Published in the Russian Federation
European Journal of Physical Education and Sport
Has been issued since 2013.
ISSN: 2310-0133
Vol. 9, Is. 3, pp. 137-145, 2015

DOI: 10.13187/ejpe.2015.9.137
www.ejournal7.com


# The Effect of Kids Athletic Using the Cooperative Strategy to Improve Physical and Motor Skills among Students in Primary Education

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**Abstract**

The aim of this experimental study is to determine the effect of the practice of the cooperation strategy with a new concept that is the Kids' Athletics and their contribution to the improvement of teaching conditions in lesson of Physical Education and Sports in primary school, and the improvement of sports performance among students of the primary school in the long jump(m), shot put(m) , sprint 50 m (s) and endurance racing 1000 m (s) .for the very best practices that promote a higher level of participation among all students in physical education. This last is designed to give children the pleasure of playing athletics, to discover the sprinting, endurance running, jumping, throwing. Two groups of boys aged (age 9.75±0.35 years) are participated. The experimental and control group each one of them (n=20).The results and according to the research variables characterized by significant differences (*p≤0.05). , And this thanks to the use teacher the cooperative learning techniques in physical education will encourage a higher level of participation among many students in the activities of the kids' athletics that improve the physical performance of students and their relationships better than traditional teaching through command style (Mosston & Ashworth, 2002).

**Keywords**: kids athletics, cooperative strategy, physical and motor skills.

## Introduction

According to the primary programs, the Sports and Physical Education teacher must rely on physical practices, sport existing in society. This leads the teacher to develop teaching and learning strategies to make choices, like content choices on which it will focus, learning modes, grouping forms, input modes in the activity as whether to manage the heterogeneity of students (Jenkinson, Naughton ,& Benson 2013;Memmert & harvest,2008), also increase their practice time, improve physical and motor skills, optimize the use of available facilities, the teacher is necessarily faced with the collective organization in his class, so this may need, under certain conditions, contribute to the optimization of learning through various engine effective forms of interaction, while meeting the need and joy of movement of the child. To achieve the desired results, however, kids' athletics is designed to bring excitement into playing Athletics, especially during physical education lessons at school through the implementation of cooperation strategy.

New events and innovative organization will enable children to discover basic activities like sprinting, endurance running, jumping, throwing, putting in just about any place. Previous research has shown that the games-based exercise intervention played a pivotal role in these

beneficial changes in physical abilities and athletic performance (Houston-Wilson et al. 1997; Armstrong, 1992).This concept meets the needs of Pupils by providing appropriate activities, educational and fun. For this practice the objectives are clearly identified for all participants:

In terms of access to health and a satisfactory motor integration heritage, successful in different social groups access to a field of culture and personal fulfillment through pleasure practice so Students work in the same small group throughout the extended length curriculum/season and are given responsibility for teaching each other skills within a cooperative group structure. however, the reader is referred to several reviews on these topics for more in-depth discussion of these mechanisms (Putnam ,1998; Dyson , 2002).With this framework mind we can look at specific situations that the cooperative learning strategy is a teaching technique the most convenient ,used in other academic modules. However, it is not until recently that studies have begun to unlock the benefits of this method of teaching in the field of physical education, particularly desirable in several sports. This unique teaching strategy is to give teachers the ability to improve physical qualities and motor students and self-expression and social interaction. Every person enjoys encouraging and helping one another (Hannon and Ratliff 2004; Riewald, 2003). In this regard, "Cooperative learning is an instructional method where students work together in small groups to master the content of a lesson, these students are more willing to participate and even show enthusiasm about challenging tasks when they are engaged in learning activities with supportive cooperative groups" (Willis, 2007, p.4). A number of studies in the pedagogy domain (Alexander & Luckman, 2001; Carlson & Hastie, 1997; Grant, 1992) have reported the positive effect that Sport Education has on student enthusiasm for physical. In this regard, programmes may be efficacious for the health and fitness of children. Thus, previous research has shown that only 42% of 6- to 11-year-old children obtain the recommended 60 min per day of moderate-to-vigorous physical activity (Troiano et al., 2008).Furthermore, (Sebire, Jago, Fox, Edwards, & Thompson, 2013), interventions should be designed to optimize children's enjoyment of physical activity. In this study, we hypothesize that the practice of cooperative strategy through kids' athletics lead to better measures for the health and fitness. In this regard, it should be emphasized that Cooperative learning challenges students to work closely with one another to accomplish tasks (Dyson & Rubin, 2003; Lund, & Tannehill, 2005). With a sense of importance to sports, performance comes the desire to participate with a group. This participation in athletics children results in effective learning for the group and the individual. "Students most involved in the working group also performed well outside their groups, which was a reflection of higher individual test scores and course evaluations" (Brady & Tsay, 2010, p.85). Some roles or responsibilities granted to members of the group used to develop a sense of belonging to the group, as well as an opportunity for everyone to be a part of equality in this process. Students are responsible not only for learning the material, but also for helping their group-mates learn. In this regard, students sometimes learn more during the exchanges with some of their comrades during the exchanges with the teacher because they will then allow you to enter in a duel and they prohibit dialectical relationship with the teacher (Quay, & Peters, 2009).

