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Determining the grades and standard levels of the most important physical, motor and harmonic abilities as an evaluation function for the practical exam for physical fitness for female students

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Abstract

The study aimed to determine the grades and standard levels of the most important physical and motor abilities of female students, and the research sample included students of the third stage in the College of Physical Education and Sports Sciences, whose number is (50) students, and the time range is determined by the period from (01/03/2022) until (20/04/2022) and the researcher used the descriptive approach, and there searcher adopted health-related fitness tests, and the researcher used a set of statistical means to achieve the goal of his research (arithmetic mean, standard deviation and standard scores in a sequential manner) as well as finding the limits of standard scores and the limits of levels and their percentages, and reached a set of conclusions are:

- It was reached to extract the grades and levels of the research variables (physical, motor and harmonic abilities).
- It appeared that there is a discrepancy between the students' grades in all research variables.
- According to the results and conclusions reached by the researcher, the following recommendations were made:
- Adopting the grades and standard levels of the research variables (physical, motor and harmonic abilities) as an objective evaluation tool when giving the grade during the examination period.
- Conducting similar studies for other stages according to other variables and for both sexes.

Keywords: Grades, levels, physical abilities, motor, coordination, fitness, students

Introduction

Evaluation is an essential part of the educational process, through which we can identify the goals achieved and the results achieved; physical education, as one of the aspects of the educational field, needs to evaluate its activities to determine the extent to which it achieves its goals.

Here, there is a need to provide measurement methods that illustrate the role played by practical lectures in developing the physical, motor, harmonic and skill aspects of male and female students in general, as the importance of this is shown through the understanding of the teacher of physical education and sports sciences of the role played by physical fitness indicators accurately, which can clarify where the defect is and provide us with the point from which treatment can begin during the programs of physical education and sports sciences, but the researcher would like to refer to the simplified possibilities available for education. Sports within the scope of school and college, from here we had to use some simplified components and use them to reflect the true picture of the reality that students have in terms of having physical fitness to be an indicator and guide for the teacher and the student alike.

He believes (Mohamed Sobhi Hassanein 1995) ^[9] "The raw grades extracted from the application of tests have no meaning or significance unless we refer to a criterion that determines the meaning of these scores, for example, the status of the person in relation to the group, and whether it is average or above the average or less than the average, and the extent of its distance from the average group to which it belongs, and what is his status in relation to his peers from the members of the sample of legalization."

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Hence the importance of research in studying the elements of physical fitness related to health and setting standard levels for them among students of the third stage / Faculty of Physical Education and Sports Sciences / Maysan University, because of the importance of knowing the level of their physical fitness and trying to develop it in the future, as well as to be a scientific guide for the student and teacher to benefit from.

Research problem

The problem of the research lies in the lack of studies showing the levels of physical fitness of students of the third stage of the Faculty of Physical Education and Sports Sciences / Maysan University, according to the knowledge of the researcher, as well as to be a scientific guide for the level of students in the future, and that there is a standard like other countries;

Research Objectives

- Identify the level of the most important physical, motor and harmonic abilities among third-stage students / Faculty of Physical Education and Sports Sciences / Maysan University.
- Setting special grades and standard levels for the most important physical, motor and harmonic abilities among third-stage students / Faculty of Physical Education and Sports Sciences / Maysan University.

Research areas

Human field: students of the third stage / Faculty of Physical Education and Sports Sciences / University of Maysan.

Spatial area: The internal hall of the Faculty of Physical Education and Sports Sciences.

Time Domain: Period from (01/03/2022) to (20/04/2022).

Research Methodology and Field Procedures

Research Methodology:

The method is the scientific path followed by the researcher to solve a specific problem and that the research methodology fits with the objectives and the problem to address it (Dhafer Hashem Al-Kazemi: 2012) [4] and therefore the researcher used the descriptive approach in the style of correlational studies.

Research community and sample

One of the things that must be taken into account in the field of research is the selection of the sample that represents a real representation of the research community, as it is "the part that represents the community of origin, or the model on which the researcher conducts the entirety and the focus of his work (Wajih Mahjoub: 2002) [11]

The research sample was determined by the deliberate method, and they are the students of the third stage of the theoretical and applied sciences branches, which number (50) students, noting that these numbers are for the academic year (2022-2023).

