



جامعة الموصل

كلية التربية للبنات

قسم التربية البدنية وعلوم الرياضة

**نسب مساهمة عناصر اللياقة البدنية في اختبارات
الرشاقة ذات المواقف السلوكية المختلفة لطالبات التربية
البدنية في جامعة الموصل**

أنفال راكان محمود داود العنزي

**رسالة ماجستير علوم
في التربية البدنية وعلوم الرياضة**

بإشراف

الأستاذ

الدكتورة غيداء سالم عزيز

المستخلص بلغة الرسالة

هدفت الدراسة الحالية إلى ما يأتي:

-التعرف على نسبة مساهمة عناصر اللياقة البدنية في اختبارات الرشاقة ذات المواقف السلوكية المختلفة لطالبات التربية البدنية في جامعة الموصل.

-التعرف على أهم عناصر اللياقة البدنية المؤثرة في اختبارات الرشاقة ذات السلوكيات الحركية المتنوعة لطالبات التربية البدنية في جامعة الموصل.

استخدام المنهج الوصفي بالأسلوب المسحي والارتباطي، فيما تكونت العينة من (417) طالبة من طابقت كلية التربية البدنية وطالبات قسمي التربية البدنية في كلية التربية للبنات وكلية التربية الأساسية في جامعة الموصل والمرحل الدراسية الأربعة، وقد اختبرن بالطريقة العشوائية، أما أدوات البحث فقد تضمنت مجموعة من اختبارات عناصر اللياقة البدنية والمواقف السلوكية لاختبارات الرشاقة، بعد ان اتبعت الخطوات العلمية في تحديدها لأجل استخراج نسبة مساهمتها.

بلغ عدد الاختبارات لقياس بعض عناصر اللياقة البدنية (7) اختبارات مثلت (السرعة الانتقالية، والقوة المميزة بالسرعة لعضلات البطن، والقوة المميزة بالسرعة لعضلات الرجلين، والمرونة، والتوازن، والتوافق، وسرعة الاستجابة).

أما المواقف السلوكية لاختبارات الرشاقة فقد بلغ عددها (10) اختبارات مثلت (الجري المكوكي 4x9 م، والجري المكوكي 4x10 م، الوثبة الرباعية، والجري حول دائرة، والجري متعدد الجهات، والجري المتعرج (البارو)، والجري المتعرج (الجزاج) بين الشواخص (بالأرقام)، والانبطاح المائل ثم الوقوف، والخطوة الجانبية).

واستُخدمت الوسائل الإحصائية الآتية:

الوسط الحسابي، والانحراف المعياري، والنسبة المئوية، والخطأ المعياري، وأعلى قيمة، وأقل قيمة، ومعامل الارتباط البسيط (بيرسون)، وتحليل الانحدار بطريقة كل الانحدارات (Enter)،

والانحدار الانتقائي (step wise) .

وأظهرت نتائج البحث ما يأتي:-

- ساهمت عناصر اللياقة البدنية (بشكل مجتموع) بصورة معنوية في المواقف السلوكية لاختبارات الرشاقة بطريقة الانحدارات كلها، وهي (الجري المكوكي 4x4 أمتار، والجري المكوكي 4x4 أمتار، والخطوة الجانبية(10 ثوانٍ)، والانبطاح المائل ثم الوقوف(10ثوانٍ)، والجري حول الدائرة، والجري المتعدد الجهات) ونسبة متباينة من موقف سلوكي إلى آخر.

- لم تساهم عناصر اللياقة البدنية (بشكل مجتموع) بصورة معنوية في المواقف السلوكية لاختبارات الرشاقة بطريقة الانحدارات كلها وهي: الوثبة الرباعية(10ثوانٍ)، الركض المتعرج (بارو)، والجري المتعرج بين الحواج، والجري المتعرج بين 6 شواخص.

تأييد المشرف

أويد بأن مستخلص الاستمارة مطابق للمستخلص في الرسالة

أ.د. غيداء سالم عزيز علاوي

توقيع مسؤول الدراسات العليا

أ.د. محمد إسماعيل محمد

Abstract

The percentages some of the contribution of physical fitness components in agility tests with different behavioral attitudes for female students of physical education at the University of Mosul

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Agility is one of the elements of physical and kinetic fitness. It is also the most important physical attributes of human movement in general, and success in the sports field in particular. It is one of the complex physical attributes; Because it includes many other physical attributes such as balance, accuracy, speed, strength and coordination.

