeared to her that the method of cognitive analytic can affect motor learning sports skills process because

individuals with analytical dimension characterized by analyzing accurate and detailed elements of the mission or educational situation. There are three types of skills are (individual - bilateral - the vehicle) and that concerns us in our research this skill (individual and bilateral) Valferdih consists of a section preparatory main section and the final section either bilateral skill they repeat individual movement shall be movement going on has no beginning and no end, this It depends on the performance of any skill set and mental processes on methods or strategies of the individual ways to receive information and knowledge, handling and issuance and then respond like. (2-34).

The style of cognitive explains aspects of mental activity, such as thinking, perception and memory, attention, problem solving, and these are all paid the learner to think and conclusion, taking into account individual differences among learners, since each individual, private style in learning and memory retention. (1-26).

The application of learners according to their ways of knowledge may help to solve many of the problems facing the learner. The style of cognitive analytical of new cognitive methods in the field of learning because it is characterized by attention by dealing with particles and privacy and search for minute details. People who are inclined to this method would prefer to work the program step by step and be thinking subconsciously and in control of it. (1-26).

Accordingly, the mathematical skills in different games are different in their construction locomotor In the configuration in which the individual, bilateral and vehicle and all of them need to be certain qualities to increase learning and access to good performance and this was confirmed by Qtahi saying, "The more diversified information and become an orderly and structured was to learn and retain the best. (6 -178).

This is through a researcher in the field of teaching technical dictated by FIG work noticed a weakness in learning some motor skills in artistic dictated by FIG for the students of the second phase in the Faculty of Physical Education and Sports Science, which drove her to search for more holistic approaches to learning and includes all the students away from the individual differences in learning for upgrading skills of the students, without exception.

From here came the idea of the study in the use of analytical style and knowledge of its impact on learning some motor skills and so the importance of this technique as a scientific serious attempt to find out how to use style cognitive analytical learn some individual skills, bilateral and its impact on learning compared to the traditional way the amount in the studied gymnastics at the faculties of physical education and sport sciences. That service to deliver the material in the manner best suited style better and that's what set up him.

B. Search Goals

- Understand the impact of the use of cognitive style the analytical skills to teach some of the individual and bilateral gymnastics for the students of the second phase in the Faculty of Physical Education and Sports Science.
- Identify which style best analytical or traditional in teaching some of the skills of individual bilateral and gymnastics for the students of the second phase in the Faculty of Physical Education and Sports Science.

C. Presumably search

- And no statistically significant differences between tribal and dimensional tests in gymnastics skills and analytical manner Altvkira search for the two sets of experimental and control and in favor of the post test.
- And no statistically significant differences between the two sets of post tests to search experimental and the control and the experimental group.

D. Areas of research

- The human sphere: a sample of the requests of the second phase in the Faculty of Physical Education and Sports Science - University of Baghdad.
- Temporal sphere: the time period from 16/10 / 2015- 24/12/2015.
- Spatial field: gymnastics hall of the students in the Faculty of Physical Education and Sports Science - University of Baghdad.

II. THEORETICAL STUDIES

A. cognitive style - Analytical

Knew Fetkn (1977, Witkin), one of the most prominent interested cognitive methods as "individual differences in knowledge acquisition process" (12-1977) which is so characteristic method of performance of the individual and show behavioral models and cognitive and mental reflect differences in the personal system and suggest methods of knowledge to "the way the individual to use his abilities to cognitive tasks. "(8-2002)

As can be defined cognitive methods as "modalities resort Albha individuals in their access to information from the environment". (7-27) That the methods of cognitive determine how an individual deal with environmental stimuli and how to respond to various situations that they encounter it refers to the awareness of the information or detected directly or Remodel or identify them and thus include all mental processes. (5-134).

This is when psychologists differ in their specifications and characteristics are hapless state of the individual and not his mentality, but reflected on the individual's behavior and inclinations, trends, and its relationship with the outside world are showing through appropriate social behavior for the position, hence the hypotheses clear in several positions and can even distinguish the individual in the way chosen career.