Means of gathering information, devices and tools used:

Means of collecting information

- Scientific sources (Arab and foreign).
- Observation.
- Testing and measurement.
- Internet.
- Auxiliary staff.
- Information registration forms.

Devices and tools used

The researcher used the following devices and tools:

- Adhesive tape.
- Tape measure.
- Chair.
- Medicine ball weighing (3) kg.
- Signs.
- Stopwatch number (2).
- Rope.
- Wooden box to measure flexibility.
- Tennis balls.
- Manual electronic calculator number (1).
- Electronic computer number (1).

Field research procedures

Tests used in research

Some of the standardized tests applied to the Iraqi environment were adopted, as they were distributed in a questionnaire form to some experts in the field of testing and measurement, numbering (9) to determine their validity or not, through a five-way runway to extract the relative importance, and (10) tests out of (11) were agreed upon, as shown in Table (1).

Table 1: Shows the degree of importance, weighted arithmetic mean and relative importance of the candidate tests

Materiality	Weighted arithmetic mean	Degree of importance	Candidate Tests	Sequence	Capacity
95.55%	4.77	43	Test of throwing a medical ball weighing (3) kg	1	Physical
88.88%	4.44	40	Sitting test from lying down	2	
91.11%	4.55	41	Long jump test of stability	3	
93.33%	4.66	42	Front Support Test	4	
95.55%	4.77	43	Knee flexion and extension test in (20) seconds	5	
91.11%	4.55	41	Running test in shape (8)	6	Kinetics
93.33%	4.66	42	Test of bending the torso forward from sitting	7	
55.55%	2.77	25	Motor response speed	8	
91.11%	4.55	41	Skipping Rope Test	9	Harmonic capabilities
95.55%	4.77	43	Test throwing and receiving balls	10	
93.33%	4.66	42	Numbered Circuits Test	11	

Candidate tests for harmonic abilities and skills of research

- **Medical ball throwing test (3) kg with both hands:** Mohamed Sobhi Hassanein, Mohamed Abdel Salam Ragheb: 1999) [6]
- **Sitting from lying down with knees bent:** Hazza bin Mohammed Al-Hazza and others: 2001) [5]
- **Long jump test of stability:** Taha Ismail (*et al.*): 2010)
- **Front support test:** Taha Ismail (*et al.*): 2010) [10]
- **Test flexion and extension of the knees in (20) seconds:** Hazza bin Mohammed Al-Hazza and others: 2001) [5]
- **Running test in shape (8):** Zuhair Al-Khashab (*et al.*): 1999) [13]
- **Bending the torso forward from sitting (modified):** William D. McArdle Frank I. Katch Victor L. Katch: 2001) [12]
- **Skipping Rope Test:** Mohamed Sobhi Hassanein: 1987) [7]
- **Test throwing and receiving ball:** Ahmed Oraibi Odeh: 2004)
- **Numbered circuit test:** Mohamed Sobhi Hassanein: 1987) [7]

Exploratory experiment

The exploratory experiment was conducted on a sample of (10) female students from the third stage in the College of Physical Education and Sports Sciences, in order to find out the time it takes to carry out the tests, the difficulties that the researcher may face, and to know the ability of the assistant team on how to use devices and tools as well as the time it takes for tests.

Scientific foundations of tests

After the test under study was applied in the exploratory experiments, the scientific foundations of the test were

extracted.

Honesty

The researcher used the sincerity of the content or content through the questionnaire form that was distributed to experts and specialists, to survey their opinions on the ability of the test to measure what was developed for it and as shown in Table (1), as it "aims to show the link of the measured side with other Other aspects of the phenomenon and this type of honesty is also called) logical honesty)" (Ali Samum Al-Fartusi and others: 2015) [3].

Persistence

The stability of the test means "the availability of conditions that include the accuracy of the application of the evaluation performance more than once or more than one individual to obtain the same data, and if the test is repeated for an equal group of individuals, it gives almost the same results" (Ali Salman Abdul Tarfi: 2013) [2], and adds (Muhammad Jassim Al-Yasiri 2010) [8] that stability expresses "the accuracy of the test in measurement and the consistency of its results when applied multiple times to the same individuals".

On this basis, the stability coefficient was extracted using the correlation coefficient (Pearson), as the results showed high stability coefficients, which indicates the significance of the correlation as shown in Table (2).