However, it is also important to consider that talent development begins much earlier than that. Hence, specialists are encouraged to focus on Pre-Talent Detection Talent Development, which occurs through the means in school environments (Krasilshchikov, 2011; Müller, 2002).In this regard; several studies have been conducted to measure the success of cooperative learning as a teaching Basic strategy regarding physical abilities and skills (Johnson & Johnson, 1999). Nevertheless, indeed this teacher himself will set up the conditions for students to exchange. This raises the question of the organization of this interaction.

## Methods

### Ethics

To date, little research in this domain has been conducted with students of primary school age as a target population. In that regard the current study was conducted in the city mostaganem .The students were briefed on the objectives of the practice of kids' athletics. In this research, we have the learning together technique used in implementing cooperative strategy learning and the traditional teaching method for determining the activity of kids' athletics.

**Design**

This study is an experimental design, and due to the fact that the sample was randomly, selected included Experimental sample received (cooperative learning strategy in Kids' Athletics) and a control sample received the traditional method in physical education.

**Statistical analysis**

To produce an objective judgment on the effectiveness of using the strategy of cooperative education as an independent variable. We reached the statistical results of our research, which was carried out using SPSS v.20. For data of central tendency and dispersion measures, in physical capacity and athletic performance in the same context, we used also:

Independent-Samples T Test for comparing the average of two case groups (the control sample and experimental sample). (Cortina & Nouri, 2000)

**Participants**

People who participated in this research are two groups of boys. These groups were formed from four classes of fifth grade physical education totaling approximately forty boys (9-10 years), (mean±SD: age 9.75±0.35 years) participated in the current study, the choice of these students was due to the fact that not having any prior knowledge or experience in the kids' athletics program. As School were randomly selected from a greater sample located in West of Algeria after, the permissions were obtained from the administration of the Department Education for the province of Oran sector.

The sample of the study uniformly distributed over two groups: the experimental sample (n=20) and one control sample (n=20)

**Instruments**

To collect the data in a way that was beneficial to the research, The research team used a series of field tests combine the racing activities, run, jump which can influence the final results regarding their physical capacity and athletic performance in scheduled athletic disciplines according to their ages and experience (50 m sprint crouch start 1 kg shot put, long jump, 1000m endurance race) (Algerian Athletics Federation [FAA], 2008).Proposals of new events for kids' athletics:

during the period of experimentation, children thoroughly experience the varied forms of athletic movements and that they benefit from a comprehensive physical education. According to nine events recommended:

Sprint/Hurdles Shuttle Relay.
Progressive Endurance Race.
Pole Long Jumping.
Precision Long Jump
Overhead Backward Throwing.
Rotational Throwing.

**Procedure and Task**

The study took place during the second quarter of the school year 2014-2015. The students received instruction about working in cooperative groups and practiced before the study began. Student achievement was measured through curriculum based assessment instruments designed by the teacher. The assessments were quantitatively compare. Step-by-step procedures are used to present, practice. Some regulate interaction between pairs, some are best for teamwork, and others involve the entire class. We performed the first tests on the research sample. The experimental group students achieved a Cooperative strategy in practice kids' athletics for 45 min, and the average of two times a week for twelve weeks. While the control sample practiced sport in the session as usual with their teacher through command style (Mosston & Ashworth, 2002). Subsequently, participants underwent the final test the research team suggests that early application of Cooperative strategy in kids' athletics were taken into account the following:

Must take into account the offering to children fun motor experiences that would motivate them best. For example, athletics can be presented as a test by interesting team. In addition, physical requirements of each test should not be too high to allow every child access to it then gradually gain greater efficiency. The tests must be easily affordable and easily achievable. (Gozzoli, & Locatelli, 2006).

