

Effect of Learning Karate on Psychological and Social Adjustment for Orphans at Residential Institutions

***¹Dr/ Rania Mohamed Abd El-gawad**

***²Dr/ Sheref Mohamed Abd el- Wahed**

The introduction and problem of research:

Orphan child is in need of care and attention by the community in terms of providing all his needs and the search for his interests and requirements and to work to pay attention to them and not to be overlooked so as not to come back negatively on the personality of this child. Orphan is from the human forces that promote the community working on his development, so it is important to be interest in him educationally, psychologically and socially.

"Ahmed Jumaa" (2011) has indicated that the child belonging to a family has the opportunity to join the sports club to discover sports talents, he also may interact socially by playing with children in the same family, which skips a lot of difficulties of social

communication, which not otherwise available to the children of orphanages (2: 179-18).

Such cases at this age require us understanding and knowledge where this stage is considered age important and fundamental in human life and the general features of the character are formed through it, so the programs necessary for sponsoring and care are necessary requirement, especially as raising the level of services and social care for children began to achieve success in this area, and relying on scientific research in the field of child care has become a basic feature of this era.

"Rafed Alaa" (2011) has referred that sport is one of the main educational means that contributes to the composition of an individual's personality

¹ *Assistant professor at department of aquatic sports and Combat faculty of physical Education for girls - Zagazig university

² *Lecturer at department of educational and psychological sciences faculty of physical education-Assiut university.

and the normalization of the generations on desired community standards. Sports can be a successful tool in the shorthand unwanted behavior socially, facilitating social integration, self-fulfillment and adjustment, where sport helps dissociable child to improve his behavior and to engage in the compensating activities and to satisfy his psychological and social needs has, where all sports help in education and normalization, involving rules to respect the laws which are able to get rid of excessive energy, as that sport is considered ideal framework to avoid the bad friends and drug addiction (35) (11.09.2011). "Mustafa Al-Sayeh" also has referred (2007) that the different activities of physical education represent an important aspect of social education, where they care about acquisition of values due to the nature and aims of physical education activities as a core subject in various educational institutions participating in the preparation of citizenship (25: 77.80). And it refers both "Martin Hadjiyr, Martin Hagger and Nikos" (2005) have also referred that the status of sports activities in

the community took on the rise, especially in recent years, and practicing activities regularly has strong relationship with gaining a high physical and psychological health, where sport searches for the true identity of each person (33: 12).

"Hussein Heshmat and Mustafa Bahy also have added" (2006) that the practice of sports activities earn the individual a high degree of ability of personal and social Adjustment, hence individual can be adapted with himself and with the community in which he lives (10: 73). It is Magdy Farouk (1996) has stated that the sport karate sport is a Semitic sport and goes up those who have exercised it and makes them possess values and precious ethics, where it is considered a weapon that always provides protection and self-confidence to those who have practiced. The researchers believe that learning and practicing general sports activities especially such as karate are vital and important subjects and mastered (20:11).

The researchers believe that learning and practicing

activities generally fighting activities like karate especially is vital and important subject, because they enhance the activity and vitality, meeting the needs of the child in the fun, play and enjoy his leisure times in a constructive manner, in addition to achieving many of the educational goals. It has been working on the development of the psychological aspects and increasing self-confidence and the desire of the superiority, win, development of the courage and achieving a sense of self. It may be a way to develop their abilities and mental skills in dealing with others and deal with life-changing between the gain and defeat, and between competition and the insistence to reach the goal and seeking behind it in the upscale spirit to be attainable and thus it will be more consistent and more in tune with society.

The researches, that have been in the field of childhood, have proved that a child growing up away from his family as an orphan usually delays in physical, mental and emotional growth, and because it is not in a position of any organization to compensate the

child for what the family offer him of care and attention, no matter how is the level of care. Thus, any disruption in the overall composition of the character, and any delay in any aspect of growth may lead to be treated as underdeveloped and it is less than his colleagues, and because that a child derives trends towards himself from others, the feelings of shortages and deficiencies may lead to a lack of acceptance of himself and a lack of acceptance of others, which affect the psychological and social adjustment in general (6:30).

"Najla Abbas" (1999) has referred, quoting Bender and Yarnell that institutionalized children who live away from their families tend to be intense emotion with their tendency to aggression and are not receptive others and tend to egocentrism and lack a sense of security and lack the ability to concentrate, moreover the deprivation of kindness and love in childhood leads to retard the mental performance (28: 36.37), so care of the orphans category, the children who can not find shelter except inside the institutions of orphans care and

who have been deprived of care within their natural families after insurance of the safety of the community supporting it and at the same time supplying his value-productive energies, and preventing him from methods leading to the deviation and its spread in the community (21:33).

