

# The Effect of the Practical Strategy on the Acquisition of Some Physical Attributes

Mo'een Ahmad Oudat<sup>1,\*</sup>, Mohammad Khalaf Thiyabat<sup>2</sup>, Ismaiel Ghasab Ismaiel<sup>2</sup>

<sup>1</sup>Department of Sport Rehabilitation, Faculty of Physical Education and Sport Sciences, The Hashemite University, P.O. Box 330127, Zarqa 13133, Jordan

<sup>2</sup>Department of Physical Education, Faculty of Sport Education, Yarmouk University, Jordan

Received September 13, 2022; Revised October 24, 2022; Accepted November 15, 2022

## Cite This Paper in the Following Citation Styles

(a): [1] Mo'een Ahmad Oudat, Mohammad Khalaf Thiyabat, Ismaiel Ghasab Ismaiel, "The Effect of the Practical Strategy on the Acquisition of Some Physical Attributes," *International Journal of Human Movement and Sports Sciences*, Vol. 10, No. 6, pp. 1210 - 1216, 2022. DOI: 10.13189/saj.2022.100612.

(b): Mo'een Ahmad Oudat, Mohammad Khalaf Thiyabat, Ismaiel Ghasab Ismaiel (2022). *The Effect of the Practical Strategy on the Acquisition of Some Physical Attributes*. *International Journal of Human Movement and Sports Sciences*, 10(6), 1210 - 1216. DOI: 10.13189/saj.2022.100612.

Copyright©2022 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

**Abstract** The study aimed to identify the effect of practical strategy on the acquisition of some physical attributes with the students of the faculty of physical education at Yarmouk University. The experimental curriculum was used. The sample consisted of 30 students of the faculty of Physical Education who were randomly chosen at Yarmouk University during the first semester of the university academic year 2021/2022. They were distributed over two equal groups after applying the tests on the elements of the method (flexibility test, agility test, arm flexion test, medical ball throws test, stability jump test, and 30-meter running test). Then the sample was redistributed into an experimental group (n=15) and control group (n=15). To ensure the parity of the groups in the pre-measurement of the physical fitness elements in the physical education class, the researchers used the statistical significance of the SPSS program and carried out the required statistical processing after collecting the data: Means (M's), Standard deviations (SD's) of the pre-measurement, Independent sample T-Test to the age variable, and the pre-tests. The results showed an effect of the practical strategy on improving the physical fitness traits, and statistically significant differences in favor of the experimental group. The researchers recommended applying the practical strategy during the teaching of physical education.

**Keywords** Practical Strategy, Physical Attributes, Students

---

## 1. Introduction

The educational process plays an important role in the future of the nations that look forward to advancement and progress. Therefore, the civilized world countries placed attention to this field and guided all their efforts to work on it. The teaching profession received attention and study not given to other professions. The teaching process elements consist of the efficient and modernized teacher, who represents the core of the educational system and the modernized developed curriculum, which aims at "making" the positive student, and the student who is the focus of the educational process [7].

The physical education lesson success relies on the method and the style or strategy applied in teaching, through which the students acquire motor skills [17]. The teacher is no longer representing the supreme authority that determines everything. His job is also no longer confined to providing information and facts. Rather, he is the director and organizer of the educational experiences that facilitate teaching to fit the student's readiness and abilities, as well as the demands of his community. Furthermore, the student is no longer the negative aspect of the learning process. Good teaching is the teaching that works toward creating teaching situations that contribute to the achievement of the desired targets. As for students, it is

unacceptable to view them as repetitive patterns, and everyone should be viewed as individual because he/she has interests, tendencies, capabilities; and problems [19].

The recent studies on physical education emphasize the significance of the physical education class, which is a basic cornerstone in building the students in different aspects, such as psychological, mental, social or physical. The aim is to prepare the student to become an effective element in her community, to enable her perform her required role to the fullest. Physical education witnessed many changes to keep pace with the recent developments for students to acquire the physical, motor, physiological traits (muscular strength, speed, cardio-respiratory endurance; kinetic, harmonic abilities (flexibility, agility, harmony, balance, accuracy) that help them perform their daily life requirements efficiently and distinctly [14].

Physical education teaching is an organized process to generate desired changes in the individual's behavior for the sake of an integrated development in his/her personal aspects: physical, mental, emotional and social. And the physical education class, in particular, is the first actual station for students to acquire physical skills. Through the physical education class, students acquire game skills and various physical characteristics [1].