**Results**

The final results showed that there are statistically significant differences at (0,05) in all variables in this study .and These differences are in favor of the experimental sample which has practiced the strategy of cooperation in kids' athletics. Therefore, accept the research hypothesis.

Table I: Descriptive statistics for control group and experiment group (mean ± SD and Std. Error)

| Group Statistics | | | Pret-test | | | Post-test | | |
|---|---|---|---|---|---|---|---|---|
| | group | N | Mean | Std. Deviation | Std. Error Mean | Mean | Std. Deviation | Std. Error Mean |
| endurance. race. 1000m | contol group | 20 | 249.62 | 14.51 | 3 | 246.42 | 14.03 | 2.9 |
| | experimental group | 20 | 250.87 | 14.9 | 3.08 | 235.29* | 13.64 | 2.82 |
| long.jump | contol group | 20 | 2.63 | 0.33 | 0.11 | 2.82 | 0.37 | 0.12 |
| | experimental group | 20 | 2.6 | 0.28 | 0.1 | 3.14* | 0.37 | 0.12 |
| shot.put. 1KG | contol group | 20 | 7.12 | 0.67 | 0.18 | 7.4 | 0.77 | 0.2 |
| | experimental group | 20 | 7.09 | 0.66 | 0.18 | 7.95* | 0.6 | 0.16 |
| sprint.50M | contol group | 20 | 9.41 | 0.55 | 0.15 | 9.28 | 0.55 | 0.15 |
| | experimental group | 20 | 9.38 | 0.64 | 0.17 | 8.79* | 0.43 | 0.13 |

The evaluations were conducted in two sessions (pret test - post test):

The experimentation period lasted a total of twelve weeks. Its purpose was study the contribution of a form of academic practice it's about the practice Kids athletics in lesson of Physical Education and Sports in primary school. In addition, improving sports performance in the long jump competition and shot put, the speed of 50 m and 1000 m race. It also recommended the need to facilitate the selection criteria the opportunity to give all participants to win and bring out the talent, And thanks to the long-term pre-conceived strategy in terms of procedure and selection steps. So make available human skills and resources needed in order to attend the gifted children in athletic children to produce future champions in athletics. In this context recreation and sport activities have an obvious positive link to excellent physical growth in children through the development of gross motor skills (running, jumping and other use of large muscles), strength and endurance (Lyle Sanderson, 1989). context recreation and sport activities have an obvious positive link to excellent physical growth in children through the development of gross motor skills (running, jumping and other use of large muscles), strength and endurance (Lyle Sanderson, 1989).

Table II: Independent sample t-test comparisons between experimental and control sample (*p≤0.05)

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Pret-test | sprint.50M (s) | 0.10 | 0.76 | 0.22 | 38 | 0.83 | 0.03 | 0.16 | -0.28 | 0.35 |
| | shot.put.1KG (m) | 0.01 | 0.95 | 0.18 | 38 | 0.86 | 0.03 | 0.18 | -0.33 | 0.39 |
| | long.jump (m) | 0.34 | 0.56 | 0.53 | 38 | 0.60 | 0.04 | 0.07 | -0.11 | 0.19 |
| | .endurance.race (s) | 0.02 | 0.90 | 0.30 | 38 | 0.77 | -1.25 | 4.23 | -9.77 | 7.27 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Post-test | sprint.50M (s) | 3.51 | 0.07 | 3.8* | 38 | 0.00 | 0.49 | 0.13 | 0.23 | 0.75 |
| | shot.put.1KG (m) | 0.35 | 0.56 | 2.97* | 38 | 0.01 | -0.55 | 0.18 | -0.92 | -0.18 |
| | long.jump (m) | 0.01 | 0.92 | 3.35* | 38 | 0.00 | -0.31 | 0.09 | -0.50 | -0.12 |
| | .endurance.race (s) | 0.02 | 0.88 | 2.8* | 38 | 0.01 | 11.13 | 3.98 | 3.11 | 19.14 |

This part consists of findings and comments about these findings. In this study, we used descriptive statistics.

The data were analyzed by spss program and are presented as mean and standard error; and independent sample t-test results are shown in Table 2 Which indicates the independent sample t-test .analysis results of the Research groups pre-test and post-test, which students took in order for the researcher to assess their approaches to the general Kids' Athletics class before and after they were exposed to either the cooperative or the traditional teaching method.