B. Analytical style

Is one of the methods eminent in the field of the study of individual teams, where reached Vladr study (195 - Felder) that individuals Althalileon tend to follow the educational process steps down to the solutions. (10-45) Thus, the analyzes are more accurate than others in reaching a solution and this can it is clear in some sports movements practiced by the athlete, it is when it needs to draw up a plan or follow certain steps need to be laid down to focus and think about making analyzes are better than others in these situations and this is what is referred Perry study (1983- Bieri) and his colleagues to be "students with the analytical dimension to get them the highest school pupils is analyzes, analytical dimension associated with the collection intimately." (9-26).

This has been several studies that confirmed the analytical cognitive style was good methods of access to effective learning and this was confirmed by Tariq Mohammed Badr El Abdi (4-157) in assays that students excel in Thslehm fellow totalitarians.

As well as other large number of studies on this style, you see the researcher that the basic idea of these studies dating back to the large number of individual differences among learners in order to be taken into account to reduce or minimize them in the same group and which makes us need to be renewed in the curriculum and teaching methods and stay away from strategies currently used in activities school and in particular he studied physical education teacher by knowing the characteristics of cognitive style and must accustom students to the analytical method in dealing with information, strategies and extraction solutions. Making the students in the case of consolidation in the use of new ideas and methodologies and stay away from imitation and memorization method which helps to build generations to be able to deal with the expected learning problems.

III. RESEARCH METHODOLOGY AND FIELD PROCEDURES

A. Research Methodology

Researcher experimental method chosen to suit the nature of the problem.

B. The research samples

It was selected sample of students in the second phase of the Faculty of Physical Education and Sports Science - University of Baghdad n the three divisions (j, i, h) was chosen as the female Althalillat among students, according to the scale, which was used by Tariq Mohammed Badr (2006) on the verbal test in a manner NEWS multi, where

drafted periods this test in the form of the position of all allowances, one of them represents a holistic dimension and the other represents the analytical dimension We have chosen this measure only students 10 students from the Division (h) and (10) students from the Division (j), then the draw among female divisions result was a set Division (h) was an officer and a Division (j) trial.

It was conducted homogenously, including height, weight and age. The result was as shown in Table (1): random variables for all, which demonstrate the homogeneity of the two groups.

TABLE I. IT SHOWS THE HOMOGENEITY OF EXPERIMENTAL AND CONTROL GROUPS IN HEIGHT, WEIGHT AND AGE VARIABLES

Statistical variables	Control Group		Experimental group		(T) Value*	Statistical significance
	S1	P2	S2	P2		
Length	1.61 1	0.013	1.60 4	0.01 9	1.2	Random
Weight	60.6 6	2.73	60.5 7	0.90	0.9 5	Random
Age	19.7 6	1.38	1987	1.45	1.4	Random

*. T calculated value (2.18) in front of 18 degrees of freedom and a level of significance (0.05).

C. Skills under study

It was selected for the individual and bilateral skills and vocabulary that are under Platform studied gymnastics for the students of the second phase in the faculties of Physical Education and Sports Science, namely:

- Individual skills: Handstand, Arabic jump.
- Bilateral skills: Repeated human wheel, Rolling forehead frequent.

D. Pretest

The two sets of search experimental and control test skills under discussion on Tuesday, 25.10.2015 situations where one skill assessment (10) degrees through direct Calendar, viewers of

the four tasks before been deleted highest and lowest score and collect the papers remaining, and divided (2) to be The final grade for each skill.

E. Main Experiment

The application of the approach experimental group on Sunday 10/18/2015 up to 13/12/2015 included (20) educational unit rate of two units per week Module for (90) minutes have been implemented steps analytical method, as follows:

- 1) Skill for the student's way of partial explanation with the use of means of clarification.
- 2) After the explanation has been directing the school some questions for the students.
- 3) Each student shall carry out their own skill and learn about the performance and extract mistakes either school whereupon correct the mistakes go.
- 4) Students are given an opportunity (rest) and then begin to display skill in front of the mirror and then put the class for itself at the same time give the school its own assessment and then be Nak compared between the requesting degree for the same grade school, and this makes the student in the case of Suspense to follow the performance itself and give them the opportunity to learn Mistoha .
- 5) After the completion of the section applied, the school evaluates the performance to see the extent to which performance of the students and praise to the students betas betas urged students not to correct their performance.