Objectivity

The objectivity of the test "is concerned with describing the capabilities of the individual as they actually exist, not as we want them to be; that is, the estimators do not differ in judging something or a particular subject (Ali Samum Al-Fartusi and others: 2015) [3].

Persistence

And objectivity was extracted through the adoption of the degrees of two judgments and finding a link between the two degrees as shown in Table (2).

Table 2: Shows the coefficient of stability and objectivity of the tests surveyed

Skill and compatibility tests	Unit of measurement	Coefficient of stability	Objectivity coefficient
Test of throwing a medical ball weighing (3) kg	Meter	0.975	0.998
Sitting test from lying down	reiteration	0.925	0.978
Long jump test of stability	Meter	0.940	0.988
Front Support Test	reiteration	0.815	0.925
Knee flexion and extension test in (20) seconds	reiteration	0.760	0.943
Running test in shape (8)	second	0.885	0.889
Test of bending the torso forward from sitting	centimeter	0.935	0.912
Jump rope	reiteration	0.810	0.877
Throwing and receiving balls	Grade	0.815	0.881
Numbered Circles	second	0.920	0.890

Main experience

The researcher applied the candidate tests to the main research sample of (50) students.

Statistical media

The ready-made statistical kit (SPSS) (vr21) was used for statistical treatments

Presentation, analysis and discussion of results

After the researcher conducted tests and measurements of the research variables, the results were treated statistically, and the results are presented in tables, analyzed and discussed.

Presentation of the results of the arithmetic means and standard deviations of the research variables**Table 3:** Shows the statistical parameters of the search variables

Candidate Tests	Mean	Standard deviation	Median	Lowest value	Highest value	Rang
Test of throwing a medical ball weighing (3) kg	3.487	0.742	3.25	2.50	5.00	2.50
Sitting test from lying down	17.367	3.828	17.00	10.00	25.00	15.00
Long jump test of stability	1.636	0.334	1.50	1.10	2.25	1.15
Front support test in 15 seconds	6.776	1.441	7.00	5.00	8.00	3.00
Knee flexion and extension test in (20) seconds	13.306	1.261	13.00	11.00	15.00	4.00
Running test in shape (8)	12.204	1.136	12.00	10.00	14.00	4.00
Test of bending the torso forward from sitting	10.592	2.272	11.00	7.00	13.00	6.00
Jump rope	2.755	0.220	3.00	2.00	4.00	2.00
Throwing and receiving balls	8.775	1.358	9.00	7.00	11.00	4.00
Numbered Circles	7.22	1.104	7.00	5.00	9.00	4.00

Extracting the standard grades of students in the research variables**Table 4:** Shows the standard grades of students in the research variables in a sequential manner (for physical abilities)

Grades	Throwing a medicine ball	Sitting from lying down	Long jump	Front Support	Bending and extending the knees	Grades
100	7.197	36.517	3.306	13.976	19.606	100
99	7.123	36.134	3.273	13.832	19.48	99
98	7.049	35.751	3.239	13.688	19.354	98
97	6.974	35.368	3.206	13.544	19.228	97
96	6.900	34.985	3.172	13.4	19.102	96
95	6.826	34.602	3.139	13.256	18.976	95
94	6.752	34.219	3.106	13.112	18.85	94
93	6.678	33.836	3.072	12.968	18.724	93
92	6.603	33.453	3.039	12.824	18.598	92
91	6.529	33.07	3.005	12.68	18.472	91
90	6.455	32.687	2.972	12.536	18.346	90
89	6.381	32.304	2.939	12.392	18.22	89
88	6.307	31.921	2.905	12.248	18.094	88
87	6.232	31.538	2.872	12.104	17.968	87
86	6.158	31.155	2.838	11.96	17.842	86
85	6.084	30.772	2.805	11.816	17.716	85
84	6.010	30.389	2.772	11.672	17.59	84
83	5.936	30.006	2.738	11.528	17.464	83
82	5.861	29.623	2.705	11.384	17.338	82
81	5.787	29.24	2.671	11.24	17.212	81
80	5.713	28.857	2.638	11.096	17.086	80
79	5.639	28.474	2.605	10.952	16.96	79
78	5.565	28.091	2.571	10.808	16.834	78
77	5.490	27.708	2.538	10.664	16.708	77
76	5.416	27.325	2.504	10.52	16.582	76
75	5.342	26.942	2.471	10.376	16.456	75
74	5.268	26.559	2.438	10.232	16.33	74
73	5.194	26.176	2.404	10.088	16.204	73
72	5.119	25.793	2.371	9.944	16.078	72
71	5.045	25.41	2.337	9.8	15.952	71
70	4.971	25.027	2.304	9.656	15.826	70
69	4.897	24.644	2.271	9.512	15.7	69
68	4.823	24.261	2.237	9.368	15.574	68
67	4.748	23.878	2.204	9.224	15.448	67
66	4.674	23.495	2.170	9.08	15.322	66
65	4.600	23.112	2.137	8.936	15.196	65
64	4.526	22.729	2.104	8.792	15.07	64
63	4.452	22.346	2.070	8.648	14.944	63
62	4.377	21.963	2.037	8.504	14.818	62
61	4.303	21.58	2.003	8.36	14.692	61
60	4.229	21.197	1.970	8.216	14.566	60
59	4.155	20.814	1.937	8.072	14.44	59
58	4.081	20.431	1.903	7.928	14.314	58
57	4.006	20.048	1.870	7.784	14.188	57
56	3.932	19.665	1.836	7.64	14.062	56
55	3.858	19.282	1.803	7.496	13.936	55