We can see that there is no big difference in all variables in this research where the results were, respectively between research groups for the variable 50m sprint ($t = 0.22$; $p = 0.83$), shot.put.1KG ($t = 0.18$; $p = 0.86$), long. Jump ($t = 0.53$; $p = 0.6$), endurance race ($t = 0.3$; $p = 0.77$).the experience and the students in the control group. but when posttest average grades are examined in sprint 50m test, we see that there is a large statistical difference ($t = 3.8$; $p = 0.00$) between the experimental group was exposed to cooperative learning strategy (Technical learn together) and the control group was exposed to the method of learning traditional .

The same results recorded (significant difference ($P < 0.05$) from baseline) as shown in Table I; 1 kg launch weight ($t = 2.97$; $p = 0.01$), long jump ($t = 3.35$; $p = 0.00$), 1000 m endurance race ($t = 2.8$; $p = 0.01$).

**Discussion**

The present study has demonstrated that, the students encourage and support each other, take responsibility for their own learning and on the other, and to evaluate the progress made by the group. The basic elements are positive interdependence, equality of opportunity, and individual responsibility, Simultaneous Interaction, and Equal Participation. It should be noted that this is the first study to utilize a kids' athletics. In this context, the main objective of our research was focused on the measure of sporting student performance for those using cooperative learning structures as a teaching base active strategy and compare its success with those using traditional teaching method. For each evaluation of the hypothesis that the use of cooperative learning structures would result in a higher yield has been proven. The results are consistent with previous studies comparing other cooperative learning methods (Slavin, 1991; Johnson & Johnson, 2000; bizo, 2006). it is reasonable that the enjoyment of students during practice of the kids' athletics during intervention, as it was designed in this study, contributed to the adherence to the practice of physical and sports activities with a higher level in terms of regimented and creativity. Previous research has confirmed that Sport Education promoted team affiliation, enhanced relationships among team members in this context the teacher facilitates this process by helping students with their decision-making for choice of practices, which must be inclusive for all members in the small group structure (Grant, 1992; Whipp, Taggart, & Jackson 2012). So on the experimental field work, the research team suggests that this strategy, the students work together to learn and are responsible for their teammates' learning as well as their own However, Koka, Hein (2003) stated that the sport education model would seem to have some features (working in small teams, giving feedback to each other, positive interdependence) similar to those in cooperative learning. We recorded that the intervention was effective in the physical aspect and athletic performance in and athletics performance However, The teacher assists the groups as they go about the unit, learning at their own pace while practicing various skills. This simple technique, along with peer assessment and encouragement throughout the unit, has been proven to create an atmosphere that promotes higher levels of participation. “Teacher researchers must be wary of the lure of quick-fix strategies and patient enough to avoid the pitfalls of basing actions on premature analysis”. (Mills, 2011, p.125). Lafont et al. (2007) “made solid connections between cooperative learning and the positive pro-social benefits achieved. Data from these studies leads to The cooperative Learning

format led to development of motor skills because students gave advice to each other and specific feedback" (Lafont et al., 2007, p.95). Cooperative learning is not only an approach was to an activity or two throughout a school year, and it should rather be pedagogical approach that is implemented with other models to provide your students best curriculum possible. However, "in this study teachers need to use more of an educational approach through their content units, and students must be engaged in many types of learning tasks in the curriculum of physical education in school" (Gurvitch & Metzler, 2010, p.32).On the other hand, give students a program that is easy to their social needs, and at the same time makes the most students, is treated as the target of physical educator. The research has indicated that cooperative Learning techniques provide an enormous opportunity for participation. These occasions for increased participation, provides our students with many educational benefits. A peer-centered pedagogy promotes academic achievement and builds positive Cooperative relationships (Sapon, 1994; Slater et al., 2005; Prichard& Bizo, 2006; Ensergueix, & Lafont 2001).