Note: The teaching skills from easy to difficult and from individual to binary. The program ended on Wednesday (23/12/2015). As for the control group and missed the application applied by the traditional school art program.

F. Post test

After the completion of the main researchers conducted the experiment posttest on Thursday (24/12/2015) of the skills in question and at the same time and the circumstances of the pre-test.

IV. PRESENTATION AND ANALYSIS OF RESULTS AND DISCUSSION

A. Presentation and analysis of results

Of the table (2) As shown in individual and bilateral skills and after processing the results before and after the tests results showed a significant and all of the tests and yours, because

the value of (t) calculated for each of them is greater than the value of (T) Indexed when the degree of freedom (9) and standard (0.05) and this what made the first imposed.

Table 3 shows the final results after the pre-test and post processing and all the tests that the results enteral As described above, because the value of (t) calculated is greater than tabular and this is what made the first imposed.

Table 4 shows the following treatment of the results of the post tests for each of the experimental and control groups in the research variables showed it's all moral and because the value of (T) Driven (2.12) when the degree of freedom (18) and the level of significance (0.05) and this is what made the second to impose.

B. Discuss the results

Through the table (2) and (3) we note that both the experimental and control groups has become have improved the level of performance skills under discussion which shows that prepared the experimental group the program has met with success in terms of preparation and analytical technique used was much better than the curriculum traditional.

If we look to the table (3) and the private tests dimensionality of both experimental and control groups, we find tens results were positive for all skills and in favor of the experimental group which shows that the educational units affected and directly where led to the gradual receive information and build appropriate to the nature of the skill given kinetic programs leading to stabilize the level of learning and progress in a positive result for the organization of the units and continuity as well as feedback obtained by the experimental group and even the officer during the performance, which led to the high level of learning and correct the mistakes and move between the stages of learning better, and this was confirmed by Schmidt said: "the feedback increases individuals and their motivations energy and promote the proper performance and avoid the wrong performance. (11-282).

As seen researchers to outweigh the students Althalillat due to their ability to analyze the situation, which make them self-reliant in accomplishing duty after mastering skills and this was confirmed by Hassan Abdel-Gawad, "that the basic principles for any of the games is the pillar upon which to build the game and mastery will depend to some extent significantly to the arrival of the player to the degree of excellence and success is why attention must be paid to the stages of learning. (12-29)

TABLE II. IT SHOWS THE PARAMETERS OF STATISTICAL VARIABLES TO SEARCH FOR THE CONTROL GROUP IN THE PRETES AND POSTTEST

Statistical values Research Variables	Pretest		Posttest		F	FH	(T) Value*	Statistical significance
	S1	P2	S2	P2				
Arabic leap	0.086	0.32	3.06	0.21	2.2	0.84	2.60	Moral
Handstand	1.55	0.40	3.317	0.24	1.587	0.66	2.39	Moral
Frequent human wheel	0.78	0.16	3.07	1.77	2.11	0.79	2.65	Moral
Rolling forehead frequent	1.104	0.27	3.16	0.30	2.056	0.76	2.70	Moral

Had we noticed both individual and bilateral skills noticed that the results of the individual skills of learning came in sequence and successive and students were Althalillat Tmizn response generated and slow, where they were more accurate in solving the difficulties and problems they face because they improve dealing with the naked stuff and this is what he referred to Tariq Mahmood Badr (2006) that "people tend to Althalileon solution in detail and are looking for details about the scientific understanding of head positions and enjoy dealing with the details and prefer to work on their own and they have an internal focus. (4-11).