"Timor Ragheb" (2006) has believed that the upbringing orphans needs to many psychological and educational programs, which are essential contributing to the creation of the integrated physical, psychological and social personality(9: 98)

"Hussein Hashmat, Mustafa Bahy" (2006) have indicated that the psychosocial adjustment is ongoing dynamic process dealing with behavior and the social and natural environment by change, where a balance between the individual and the environment will be achieved, hence it is considered an attempt to achieve a balance between the needs, stimuli and available opportunities by the environment depending on trying to satisfy their needs and so by overcoming the internal and external obstacles and

suitable conditions to the individual himself (10: 47.48).

"Abdel-Hamid Mohammed" (2001), and "Dawood Hanna" (1990) have indicated that a person who enjoys the psychological adaptation and social adjustment is characterized by integrated charismatic capable of coordination between the needs, purposeful behavior and interaction with his environment, hence psychological adjustment stems from the self, represented in self-psychological equilibrium and social dimension represented in social adjustment (14:26) (11: 274).

As the orphans category is one of the basic pillars that contributes to advance the society and the environment because they are normal, but they have only some problems that dropped them inside residential institutions for adequate social care as any other category that requires care and attention by the society they are also not received adequate attention from the by researchers in the field of sports, so the care of those who have been deprived of the care of their parents is

considered from the crucial areas of humanitarian, because these children cannot satiate their needs by themselves in the absence of their parents or caregivers, making them deprived and at the same time they are prone to perversion and thus, causing a danger to society.

Hence, the programs of physical education and sports are considered great role in orphanages, which through sports activities, the sports teacher can invest various situations of playing to increase communication between the orphans and the community, and can instill in them qualities of cooperation and team spirit, reduce aggression, mitigate the sense of being orphaned, and configure integrated personality.

The researchers have observed, through direct observation for orphaned children inside and outside the residential institutions, whether when they are at the faculty of physical education for Girls, Zagazig University, where the faculty host them during multiple periods, as well as by conducting study in the master degree and also by conducting

personal interviews with social workers at residential institutions which includes this category of children, that there are undesirable behaviors such as aggression and they need to practice competitive sports activity which invests their interior energy used negatively and turn it into positive energy saturating their desires, increasing their self-confidence, endurance of responsibility, self-reliance, making social relationships and increasing their social interaction which achieve psychosocial adjustment which means the benefit from the unacceptable aggressive behaviors socially and discharging them in a sporting activity and put it in acceptable context.

Hence idea of the research has been extracted using the basic skills and fighting agreed in karate for orphans at residential institutions may provide the opportunity to invest their energies and abilities through beneficial physical activity which meets their needs having opportunity of practice and increases their relationships and interactions with others, helping them to compromise

and adapt themselves with their environment.

Aim of the research:

The research aims to learn the basic skills and fighting agreed in karate and identify their effect on:

- 1- Physical variables for orphans.
- 2- Psychosocial Adjustment among orphans.

Research hypotheses:

1-There are statistically significant differences between the pre- measurement and post-measurement in some physical variables for orphans at residential institutions in favor of post-measurement.

2-There are statistically significant differences between the pre- measurement and post-measurement in the basic skills (Gedan-Bari- Oi-zuki- Wagga Oki - Soto-ude-uke - Uchi-uke - Shuto-Uke –Mae Geri - Mawashi Geri– Yoku Geri) and agreed fighting for orphans at residential institutions in favor of post measurement.

3-There are statistically significant differences between the pre- measurement and post-measurement in psychosocial adjustment for orphans at residential institutions in favor of post-measurement.

Research terms:

Psychological Adjustment: is a psychological event that works to exclude situations of tension and restore the individual to certain level which is the appropriate level for his life and the environment in which he lives (30: 80).

Social Adjustment: is an attempt to achieve a kind of pathological relationships with the environment (10:47).

Psychosocial Adjustment: is the individual's ability to satisfy his needs and meet most of the psychosocial requirements through a harmonious relationship with the environment in which he lives.(10 :47)

Orphans: is the individual who lost the one who protects him in infancy and being alone, whether he has lost his father or mother or both (15: 583).

Residential institutions:That institutions, which include orphaned children or those with families which unable to benefit their children or of unknown lineage, and are subject to the Ministry of Social Affairs, providing them with social, psychological, mental and social care in light of potentials (1: 190).