Accordingly, the teaching styles and methods the physical education teacher should adhere to during delivering the physical education class are significantly important. One of these styles is the strategy of practical and active performance, which is defined as an educational philosophy that relies on the student's positivity in the practical situation. It aims at activating the student's role through work, research, experimentation, and student's reliance on herself in acquiring the skills and forming the values and attitudes. It goes beyond the direct teaching method and guiding the student to perform the skill. Rather, it promotes the development of thought, ability to solve the problems, group work, collaborative learning, and leadership qualities [16].

Teaching strategies are a pool of preset procedures and steps by the teacher to implement in the teaching process in an elaborate manner, and achieve the desired objectives within the simplest abilities and conditions [2]. The philosophy of this strategy is based on shifting the focus of attention from the teacher to the student, and making the student the focus of the educational process for the physical education class. It stresses that teaching should be linked with the student's life, her reality, tendencies and needs. It further focuses on that learning in the physical education class takes place through the student's interaction with all the surroundings in her environment, and stems from the student's readiness and abilities. This strategy is good enough in all places where the student is active (home, school, quarter and club).

The significance of the study is that it examines the effect of the practical strategy in improving some elements of physical education (speed, agility, flexibility, throwing a

fixed target, muscular strength, balance). And the positive benefits of these students appear in the long run, as well as the effectiveness of this strategy in improving and developing some of the students' abilities. An important aspect of this study is the use of five areas of physical fitness (stomach, flexibility, pressure, speed and endurance). This study emphasizes the importance of using the practical method in the physical education class.

Physical education lessons are no longer deemed mere display and transference of information to the students, but an organized process with its inputs and outputs. In addition, they are the interest focus of the professionals in physical education. Throughout the researchers works in teaching physical education, sensed a decrease in the impact of the physical education lesson on the students' acquisition of certain physical characteristics. From this standpoint, the study problem surfaced, which is researched to reach the effect of the practical strategy on certain physical fitness elements among the students. Therefore, the researchers recognized the need for finding the effect of this strategy on these elements, and work through this way as an adopted method in teaching physical education.

### 1.1. Objectives of Study

1. Identifying the effect of using the traditional strategy on the students' acquisition of certain some physical fitness elements.
2. Identifying the effect of using the practical strategy on the e students' acquisition of certain some physical fitness elements.
3. Identifying the differences between the two groups on the students' acquisition of certain some physical fitness elements.

### 1.2. Questions of Study

- Is there an effect of the use of the traditional strategy on the students' acquisition of certain some physical fitness elements?
- Is there an effect of the use of the practical strategy on the students' acquisition of certain some physical fitness elements?
- Are there statistically significant differences between the two groups on the students' acquisition of certain some physical fitness elements?

### 1.3. Study Limitations

- Date: the first semester of the academic year 2021/2022.
- Spatial domain: Faculty of Physical Education - Yarmouk University.
- Human field: Faculty of physical education students - Yarmouk University.

#### 1.4. Variables of Study

The independent variable (The teaching method applied in the physical education class). And the dependent variable (Results of the students in the physical education traits tests according to the applied strategy).

#### 1.5. Statistical Analysis

The researchers used the statistical significance of the SPSS program and carried out the required statistical processing after collecting the data: (Means (M's), Standard deviations (SD's) of the pre-measurement, Independent sample T-Test).

## 2. Method and Procedure

### 2.1. Study Sample

The sample consisted of (30) students of the faculty of Physical Education at Yarmouk University during the first semester of the university academic year 2021/2022 who

were randomly chosen. They were distributed into two equal groups after applying the tests on the elements of the method (flexibility test, agility test, arm flexion test, medical ball throws test, stability jump test, and 30-meter running test). Then the sample was redistributed into an experimental group (n=15) and control group (n=15). To ensure the parity of the groups in the pre-measurement of the physical fitness elements in the physical education class, the researchers obtained the means and standard deviations of the pre-test. They further applied the independent sample t-test according to the (age) variable, and the pre-tests. The results were as Table 1.

Table 1 shows that there is no different statistically significant at (0.05) level between the two groups that are attributed to the age variable. This indicates the parity between the two groups (experimental and control) in the age variable.

Table 2 shows that there is no different statistically significant at (0.05) level of all the physical fitness elements. This indicates the parity between the two groups (experimental and control) in the pre-test of the physical fitness elements.

**Table 1.** Independent sample T-Test to reveal the differences between the two groups according to the age variable (N=30).