54	3.784	18.899	1.770	7.352	13.81	54
53	3.710	18.516	1.736	7.208	13.684	53
52	3.635	18.133	1.703	7.064	13.558	52
51	3.561	17.75	1.669	6.92	13.432	51
50	3.487	17.367	1.636	6.776	13.306	50
49	3.413	16.984	1.603	6.632	13.18	49
48	3.339	16.601	1.569	6.488	13.054	48
47	3.264	16.218	1.536	6.344	12.928	47
46	3.190	15.835	1.502	6.2	12.802	46
45	3.116	15.452	1.469	6.056	12.676	45
44	3.042	15.069	1.436	5.912	12.55	44
43	2.968	14.686	1.402	5.768	12.424	43
42	2.893	14.303	1.369	5.624	12.298	42
41	2.819	13.92	1.335	5.48	12.172	41
40	2.745	13.537	1.302	5.336	12.046	40
39	2.671	13.154	1.269	5.192	11.92	39
38	2.597	12.771	1.235	5.048	11.794	38
37	2.522	12.388	1.202	4.904	11.668	37
36	2.448	12.005	1.168	4.76	11.542	36
35	2.374	11.622	1.135	4.616	11.416	35
34	2.300	11.239	1.102	4.472	11.29	34
33	2.226	10.856	1.068	4.328	11.164	33
32	2.151	10.473	1.035	4.184	11.038	32
31	2.077	10.09	1.001	4.04	10.912	31
30	2.003	9.707	0.968	3.896	10.786	30
29	1.929	9.324	0.935	3.752	10.66	29
28	1.855	8.941	0.901	3.608	10.534	28
27	1.780	8.558	0.868	3.464	10.408	27
26	1.706	8.175	0.834	3.32	10.282	26
25	1.632	7.792	0.801	3.176	10.156	25
24	1.558	7.409	0.768	3.032	10.03	24
23	1.484	7.026	0.734	2.888	9.904	23
22	1.409	6.643	0.701	2.744	9.778	22
21	1.335	6.26	0.667	2.6	9.652	21
20	1.261	5.877	0.634	2.456	9.526	20
19	1.187	5.494	0.601	2.312	9.4	19
18	1.113	5.111	0.567	2.168	9.274	18
17	1.038	4.728	0.534	2.024	9.148	17
16	0.964	4.345	0.500	1.88	9.022	16
15	0.890	3.962	0.467	1.736	8.896	15
14	0.816	3.579	0.434	1.592	8.77	14
13	0.742	3.196	0.400	1.448	8.644	13
12	0.667	2.813	0.367	1.304	8.518	12
11	0.593	2.43	0.333	1.16	8.392	11
10	0.519	2.047	0.300	1.016	8.266	10
9	0.445	1.664	0.267	0.872	8.14	9
8	0.371	1.281	0.233	0.728	8.014	8
7	0.296	0.898	0.200	0.584	7.888	7
6	0.222	0.515	0.166	0.44	7.762	6
5	0.148	0.132	0.133	0.296	7.636	5
4	0.074	-0.251	0.100	0.152	7.51	4
3	0.000	-0.634	0.066	0.008	7.384	3
2	-0.07	-1.017	0.033	-0.136	7.258	2
1	-0.14	-1.4	-0.001	-0.28	7.132	1
0	-0.22	-1.738	-0.034	-0.424	7.006	0