Previous studies:

1. "Ali Abdul Aziz" (2003) (16) has conducted

study which aims to determine the impact of recreational sports program on the emotional and psycho-kinetic state for orphaned children. The study sample included 23 children from (SOS) institution for Orphans in Gharbia. The most important results referred that the recreational sports program has a positive effect on the emotional state and psycho-kinetic at (SOS) institution for Orphans in Gharbia.

2. "**Samira Khalil**" (2004) (12) has conducted a study that aims to find out the relationship between the practice of recreational activities, and satisfaction of the psychological needs and the reduction of aggressive behavior for the children. Sample of the study included three groups, ranging in age from 9-12 years, divided as follows: Global level is (30) males (30) females, the Orphanages of private care are (30) males (30) females and Orphanages of government care are (30) males (30) females. The most important results referred that there is a statistically significant correlation relationship between the satisfaction of

psychological needs and decrease aggressive behavior of children of Orphanages of social care, and there are statistically significant differences between the public Orphanages and the private Orphanages in favor of public Orphanages in satisfying the psychological needs and decrease aggressive behavior.

3. "**Amira Al- Deeb**" (2004) (7) has conducted a study which aims to find out level of psychological adjustment for orphans. Sample of the study included 50 children from widows and 50 children from the married. The most important and noted the most important results referred that the children of widows are more aggressive, worried, stressed and with a sense of injustice, less ambitious and a decline in morale. It also has shown that personal and social adjustment for orphans is fewer than the children who live in a family consisting of parents.

4. "**Hammal Abdul Qadir and others**" (2007) (29) have conducted study which aims to identify the importance of physical education and sport in achieving social adjustment among Russian students of

high school a study on the psycho-social dimension. Sample of the study included 100 pupils, (50) non-practitioners of sport & (50) non-practitioners of sport. The most important results indicated that practitioner pupils of sports are better than non-practitioners in all dimensions of psychological and social adjustment.

5. "**Farras Al Hammadi and others**" (2008) (17) have conducted a study which aims to identify the difference between duelists of fencing and epee in the psychological adjustment and to identify the differences between them in the level of performance during the competition. Sample of the study included (20) players of the clubs of Diyala with sabre and epee. The most important results indicated that there are statistically significant differences between the players of sabre and epee in the level of performance and psychological adjustment in favor of the fencing players.

6. "**Maysa Ahmad**" and "**Mohammed Mahdi**" (2012) (26) have conducted a study which aims to identify the psychological and social adjustment and sports culture

among the research sample, which included (75) students from fifth stage at institute of teacher preparation in Diyala province. The most important results referred that there is amoral correlation relationship between the sports culture and the psychosocial adjustment in favor of students of the Department of Physical Education at the Institute of teacher preparation.

7. "**Cruck and Grotepeter**" (1995) (31) has conducted a study which aims to identify the nature of the relationship of each of the child sex and adjustment psychosocial of the aggressive behavior for children. Sample of the study included 491 males and females in the third grade to sixth grade. The most important results referred that there is a positive relationship between psychosocial adjustment and the aggressive behavior of children of both sexes as if the psychosocial adjustment reduces, the aggressive behavior will increase and the aggressive level rises with advancing age.

8. "**Evans- Kirkham**" (2005) (32) has conducted a study that aims to identify the psychological problems of

school for orphans who lost their parents and also identify problems that impede facilitating the learning process for advanced children in Africa. Sample of the study included 20 thousand Kenyan children whose parents have died and 41 individuals from homeowners who provide care for orphans and were rounded up from 26 African countries. The most important results referred that care for orphans is focused in homeowners with more other care for children, especially older.

Benefiting from previous studies:

- Selection of scientific method used in the research.
- Selection of the research community.
- Selection of the best tools and devices that most accurate results can be obtained through them.
- Identify the most appropriate statistical processors for the nature of this research.

-Taking advantage of previous research results in various fields.

Research procedures:

Research methodology:

The researchers have used the experimental method due to the suitability of the nature of this research, using pre-measurement and post-measurement for the experimental group.

Research community:

Research community includes (32) orphaned children (orphanage institution for education for boys and girls in Zagazig, Alsharqya governorate). Eight children were excluded between young age and impaired in their mental capacities, and (10) children were chosen to the exploratory experience, thus the basic sample of the research became (14) orphans from boys and girls and table 1 illustrates this.

Table (1)
Classification of the research community

Characterization of the research community	No.	Percentage
The exploratory sample	10	31.25%
The basic sample	14	43.75%
Excluded	8	25%
Whole community	32	100%

The researchers have found the balance of members of the research community in the growth variables and some

physical variables under discussion and intelligence, Table 2 illustrates this.