Group	(M)	(SD)	(T) Value	Sig
Control	19.27	0.46	0.756	0.456
Experimental	19.40	0.51		

**Table 2.** Independent sample T-Test to reveal the differences between the two groups in the pre-test of the physical fitness elements (N=30)

Skills	Group	M	SD	T Value	Sig
Flexibility Test	Control	9.73	2.25	0.990	0.331
	Experimental	9.20	1.78		
Agility Test	Control	10.21	0.47	1.310	0.201
	Experimental	10.41	0.42		
Arm Flexion Test	Control	31.40	3.76	1.310	0.631
	Experimental	30.87	2.88		
Medical Ball Throw Test	Control	4.23	0.90	0.486	0.631
	Experimental	4.08	0.82		
Stability Jump Test	Control	1.62	0.18	0.012	0.990
	Experimental	1.64	0.11		
30-Meter Running Test	Control	0.44	0.44	0.902	0.375
	Experimental	7.22	0.39		

### 3. Results and Discussion

Question One: Is there an effect of the use of the traditional strategy on the students' acquisition of certain some physical fitness elements? To answer this question, the MD and SD and T value, table 3 illustrate it.

The data in Table 3 indicate there are no-statistically significant differences between the pre and posttest of the effect of using the traditional method in (Flexibility test, Agility test, Arm flexion test, Medical Ball Through Test, Stability Jump Test, 30-M running test).

The researchers ascribe these results to that the traditional method has a positive effect on the development of the physical fitness elements, particularly in (agility, arm flexion and 30-M running). This is because it focuses on the teacher as the focus of the teaching process, which suitably and acceptably reflects on the students' engagement in the physical education lessons, as this method improves the physical traits subject matter of this study. On the other hand, the traditional method indicates that the students are not allowed to demonstrate their applied activity unless under instructions from the teacher, which leads to a lack of satisfaction feeling and being far from the students' privacy and abilities. In this regard, the study of Al-Hayek [8] indicated that there is an undesired state and dissatisfaction among the sample during the performance of the physical education lesson. The state was attributed to the prompting, orders and instructions

given by the teacher when working through the traditional method, which decreases and limits the high desire to practice and implement the skills of the physical education lesson.

As for nonexistence of statistically significant differences at ( $P \leq 0.05$ ) level between the pretest and posttest of the effect of using the traditional method on the students' acquisition of certain physical fitness elements (flexibility, medical ball throws, stability jump, arm flexion from kneeling, and agility), the researchers attributes this to that the traditional method lacks group cooperation and competition spirit among the students. Consequently, it does not allow them to compare their performance to know how far they are from the goal they are seeking to reach. It further does not allow them to take any of the teaching process decisions, as all the decisions are only made by those teachers. In addition, the creative aspect of the learner in this method is determined by the teacher. This result is in line with the study of Al-Noubani [13], who provided that all these points, collectively, were more effective and influential in the reciprocal method than in the traditional in students' level during the physical education lesson.

Question Two: Is there an effect of the use of the practical strategy on the students' acquisition of certain some physical fitness elements? To answer this question, the MD and SD and T value, Table 4 illustrates it.

**Table 3.** MD and SD and T value of the responses of the study sample between the pretest and posttest of using the traditional strategy.

Skills	Pretest		Posttest		DF	*T	Sig
	M	SD	M	SD			
Flexibility Test	9.73	1.83	9.93	2.25	14	0.716	0.486
Agility Test	10.21	0.49	10.42	0.47	14	2.824	0.064
Arm Flexion Test	31.40	3.05	32.07	3.76	14	2.256	0.071
Medical Ball Through Test	4.23	0.90	4.38	0.90	14	0.564	0.582
Stability Jump Test	1.62	0.19	1.66	0.18	14	1.141	0.273
30-M Running Test	0.44	7.09	0.27	6.91	14	2.25	0.054

**Table 4.** MD and SD and T value of the responses of the study sample between the pretest and posttest of using the practical strategy

Skills	Pretest		Posttest		DF	*T Value	Sig
	M	SD	M	SD			
Flexibility Test	9.20	1.78	11.53	1.25	14	5.391	0.000
Agility Test	10.41	0.42	12.96	0.61	14	6.531	0.000
Arm Flexion Test	30.87	2.88	34.60	1.35	14	3.895	0.002
Medical Ball Through Test	4.08	0.82	4.93	0.45	14	4.351	0.001
Stability Jump Test	1.64	0.11	1.94	0.08	14	2.846	0.013
30-M Running Test	7.22	0.39	9.58	0.21	14	3.549	0.000

The data in Table 4 indicate there are statistically significant differences between the pre and posttest of the effect of using the practical strategy in (Flexibility test, Agility test, Arm flexion test, Medical Ball Through Test, Stability Jump Test, 30-M running test). From the researcher's point of view, this is due to the effectiveness of the practical strategy on the physical performance level. This is also due to proper planning during the lesson preparation according to the applicable scientific bases of this method, in terms of application and the required iterations of each task as illustrated in the events card prepared, which improved the acquisition level of the physical traits.