Extraction of standard levels of research variables (physical abilities)

Table 5: Shows the three levels of research variables (physical abilities)

Levels	Throwing a medicine ball	Sit down from Lying down	Long jump	Front Support	Bending and extending the knees
First level	2.5-3.33	10-15	1.10-1.48	5-6	11-12.33
Second level	3.34-4.17	15.01-20.01	1.49-1.87	6.01-7.01	12.34-13.67
Third level	4.18-5.01	20.02-25.02	1.88-2.26	7.02-8.02	13.68-15.01

Extracting the standard grades of students in the research variables**Table 6:** Shows the standard grades of students in the research variables in a sequential manner (for motor and harmonic abilities)

Grades	Jogging in shape (8)	Bending the trunk forward	Jump rope	Throwing and receiving balls	Numbered Circles	Grades
100	6.504	21.942	3.855	15.575	1.72	100
99	6.618	21.715	3.833	15.439	1.83	99
98	6.732	21.488	3.811	15.303	1.94	98
97	6.846	21.261	3.789	15.167	2.05	97
96	6.96	21.034	3.767	15.031	2.16	96
95	7.074	20.807	3.745	14.895	2.27	95
94	7.188	20.58	3.723	14.759	2.38	94
93	7.302	20.353	3.701	14.623	2.49	93
92	7.416	20.126	3.679	14.487	2.6	92
91	7.53	19.899	3.657	14.351	2.71	91
90	7.644	19.672	3.635	14.215	2.82	90
89	7.758	19.445	3.613	14.079	2.93	89
88	7.872	19.218	3.591	13.943	3.04	88
87	7.986	18.991	3.569	13.807	3.15	87
86	8.1	18.764	3.547	13.671	3.26	86
85	8.214	18.537	3.525	13.535	3.37	85
84	8.328	18.31	3.503	13.399	3.48	84
83	8.442	18.083	3.481	13.263	3.59	83
82	8.556	17.856	3.459	13.127	3.7	82
81	8.67	17.629	3.437	12.991	3.81	81
80	8.784	17.402	3.415	12.855	3.92	80
79	8.898	17.175	3.393	12.719	4.03	79
78	9.012	16.948	3.371	12.583	4.14	78
77	9.126	16.721	3.349	12.447	4.25	77
76	9.24	16.494	3.327	12.311	4.36	76
75	9.354	16.267	3.305	12.175	4.47	75
74	9.468	16.04	3.283	12.039	4.58	74
73	9.582	15.813	3.261	11.903	4.69	73
72	9.696	15.586	3.239	11.767	4.8	72
71	9.81	15.359	3.217	11.631	4.91	71
70	9.924	15.132	3.195	11.495	5.02	70
69	10.038	14.905	3.173	11.359	5.13	69
68	10.152	14.678	3.151	11.223	5.24	68
67	10.266	14.451	3.129	11.087	5.35	67
66	10.38	14.224	3.107	10.951	5.46	66
65	10.494	13.997	3.085	10.815	5.57	65
64	10.608	13.77	3.063	10.679	5.68	64
63	10.722	13.543	3.041	10.543	5.79	63
62	10.836	13.316	3.019	10.407	5.9	62
61	10.95	13.089	2.997	10.271	6.01	61
60	11.064	12.862	2.975	10.135	6.12	60
59	11.178	12.635	2.953	9.999	6.23	59
58	11.292	12.408	2.931	9.863	6.34	58
57	11.406	12.181	2.909	9.727	6.45	57
56	11.52	11.954	2.887	9.591	6.56	56
55	11.634	11.727	2.865	9.455	6.67	55
54	11.748	11.5	2.843	9.319	6.78	54
53	11.862	11.273	2.821	9.183	6.89	53
52	11.976	11.046	2.799	9.047	7	52
51	12.09	10.819	2.777	8.911	7.11	51
50	12.204	10.592	2.755	8.775	7.22	50
49	12.318	10.365	2.733	8.639	7.33	49
48	12.432	10.138	2.711	8.503	7.44	48
47	12.546	9.911	2.689	8.367	7.55	47
46	12.66	9.684	2.667	8.231	7.66	46
45	12.774	9.457	2.645	8.095	7.77	45
44	12.888	9.23	2.623	7.959	7.88	44
43	13.002	9.003	2.601	7.823	7.99	43
42	13.116	8.776	2.579	7.687	8.1	42
41	13.23	8.549	2.557	7.551	8.21	41
40	13.344	8.322	2.535	7.415	8.32	40
39	13.458	8.095	2.513	7.279	8.43	39
38	13.572	7.868	2.491	7.143	8.54	38