Scientists have been interested in agility in terms of testing, so many agility tests have emerged, including what is performed through rebound running, or between the poles, and even the poles are placed in special shapes, such as the side step, the quadruple jump, running around a circle, the diagonal prone test and then standing, and multi-directional running And all of these tests require motor behaviors according to the nature and form of the test.

The research aimed to:

- Identifying the percentage of the contribution of physical fitness components in agility tests with different behavioral attitudes for female physical education students at the University of Mosul.
- Identifying the most important elements of physical fitness affecting agility tests with diverse kinetic behaviors of physical education students at the University of Mosul.

The theoretical framework included:

Agility, agility as a complex trait, behavioral forms of agility tests, and related studies.

The use of the descriptive approach using the survey and correlational method, while the sample consisted of (417) female students from the College of Physical Education and the students of the two departments of Physical Education in the College of Education for Girls and the College of Basic Education at the University of Mosul and for the four academic stages. Tests of physical fitness items and behavioral attitudes for agility tests, after scientific steps were followed in determining them in order to extract their contribution rate.

The number of tests to measure some elements of physical fitness was (7) tests represented (transitional speed, speed characteristic of abdominal muscles, speed characteristic of legs muscles, flexibility, balance, coordination, and speed of response).

As for the behavioral situations for agility tests, there were (10) tests represented (shuttle running 4 x 9m, shuttle running 4 x 10m, quad jump, running around a circle, running multi-directional, zigzag running (Barro), and zigzag running (zigzag) between the signs (in numbers).), zigzag running between (6 bars), leaning prone and then standing, and side step).

The following statistical methods were used:

Arithmetic mean, standard deviation, percentage, standard error, highest value, lowest value, simple correlation coefficient (Pearson), regression analysis by all regression method (Enter), selective regression (step wise).

The search results showed the following:-

- The elements of physical fitness (combinedly) contributed significantly to the behavioral situations of the agility tests by the way of all slopes, which are (shuttle running 4 x meters, shuttle running 4 x meters, side

step (10 seconds), leaning down and then standing (10 seconds), and running around the circle, and running in multiple directions) and in a varying proportion from one behavioral situation to another.

- The components of physical fitness (combinedly) did not contribute significantly to the behavioral attitudes of the agility tests in the all-downhill manner, which are: the quadruple jump (10 seconds), zigzag running (barrow), zigzag running between the hills, and zigzag running between 6 bars.

- Compatibility, speed of response and flexibility are the most contributing elements of fitness in the behavioral stance of the agility test (4 x 9 meters).

- The response speed is the most important component of fitness that contributes to the behavioral attitude of the shuttle run agility test (4 x 10) meters.

- The speed of response is the most important component of fitness that contributes to the behavioral attitude of the lateral step (10) s agility test.

Flexibility is the most important component of fitness that contributes to the behavioral attitude of the quadruple jump (10) s agility test.

- The speed of response, flexibility, and strength characteristic of the speed of the legs are the most contributing elements of fitness in the behavioral situation of the agility test by lying down inclined from standing.

- Compatibility is the most important component of fitness that contributes to the behavioral attitude of the agility test by zigzagging between the hurdles (in numbers).

- Compatibility is the most important component of fitness that contributes to the behavioral attitude of agility test by zigzag running between (6) characters.

- Strength characterized by speed, compatibility and speed of response are the most important components of fitness contributing to the behavioral attitude of running around the circuit.
- Strength characterized by speed and coordination is the most important component of fitness contributing to the behavioral attitude of the multi-directional running agility test.
- The most influential elements of fitness in agility are compatibility and speed of response in the first place, followed by flexibility and strength characterized by speed for the legs.
- The most behavioral situations of agility tests affected by the elements of physical fitness is the test of leaning down and then standing during (10 seconds).
- There was no significant contribution of tests of physical fitness items to the behavioral attitude of Barrow's test of agility.
- Low level of contribution of physical fitness components in general in agility tests that represent different behavioral attitudes among female students of physical education and sports sciences at the University of Mosul.
- The difference in the elements of physical fitness that affect me according to the different behavioral attitudes of the agility tests.
- It became clear to a large extent that the speed of the motor response is like the most conspicuous elements of physical fitness (contribution) in the agility tests in different behavioral situations, followed by the component of neuromuscular compatibility and then flexibility, the explosive power of.

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Fitness Components in agility tests with Different
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**Master Thesis Science
in physical Education and Sports Sciences**

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