Furthermore, the differences were in favor of the posttests during the lesson through using the practical strategy, which helped in improving the students' performance. In this concern, the practical strategy focuses on giving the students opportunities on the lesson skills as per their abilities, and with the appropriate movement rhythm of each student according to her choice. It also provides chances for repetition, iteration, and providing feedback from the teacher, if necessary. The result of this study is in agreement with that of Mosston and Sara [12] that indicated the effect of the practical and reciprocal strategies on learning the skills of ground movements in gymnastics among students of the Faculty of Physical Education at Al-Yarmouk University. It provided that the practical strategy enhances the leadership spirit of the students, acceptance of responsibility, and self-reliance. This result is also in line with that of Al-Khalaf and Diabat [9], which pointed to the positive effect of the practical

teaching strategy that contributed to giving sufficient time for practical on the proper skill and application far from the teacher's instructions, which created a noticeable improvement in taekwondo skills performance. This result is also in line with that of Bataineh [3], which pointed to the use of the practical strategy in teaching physical education leads to an increase in the student's academic learning time; and that the use of this method in teaching the group games skills is better than teaching the individual games skills.

Question Three: Are there statistically significant differences between the two groups on the students' acquisition of certain some physical fitness elements.? To answer this question, the MD and SD and T value, table 5 illustrates it.

The data in Table 5 indicate there are statistically significant differences between the posttest of the two groups, the differences were in favor of the experimental group.

The researchers ascribe the statistically significant differences at ( $P \leq 0.05$ ) level in the posttest of the group variable, in the study tests, which were in favor of the experimental group, to the use of the practical strategy in teaching the experimental group. In this strategy, the students use the events card prepared. In this group, the student chooses the application site of her own, the appropriate performance movement rhythm, the start and end time, as well as other decisions that are conveyed from the teacher to the student when teaching through the practical strategy.

**Table 5.** MD and SD and T value of the responses of the study sample between the two groups in the posttest

Skill	Group	M	D.F	T*	Sig
Flexibility test	Control	9.93	15	3.148	0.004
	Experimental	11.53	15		
Agility test	Control	10.42	15	2.415	0.030
	Experimental	12.96	15		
Arm flexion test	Control	32.07	15	2.903	0.007
	Experimental	34.60	15		
Medical ball throw test	Control	4.38	15	2.711	0.011
	Experimental	4.93	15		
Stability jump test	Control	1.66	15	2.230	0.034
	Experimental	1.94	15		
30-meter running test	Control	0.27	15	3.797	0.001
	Experimental	9.58	15		

The teacher's role during the lesson lies in monitoring the student's performance and providing the appropriate feedback to each student according to her performance. At the end of the lesson, the teacher provides feedback for all the group members in the form of general statements about their performance. This result is in line with the study of Al-Bayyat and Al-Wadyan & Al-Numan [4,18] which indicated that teaching through the practical strategy allows application and provides the learner an opportunity to demonstrate his/her abilities, and takes into account the sound bases of graduation from easy to difficult. Furthermore, this method takes into consideration the individual differences among the learners. These results are in agreement with the study of Doudeen and Mismar [6,10] whose results emphasize the effectiveness of the practical and reciprocal methods and their effective effect in teaching the two skills. And agreement this study with Oudat [15] the practical strategy has an effect of utilizing the maximum time to apply on the skill to improve it and make it perfect. In addition, they contribute to the growth of the students with different directions and to varying degrees in the physical, skill, social and emotional areas. In this regard, the traditional method, which proved its effectiveness, is no longer the only method applied in teaching, as the workers in the physical education field can apply and utilize other teaching methods that have their effects in the learning-teaching process. The results of this study are in line with that of Mohsin [11] that there is a positive effect of the practical and reciprocal methods in the posttest on learning the basketball skills. Meanwhile, it is not in line with the study of Boyce [5] whose results showed statistically significant differences in favor of the instructional strategy as compared with the group that was taught by the practical strategy for the same movement skills.

#### 4. Conclusions

In the light of the study discussion and results, the researchers concluded the following:

- There are statistically significant differences at ( $P \leq 0.05$ ) level in the posttest in favor of the experimental group.
- There is a positive effect of the practical method in improving certain physical education traits.
- The practical strategy is the optimal one for the development of the technical and digital skills during teaching the physical education.

#### 5. Recommendations

The researchers recommended the following:

- Work toward increasing the use of modern educational aids to illustrate and explain the skill, and toward reducing the use of traditional ones.