**Conclusion**

Physical education in school not only contributes to the good of all fitness and good health of students, but also helps young to perform performance and better understand physical activity, with positive impact throughout life.. However, inherent in the concept ,physical activity is a prime contributor to children's healthy development (Malina et al., 2004; Kirk, D. 2005) .and there appear to be long-term benefits from the childhood physical activeness extending into adult life (Jones et al., 1998).in this context previous studies in the field of teaching strategies (Baliukevicius & Macàrio, 2006; Camire Trudel, 2010.; Millis,2010), have lent some support to the teacher so that he facilitates this process by helping students in their decision making in choosing practices that must be inclusive for all members of the small group structure. This organizational structure of education has many similarities with the contextual features of a task climate involved. That and also confirmed by the study of (Treasury & Roberts,2001) It concluded that although not designed to be prescriptive in its implementation, the Sport Education model has key organizational structures that differentiate it from the traditional teacher-led physical education curricular model. However, the cooperation strategy has been used throughout history in all aspects of our lives. Therefore, it follows that cooperative learning groups in schools would be used as a teaching method, of fostering positive student interactions. The primary objective when using cooperative learning is that all students are contributing to goal achievement. Student engagement allows for a higher level of participation within the class. It is also recognized that Cooperative learning methods are a way to limit these undesirable experiences. By using cooperative learning as a way to boost self-esteem and to foster an encouraging environment (Ward, Wilkinson, Graser,& Prusak , 2008). In addition, physical education provides knowledge and transferable skills such as team spirit, fair play, respect grows, the body and the social awareness, and provides general understanding of the "rules of the game" that students can easily use in situations of life. In the same desired in terms of warranty a creative practice in physical education and sport in order to discover early talent, with this framework in mind, so cooperative learning has been found to be a successful teaching strategy at all levels, Taking care of young talents has become an important task since officials believe strongly that it is an essential basis for any athletic success. Traditionally, children when they play seek for cooperative situations that allow them to compare themselves with each other. Kids' Athletics, with its variety of events, provides an excellent opportunity for this type of interaction. In view of the foregoing, we have concluded that the educational multilateral practices in the Kids' Athletics system is often seen as a solution for the comprehensive development of students. Besides the obvious health related benefits, physical activities help unfolding natural development potential in children. They get used to exploit their motor abilities in variable situations and intensities. On the basis of the above information, it can be said that an exemplary teacher not only is an expert in his or her core academic area, but has a strong foundation and use of differentiated instructional principles. This could very helpful in bridging physical activities with sports practices among children. Active involvement of children into Physical Education and Sports can benefit as well. Quite rewarding influence of recreational physical activities could be expected in relation to talent identification. In this context, according to any child who has a natural development of his physical abilities is entitled for a chance to become a champion (Claude Armand, & CLOTET, 2003;Buns, 2011).With this framework in mind, we will

make some recommendations to assist the teacher sport and physical education in all of its educational interventions:

Training teachers to active teaching a motivated teaching that encourages and reinforces the interest of the student. Train teachers in the new educational intervention strategies. The teacher also provides the student with instruments to fund its experiences, by optimizing the knowledge of the results of its action (simple, concrete success criteria, feedback, formative evaluation or trainer).With the obtained results as well as field observations, it was found that cooperative learning techniques in physical education through the kids' athletics will encourage a higher level of participation of many students. In the same context the cooperative strategy allows him to develop the sense of effort and perseverance and it allows students to get to know better and know other; it provides a favorable context for education in responsibility and autonomy by allowing students to put into action the fundamental moral and social values such as respect for collective rules or respect for oneself and for others. Therefore, we issue our conclusion that recreational training in a cooperative school climate through the practice of kids' athletics could not only serve the health-related purposes but can also be beneficial for children to prepare for tests and procedures talent identification practiced in different sports that they would be exposed to different age. Future research should assess coping at multiple points in a given cooperative situations in order to test the application contribution of cooperative learning strategy in the development of physical qualities, psychomotor, cognitive and social skills in students, also its relationship between the practice of kids' athletics and academic performance(force in implementing the four pillars of education: learn to know, learn to do, learn to be, and learn to live together. ) depending on the nature of discipline. In spite of these limitations, this research provides hopeful, theoretically based sport-specific coping instruments for the assessment of students coping strategies cooperation in kids' athletics. Despite the convenience of using self-report instruments in coping research, a thorough understanding of athletes' coping actions will necessitate the use of various research methodologies. also , the Future research should examine more teaching strategies that increase the degree of autonomy to the students during the practice various physical and sports activities and thus ensure the conditions for creative practice, allowing early screening of young talent, Considering the primary school a reservoir of future champions. Also , the future research should examine more teaching strategies that increase the degree of autonomy to the students during the practice various physical and sports activities and thus ensure the conditions for creative practice, allowing early screening of young talent, Considering the primary school a reservoir of future champions. Furthermore, future research should also to take the following considerations:

- propose children a motivating athletics
- propose children accessible Athletics
- propose children a trainer athletics
- Make athletics the most practiced individual discipline the world in the school environment.

**Acknowledgements**

We thank the organization of the IAAF for the support to the project "Kids 'Athletics". With their endowment "material bag" for the success of Kids' Athletics.

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