Table (2)
Statistical characterization of the research community in the growth variables and some physical variables under discussion and intelligence N = 24

Measurements		Measurement unit	average	standard deviation	median	Torsion coefficient
th varia	Length	Cm	148.40	7.22	148	0.166
	weight	Kg	45.40	4.40	45	0.272
	age	year	10.92	0.81	11	-0.296
Physical variables	agility	S	10.60	1.35	11	-0.886
	Flexibility	Cm	-5.36	2.76	-6	-0.694
	Adjustment	S	12.64	1.48	13	-0.725
	Hard balance	S	2.92	1.03	3	-0.231
intelligence		degree	34.44	4.82	33.00	0.90

It is evident from table 2 that the value of torsion coefficient confines between (± 3). This shows that the

research community is a balanced community in these measurements.

Table (3)
Statistical characterization of the research community in the level
of skillful performance for the basic skills under discussion
and agreed fighting N = 24

Measurements	Measurement unit	Average	standard deviation	median	Torsion coefficient	
Basic skills	Gedan-Bari	degree	1.40	0.61	1.50	-0.484
	Oi-zuki	degree	2.03	0.41	2.00	0.219
	Agga Oki	degree	1.40	0.64	1.45	-0.234
	Soto-ude-uke	degree	1.30	0.48	1.25	0.308
	H Oki	degree	1.70	0.51	1.75	-0.291
	Uchi-uke	degree	1.05	0.48	1.00	0.309
	Geri-Mae	degree	1.25	0.99	1.00	0.760
	Geri-Mawashi	degree	1.89	1.24	1.50	0.940
Geri-Yoku	degree	1.19	0.95	1.00	0.605	
Agreed fighting	degree	2.67	0.70	2.70	-0.138	

It is seen from the table (3) that the value of torsion coefficient confines between (± 3). This shows that the research community is a balanced community in these measurements.

Data collection tools:

First: devices and tools:

-Alrstamitr device: to measure the length of the body in centimeters and measure the body weight in kg.

-Stop Watch: to measure the test zigzag running.

-Scalar ruler: to measure flexibility.

The used devices were calibrated by other similar

devices to make sure the validity of measurement.

Second: Tests:

Tests of physical fitness and intelligence elements, attachment (1).

-Test of zigzag running to measure fitness rated in second.

-Test of body flexion from the long sit to measure the flexibility rated in centimeters.

-Test of digital circles to measure the adjustment rated in second.

- Test of stand on the instep to measure hard balance rated in second.- Depicted IQ test prepared by "Ahmed Zaki Saleh" (1987) (3). This test

aims to measure the ability of the circulation of mental images and visualizing the movement of shapes and its relationship to each other in terms of similarity or difference, as well as it measures the ability to imagine movement or spatial replacement for the form or its parts. The test has been used in many scientific studies in the field of sports, where it is the most appropriate tests to measure non-verbal intelligence in the field of sports.

Third: Evaluation of level of the skillful performance:

Level of the skillful performance was evaluated in all the basic skills of karate and agreed fighting under discussion by committee of arbitrators consisting of three professors of the College Karate specialization Attachment (2), where three attempts were given to each child and the average of the three attempts was taken for using the registration form Attachment (3).

Fourth: Scale of psychosocial Adjustment of orphaned children prepared by the researchers:

Steps to build scale of the psychosocial adjustment of orphaned children

Identifying the main axes of the scale:

This was done by looking at the books, scientific references studies and research related to the research topic and through reference survey of scientific references, previous studies and interviews with experts in field Attachment(4).

The both researchers have searched in the scientific references for components of the psychological adjustment in order to establish the scale axes and through this research researchers reached 10 scale axes, namely, (a sense of belonging- self-confidence- independence- realism- positiveness - freedom from pathological manifestations- adjustment with friends- adjustment with supervisors inside the Orphanage- adjustment with the local environment -adjustment with society in general). The researchers then introduced these axes to the experts in order to ascertain the extent of their suitability for scale Attachment (5) and table (4) shows that.

Table (4)
Experts` opinions on the scale dimensions that were displayed
on them N = 10

dimensions	Repetitions	Percentage
a sense of belonging	5	50%
self-confidence	10	100%
Independence	8	80%
Realism	10	100%
Positiveness	7	70%
freedom from pathological manifestations	1	10%
adjustment with friends	10	100%
adjustment with supervisors inside the Orphanage	10	100%
adjustment with the local environment	8	80%
adjustment with society in general	3	30%

It is seen from the table (4) that the percentage of experts` approval refers to the acceptance of six axes (self-confidence- independence- realism - adjustment with friends- adjustment with supervisors inside the Orphanage- adjustment with the local environment), and four axes have been rejected, where percentage of experts` opinion ranging between (10% - 100%) and the researchers satisfied the percentage of

(80%) or greater to accept the axis.