- There is a necessity to include the practical strategy as an instructional curriculum within the physical education curricula.
- Providing the teachers with courses and workshops to train them on applying the practical strategy during the physical education lesson.

---

### REFERENCES

- [1] Abdullah, A., "Practical Education and its position in the teachers' education programs", Amman, Dar Wael for Publication and Distribution., 1 st ed, 2004.
- [2] Abdullah, E. E.; Badawi, B. A, "Methods of physical education methods between theory and practice", 1st ed, 2006.
- [3] Bataineh, A, "Comparison of the academic learning time in each of the traditional and practical methods in teaching physical education, using Anderson System in analyzing the students' behavior", Scientific Journal for Physical Education and Sports, Faculty of Physical Education for Girls, Alexandria University, Vol. 1, no. 1, pp. 52-66, 1991.
- [4] Al-Bayyat, M, "Time of the academic learning in the physical education classes for the female 6th graders in Amman first and second directorates of education", Unpublished MA Thesis, University of Jordan, 1994.
- [5] Boyce, B. A., "The effect of three styles of teaching on university students' motor performance", Journal of teaching in physical education, vol. 11, no. 4, pp. 389-401, 1992. DOI: 10.1123/JTPE.11.4.389
- [6] Doudeen, Z., "Effect of using three teaching methods in physical education on learning certain basic handball skills", Unpublished MA Thesis, Mutah University, 1994.
- [7] Hasan, M. S. Effect of both the cooperative and programmed learning methods in performing certain basic skills of the (Female) beginner boxers, Unpublished MA Thesis, Faculty of Physical Education, Al-Mansoura University, Egypt, 2005.
- [8] Al-Hayek, S., "Effect of using the collaborative learning strategy in basketball teaching on the self-conception and students' attitudes towards the subject", Dirasat: Educational Sciences, Vol. 1, no. 1, 2004. <https://journals.ju.edu.jo>.
- [9] Al-Khalaf, M. & Diabat, M., "The Effect of Using Command and Reciprocal Teaching Styles in Learning Basic Skills for Beginners in Table Tennis", Dirasat: Educational Sciences, vol. 40, no. 3, pp. 1055- 1067, 2013. <https://journals.ju.edu.jo/DirasatEdu/article/view/4565>
- [10] Mismar, B., "The verbal behaviors of the teacher of physical education lessons between reality and activation", Dirasat: Educational Sciences, vol. 3, no. 12, pp. 330-347, 2003.
- [11] Mohsin, A. J., "Effect of teaching through the practical and reciprocal methods on the physical education lesson of basketball skills", The 5th International Conference: "Sport Sciences in a changing world, Faculty of Physical

Education, University of Jordan, 2006.

- [12] Mosston, M. & Sara A., "Teaching Physical Education", 4th ed. New York, 1999.
- [13] Al-Noubani, S., "Effect of using certain teaching strategies on the development of certain basic skills with the Olympic Center players", Jarash. Unpublished MA Thesis, Al-Yarmouk University, 2015.
- [14] Oudat, M. A., "Effect of the use of the instructional and practical teaching methods on the behaviors of the physical education teachers, a comparative study", Unpublished MA Thesis, Al-Yarmouk University, 2002.
- [15] Oudat, M. A., "The Extent of Applying Effective Teaching Skills in Teaching Physical Education", The Journal of Social Sciences Research, Germany, vol. 5, no. 10, pp. 1507-1514, 2019. DOI: doi.org/10.32861/jssr.
- [16] Oudat, M. A. & Al-Luwaici, N. M "The Extent of the Physical Education Teachers' Uses of the Remedial Teaching Method", Journal of Positive School Psychology, vol. 6, no. 6, pp. 5627-5635, 2022. <http://journalppw.com>
- [17] Oudat, M.A. A. "Comparative study of the impact of some teaching styles applied on certain physical and skill variables in basketball for the Faculty of Physical Education and Sport Science Students at the Hashemite University", International Journal of Academic Research, Part B, 4(6), 83-89, 2012.
- [18] Al-Wadyan, H.& Al-Numan, N "Effect of using the practical strategy on learning the back crawl swimming among the students of the Faculty of Physical Education at Al-Yarmouk University", The 6th International Conference: Quality standards and their contribution to the Arab sports development. Baghdad University, 2014.
- [19] Yasin, I. "Difficulties That Faced Students in the Faculties of Physical Education and Sport in the Practical Aspects of Gymnastics Courses at the Islamic University", Unpublished Master Thesis, Islamic University of Gaza, 2012.