37	13.686	7.641	2.469	7.007	8.65	37
36	13.8	7.414	2.447	6.871	8.76	36
35	13.914	7.187	2.425	6.735	8.87	35
34	14.028	6.96	2.403	6.599	8.98	34
33	14.142	6.733	2.381	6.463	9.09	33
32	14.256	6.506	2.359	6.327	9.2	32
31	14.37	6.279	2.337	6.191	9.31	31
30	14.484	6.052	2.315	6.055	9.42	30
29	14.598	5.825	2.293	5.919	9.53	29
28	14.712	5.598	2.271	5.783	9.64	28
27	14.826	5.371	2.249	5.647	9.75	27
26	14.94	5.144	2.227	5.511	9.86	26
25	15.054	4.917	2.205	5.375	9.97	25
24	15.168	4.69	2.183	5.239	10.08	24
23	15.282	4.463	2.161	5.103	10.19	23
22	15.396	4.236	2.139	4.967	10.3	22
21	15.51	4.009	2.117	4.831	10.41	21
20	15.624	3.782	2.095	4.695	10.52	20
19	15.738	3.555	2.073	4.559	10.63	19
18	15.852	3.328	2.051	4.423	10.74	18
17	15.966	3.101	2.029	4.287	10.85	17
16	16.08	2.874	2.007	4.151	10.96	16
15	16.194	2.647	1.985	4.015	11.07	15
14	16.308	2.42	1.963	3.879	11.18	14
13	16.422	2.193	1.941	3.743	11.29	13
12	16.536	1.966	1.919	3.607	11.4	12
11	16.65	1.739	1.897	3.471	11.51	11
10	16.764	1.512	1.875	3.335	11.62	10
9	16.878	1.285	1.853	3.199	11.73	9
8	16.992	1.058	1.831	3.063	11.84	8
7	17.106	0.831	1.809	2.927	11.95	7
6	17.22	0.604	1.787	2.791	12.06	6
5	17.334	0.377	1.765	2.655	12.17	5
4	17.448	0.15	1.743	2.519	12.28	4
3	17.562	-0.077	1.721	2.383	12.39	3
2	17.676	-0.304	1.699	2.247	12.5	2
1	17.79	-0.531	1.677	2.111	12.61	1
0	17.904	-0.758	1.655	1.975	12.72	0

Table 7: Extraction of standard levels of research variables (motor and harmonic abilities)

Levels	Jogging in the form of (8)	Bending the trunk forward From sitting	Jump rope	Throwing and receiving balls	Numbered Circles
First level	10-11.33	7-9	2-2.67	7-8.33	5-6.33
Second level	11.34-12.67	9.01-11.01	2.68-3.35	8.34-9.67	6.34-7.67
Third level	12.68-14.01	11.02-13.02	3.36-4.03	9.68-11.01	7.68-9.01

Discussion of the results

After the grades and standard levels of the research variables (physical, motor and harmonic abilities) were extracted, the researcher was able to achieve the objectives of the research in full, and through the tables it is found that there is a discrepancy between the students' grades, and this leads to achieving the principle of objectivity in giving grades and according to the student's merit in each of the research variables, as well as it turns out that the grades were not at the required level in most of the tests, and this is a normal thing, considering that the sample is from female students.

Conclusions

1. It was reached to extract the grades and levels of the research variables (physical, motor and harmonic abilities).
2. It appeared that there is a discrepancy between the grades of students in all research variables.

3. The study proved the adequacy of the sample and the sincerity of its representation of the community from which it was taken.

Recommendations

According to the results and conclusions reached by the researcher, the following recommendations were made:

1. Adopting the grades and standard levels of the research variables (physical, motor and harmonic abilities) as an objective evaluation tool when giving the grade during the examination period.
2. Conducting similar studies for other stages according to other variables and for both sexes.

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