After identifying the axes of the scale, researchers formulated a set of phrases under each axis of the scale axes in the light of understanding and theoretical analysis of each axis also the researchers used previous measurements, such as scale of the psychological adjustment prepared by, "Ahmed Abdul Hakim" (4), scale of the social and school adjustment, prepared by "Balqis Eid"(8),

scale of the psychological adjustment prepared by" Firas Taleb, Eyad Hamid, and Thafer Namoos"(17), the scale of psychosocial adjustment with the school environment, prepared by" Mahmoud Ibrahim "(25), the scale of psychosocial adjustment, prepared by" Maysa Nadeem, and Muhammad Ismail "(26), and the scale of psychosocial adjustment prepared by" Hammal Abdul Qadir, Houd Mohammed, and Mohammed Sayeh "(29), commensurate with the aim of the study.

The both researchers took into account in formulation of the phrases the following:

1-The phrases should be clear and understandable.

2-The phrase not suggests the type of response.

3-The phrase should not include more than one meaning (duplication).

4- Avoiding difficult words to be understandable.

5-The phrases should be suitable for the age of the study

6-The phrase should measure the aspect of the axis that belongs to.

The total phrases were (74) phrases distributed over 6 axes as illustrated in table (5). The phrases were presented to the experts to determine the affiliation of these phrases to its own axis and determine the esteem balance of the scale.

Table (5)
scale dimensions and Number of phrases for each dimension

No.	dimensions	Number of phrases for each dimension
1	self-confidence	14
2	independence	10
3	realism	10
4	Adjustment with friends	13
5	Adjustment with supervisors inside the Orphanage	13
6	Adjustment with the local environment	14

It is seen from the table (5) the dimensions and the number of phrases of each axis.

Statistical processing of experts` opinions on their phrases of each axis:

The both researchers distributed scale, in its first

form, to the experts to find out the extent of affiliation of each phrase of the axis by ticking (✓) in front of the words that belong to the axis and by ticking (×) in front of words

that do not belong to the axis, as well as delete, edit or add phrases if necessary Attachment (6),(7) and table (6) shows adjustments made to the questionnaire phrases:

Table (6)

Number of phrases that have been modified in the questionnaire

No.	dimensions	Initial number	Phrases number			Final number
			delete	edit	add	
1	self-confidence	14	4	1	-	10
2	independence	10	-	1	-	10
3	realism	10	-	1	-	10
4	Adjustment with friends	13	3	-	-	10
5	Adjustment with supervisors inside the Orphanage	13	3	2	-	10
6	Adjustment with the local environment	14	4	1	-	10
Phrases summation		74	14	6	-	60

In light of the opinions of specialized experts the researchers have made adjustments unanimously approved by experts, where

researchers satisfied the percentage of 80% at minimum to accept the phrase and table (7) illustrates this:

Table (7)

Percentage of experts opinions in determining dimensions phrases scale of the psychosocial adjustment N = 10

No	Phrases	First	Second	Third	Forth	Fifth	Sixth
1	I feel less than anybody else	90%					
2	I feel embarrassed about my appearance	100%					
3	I look at the ground when I walk in the street	100%					
4	I feel that people look at me continually	100%					

Follow Table (7)
Percentage of experts opinions in determining dimensions phrases
scale of the psychosocial adjustment N = 10

No	Phrases	First	Second	Third	Forth	Fifth	Sixth
5	I am afraid when I do any work by myself	90%					
6	I expect success of my business	30%					
7	I feel embarrassed when the supervisors ask me any question	100%					
8	I find it difficult to choose the activity that suits me	100%					
9	I stumble through answer questions despite I know the answer	80%					
10	I feel that my colleagues consider my mental ability less than them	100%					
11	I am confident in my ability to carry out what I want	100%					
12	I am proud of my personality when I suggest a specific idea	60%					
13	I give up easily when I face difficult problem	60%					
14	I feel that I am more handsome than anybody else	50%					
15	I rely on myself to take any decision		90%				
16	I ignore the opinions of others		80%				
17	I rely on my friends when I face any problem		80%				
18	I am committed to the regulations and instructions at the Orphanages		100%				