As for bilateral skills they essentially individual skill (single) but repeated that is to say the things that apply to individual skill apply the result to the bilateral skill and students Althalillat Tmizn field intelligence that enabled them to experience

recurrence of skill and analyze the situation well as those skills that needed to overlapping details they are divided into several parts interconnected separated by small parts based on the organization of perceptions and experiences and analysis of information in the brain and should here be noted that the curriculum should be based on the analytical method of dealing with the information and this is what made the students in the case of consolidation in the use of new methodologies and stay away from indoctrination and tradition and this in turn enhances learning and makes the learner is able to cope with the expected problems.

TABLE III. IT SHOWS THE STATISTICAL PARAMETERS OF THE RESEARCH VARIABLES EXPERIMENTAL GROUP IN THE PRETEST AND POSTTEST

Statistical values Research Variables	Pretest		Posttest		F	FH	(T) Value*	Statistical significance
	S1	P2	S2	P2				
Arabic leap	0.916	0.16	5.15	0.39	4.584	0.711	6.13	Moral
Hand stand	1.59	0.33	5.25	0.35	3.66	0.62	5.90	Moral
Frequent human wheel	0.804	0.020	5.44	0.53	4.636	0.72	6.4	Moral
Rolling forehand frequent	2.36	0.419	5.340	0.359	2.98	0.46	6.36	Moral

*. T value (2.36) when the degree of freedom (9) and standard (0.05)

TABLE IV. STATISTICAL PARAMETERS SHOWS THE RESEARCH VARIABLES FOR EACH OF THE TWO SETS OF EXPERIMENTAL RESEARCH AND CONTROL GROUP IN THE PRETEST AND POSTTEST

Statistical variables Research variables	Control Group		Experimental group		(T) Value*	Statistical significance
	S1	P2	S2	P2		
Arabic leap	3.06	0.21	5.95	0.39	7.1	Moral
Hand stand	3.137	0.24	5.25	0.35	7.3	Moral
Frequent human wheel	3.09	0.177	5.44	0.53	7.6	Moral
Rolling forehand frequent	3.16	0.30	5.34	0.35	7.4	Moral

*. T value (2.12) when the degree of freedom (18) and level (0.05)

REFERENCES

- [1]. Amar Iqbal gesture: the impact of cognitive style - totalitarianism versus analytical to learn and retain some of the only bilateral and composite skills in artistic gymnastics, doctoral thesis, Baghdad University - Faculty of Physical Education 0.2009.
- [2]. Badri Ahmed Hazem al-Obeidi: after two methods Aladrakin sensory detail modeling and preference for quality control of the institutions of productivity, doctoral thesis - Faculty of Arts - Baghdad University, 2004.
- [3]. Hassan Abdel Jawad: handball, i 3, (Beirut, Dar Al Ilm, 1977).
- [4]. Tariq Mohammed Badr slave: cognitive style (totalitarian - analytical) and its relationship to generate solutions to the university students - Faculty of Arts - University of Baghdad - a message unpublished 0.2006.
- [5]. Osman Sayed Ahmed Abu Hatab: thinking, psychological studies, 2nd Floor. (Cairo, Egyptian Anglo library, 1978).
- [6]. Joseph Qtahi, Abu Jaber and others: Design teaching. I 2. (Amman, Jordan, Dar thought for printing, publishing and distribution, 2002).
- [7]. Port Hassan Salloum: deductive thinking and its relationship to cognitive-style (complexity / simplicity) among middle school students: Master unpublished - Faculty of Education - University of Mustansiriya 0.2003.
- [8]. Bernado, AB. & Zhang L.F & Callueng C. M. (2002) thinking styels and academic achievement among filpino stuadents tournal of genetic psychology, 2002.
- [9]. Bieri. J. et al., (1981): ex differences in perceptual, Behavieal of personality.
- [10]. Felder, R. Matters of styles. Volume 6 (4) prism, Asee, December, 1996.
- [11]. Schmid & wrisberge: Motor learning & peformanceil, Human, Kinetices book, 2000.