Follow Table (7)
Percentage of experts opinions in determining dimensions phrases
scale of the psychosocial adjustment N = 10

No	Phrases	First	Second	Third	Forth	Fifth	Sixth
19	I consult with supervisors at the Orphanage in making my important decisions		80%				
20	I take responsibility when I participate with my colleagues		80%				
21	I like leadership but I refuse to be used		90%				
22	I find it difficult to think when I'm among a group of people		100%				
23	I like solving complex problems		100%				
24	I care if the management deducts my behavioral degrees		90%				
25	I can change a lot of the circumstances surrounding me			80%			
26	I think carefully before making any decision			90%			
27	I accept the fact I am an orphan and must live with these conditions			80%			
28	I participate in business that suit with my abilities and potentials			90%			
29	I believe that the conditions are volatile and life does not go on one frequency			90%			
30	I go to the doctor when I feel sick			80%			
31	I try to fly like the heroes of cartoon films			100%			

Follow Table (7)
Percentage of experts opinions in determining dimensions phrases
scale of the psychosocial adjustment N = 10

No	Phrases	First	Second	Third	Forth	Fifth	Sixth
32	I think there was no need for my stay in the Orphanage			90 %			
33	I prefer actions more than words			80 %			
34	I prefer to contact with my supervisors because they're older and experienced			80 %			
35	I initiate to take the first step of friendship				100 %		
36	I stay away from any activity with my friends				90 %		
37	I prefer to sit with my friends and not to sit with myself				80 %		
38	I like to join my friends in the discussion of our own problems				80 %		
39	I suffer from permanent disputes with my friends				80 %		
40	always offer help to my friends without asking me to do.				100 %		
41	Avoid uttering things that hurt the feelings of my friends				80 %		
42	I help in solving the problems between my friends				80 %		
43	I feel enjoyably to listen to an interview with my friends				50 %		
44	I find it easier to listen my friends well and to cooperate with them				100 %		

Follow Table (7)
Percentage of experts opinions in determining dimensions phrases
scale of the psychosocial adjustment N = 10

No	Phrases	First	Second	Third	Forth	Fifth	Sixth
45	I enjoy my time with my friends				90 %		
46	I initiates conciliation with my friends when dispute happened between us				50 %		
47	I feel angry when my friends tell what should I do				40 %		
48	Supervisors give me chance to choose my friends					80 %	
49	There are disputes between me and supervisors at the orphanage					70 %	
50	There is interactive respect between me and supervisors at the orphanage					90 %	
51	I spend a happy time with the supervisors at the orphanage					10 0%	
52	I prefer to spend my spare time with one of the supervisors at the orphanage					60 %	
53	I consult supervisors in my issues					80 %	
54	The orphanage compensates for the loss of parents					10 0%	
55	One of the supervisors makes me feel I am his friend					90 %	
56	I warn colleagues when abusing the orphanage or tampering it					10 0%	
57	The supervisors give me the chance to make my own decisions					80 %	

Follow Table (7)
Percentage of experts opinions in determining dimensions phrases
scale of the psychosocial adjustment N = 10

No	Phrases	First	Second	Third	Forth	Fifth	Sixth
58	I trust supervisors at the orphanage					50%	
59	The officials treat me in a way that I don't accept					100%	
60	I feel that the supervisors accept my apologies when I make a mistake					100%	
61	I enjoy practicing school activities with my colleagues						70%
62	I prefer to be absent from the school when I can						90%
63	I help my colleagues to understand the subjects						80%
64	I am pleased when I meet my colleagues outside the school						80%
65	I prefer to participate in beneficial activities for me and for the environment where I live						100%
66	I feel that my schoolmates do not accept me						90%
67	I avoid pugnacious classmates						30%
68	I keen to attend concerts and social events held by the school						100%
69	I respect the majority view even if it is contrary to my opinion						60%
70	I welcome the one that I don't know						90%
71	I feel alienated from others						80%
72	I expect to have a high position in the community						100%
73	When I become older I want to serve my community and environment						90%
74	I like to participate in trips						50%

It seen from the table (7) that the percentage of expert opinions in determining the axes phrases of psychosocial

Adjustment scale. The both researchers satisfied phrases that got (80%) or more.

Table (8)
Phrases that their wording has been modified in the phrases of scale axes according to the opinions of experts

dimensions	Phrase no.	Phrases	Modified phrases
self-confidence	3	I look at the ground when I walk in the street	I look at the ground when I walk in the ways of the orphanage
Independence	24	I care if the management deducts my behavioral degrees	I feel upset if the administration deducts from my behavioral degrees
Realism	34	I prefer to contact with my supervisors because they're older and experienced	I prefer to contact with the supervisors because they are more experienced
Adjustment with supervisors inside the orphanage	55	makes me feel of the supervisors I am his friend to them	The supervisors of the orphanage make me feel that I am always their friend
	59	The officials treat me in a way that I don't accept	The supervisors of the orphanage treat me in a way that I do not accept
Adjustment with the local environment	65	I prefer to participate in beneficial activities for me and for the environment where I live	I participate in beneficial activities for me and the environment where I live

It seen from the table (8) the phrases that have been modified in the phrases of the scale dimensions according to the opinions of experts.

after making adjustments to the initial form, it is possible to obtain experimental form of the scale, which applied to the exploratory sample in order to ensure scientific coefficients before preparing the final form for the application on the basic

In the light of what is demonstrated by the experts of the views and proposals and

sample including (60) phrases distributed on 6 axes attachment (8).

Rating scales:

Rating balance was also suggested in a survey form of the experts` opinion, as the results in a survey of experts` opinions about trilateral rating balance (yes, sometimes, no), so Yes given (3) three degrees, to some extent (2) two degrees, and No (1) one degree.

Exploratory study:

The both researchers have conducted an exploratory study in orphanage on Thursday, 12/5/2016 to Thursday 26/5/2016 on the exploratory sample, consisting of (10) orphaned children from the research community and outside the core sample of the research in order to identify:

- The extent of children's understanding of scale.
- Calculation of the ease and difficulty coefficient of the scale.

Discrimination Coefficient =

Number of correct answers for the distinctive group - the number of correct answers for non-distinctive group

Total number of groups

- Calculation of the time necessary to answer the scale phrases.

- Find the scientific coefficient of the scale (validity- stability).
- Ensure the appropriateness of the used physical tests (validity- stability).

Rationing the used tests:

First: Rationing the scale of the social psychosocial adjustment:

The scale was applied on the exploratory sample, that consisting of 10 children from the research community and outside the core research sample, on Thursday, 12.05.2016 to Saturday 14/5/2016, where The both researchers have corrected the scale and calculated the degree which the child gets, then arranging the degrees by ascending order according to the total summation of the degrees of each child using the method of " **Philips & Hornak**" (34: 447- 453), and through the use of the following equations:

The both researchers have satisfied discrimination coefficient of the phrases at least 0.21, where the question which gets this percentage, is

good in terms of its ability to discrimination.

A) **Difficulty coefficient** = 1 - ease coefficient which corrected by guessing.

B) **Ease coefficient**=

Number of correct answers for the distinctive group - the number of correct answers for non-distinctive group

Total number of groups

Table (9) illustrates the ease and difficulty coefficient of the scale of psychosocial

adjustment for orphaned children.

Table (9)

The ease and difficulty coefficient of the scale of social psychosocial adjustment for orphaned children N=10

No.	Ease coefficient	Difficulty coefficient	No.	Ease coefficient	Difficulty coefficient	No.	Ease coefficient	Difficulty coefficient	No.	Ease coefficient	Difficulty coefficient
First dimension: Self-confidence											
1	0.64	0.36	4	0.60	0.40	7	0.67	0.33	10	0.59	0.41
2	0.67	0.33	5	0.70	0.30	8	0.60	0.40			
3	0.53	0.47	6	0.57	0.43	9	0.65	0.35			
Second dimension: Independence											
1	0.60	0.40	4	0.67	0.33	7	0.65	0.35	10	0.57	0.43
2	0.67	0.33	5	0.64	0.36	8	0.55	0.45			
3	0.62	0.38	6	0.57	0.43	9	0.61	0.39			
Third dimension: Realism											
1	0.67	0.33	4	0.60	0.40	7	0.47	0.53	10	0.55	0.45
2	0.47	0.53	5	0.67	0.33	8	0.60	0.40			
3	0.51	0.49	6	0.56	0.44	9	0.58	0.42			

**Follow Table (9)
The ease and difficulty coefficient of the scale of social psychosocial adjustment for orphaned children N=10**

No.	Ease coefficient	Difficulty coefficient	No.	Ease coefficient	Difficulty coefficient	No.	Ease coefficient	Difficulty coefficient	No.	Ease coefficient	Difficulty coefficient
Fourth dimension: Adjustment with friends											
1	0.67	0.33	4	0.60	0.40	7	0.59	0.41	10	0.64	0.36
2	0.55	0.45	5	0.47	0.53	8	0.51	0.49			
3	0.56	0.44	6	0.63	0.37	9	0.60	0.40			
Fifth dimension: Adjustment with supervisors in the orphanage											
1	0.70	0.30	4	0.67	0.33	7	0.47	0.53	10	0.55	0.45
2	0.47	0.53	5	0.47	0.53	8	0.67	0.33			
3	0.60	0.40	6	0.69	0.31	9	0.55	0.45			
Sixth dimension: Adjustment with local environment											
1	0.65	0.35	4	0.60	0.40	7	0.47	0.53	10	0.53	0.47
2	0.58	0.42	5	0.53	0.47	8	0.57	0.43			
3	0.62	0.38	6	0.71	0.29	9	0.55	0.45			

It is seen from the table (9) that the estimation of ease coefficient and difficulty coefficient of the scale of psychosocial adjustment for orphaned children with suitable strength discrimination, demonstrating its relevance of measuring of what it was placed for, and there was no phrase in the scale.

Scale validity

They both researchers have calculated validity of the scale through internal consistency that by calculating the rate of correlation coefficient between the degree of each phrase separately and the total score of the scale on Thursday, 12/5/2016 and table (10) shows that.

Table (10)
The validity of internal consistency of the phrases of social psychosocial adjustment scale N = 10

No.	Correlation coefficient	No.	Correlation coefficient	No.	Correlation coefficient	No.	Correlation coefficient	No.	Correlation coefficient
First dimension: Self-confidence									
1	0.742	3	0.752	5	0.745	7	0.685	9	0.671
2	0.689	4	0.733	6	0.7.6	8	0.693	10	0.639
Second dimension: Independence									
1	0.688	3	0.643	5	0.751	7	0.675	9	0.652
2	0.721	4	0.714	6	0.645	8	0.634	10	0.705
Third dimension: Realism									
1	0.769	3	0.696	5	0.686	7	0.732	9	0.682
2	0.737	4	0.678	6	0.683	8	0.674	10	0.662
Fourth dimension: Adjustment with friends									
1	0.715	3	0.701	5	0.730	7	0.689	9	0.647
2	0.734	4	0.722	6	0.735	8	0.508	10	0.728
Fifth dimension: Adjustment with supervisors in the orphanage									
1	0.748	3	0.761	5	0.713	7	0.692	9	0.674
2	0.755	4	0.656	6	0.719	8	0.733	10	0.709
Sixth dimension: Adjustment with local environment									
1	0.699	3	0.766	5	0.773	7	0.617	9	0.695
2	0.742	4	0.656	6	0.719	8	0.733	10	0.64

The rate of tabular at level significance of 0.05= 0.632

It is seen from the table (10) that the correlation coefficients between each phrase and the total score of the scale are statistically significant at the 0.05 level significance which shows the validity of the scale for what it was intended.

reliability of the scale:

The both researchers have calculated the reliability of scale by applying the scale and re-application(Test - Retest) on the exploratory on Thursday, 05.12.2016 and the re-application will be on Thursday, 26/5/2016, at intervals of a time 14 days. The correlation coefficient between the two applications was calculated the correlation and table (11) illustrates this.

Table (11)
The correlation coefficient between the first application and the second application of the social psychosocial adjustment for orphaned children N = 10

Scale dimensions	first application		second application		correlation coefficient
	S	A	S	A	
self-confidence	8.10	2.02	9.00	1.33	0.723
independence	7.70	1.16	8.50	0.84	0.708
realism	10.10	1.79	10.30	2.11	0.734
adjustment with friends	6.70	1.88	7.20	1.93	0.717
adjustment with the supervisors of the orphanage	7.50	1.17	8.30	1.41	0.793
adjustment with the local environment	8.80	3.08	9.50	2.41	0.756
The scale as whole	48.90	3.95	52.80	4.44	0.745

Tabular rate of R at the level of (0.05) = (0.632)

It is seen from the table (11) that there is statistically significant correlation relationship at the 0.05 level significance between the first and second application in the

scale of social psychosocial adjustment for the orphans which shows the reliability of the scale to measure what it was intended.

Table (12)
The reliability of the scale of social psychosocial adjustment for orphans by applying Alpha Cronbach's coefficient N = 10

Scale dimensions	Stability coefficient
self-confidence	0.722
independence	0.694
realism	0.673
adjustment with friends	0.667
adjustment with the supervisors of the orphanage	0.684
adjustment with the local environment	0.663
The scale as whole	0.721

Tabular rate of R at the level of (0.05) = (0.632)

It is seen from the table (12) Cronbach's alpha reliability coefficient has achieved a rate of (0.721) for the scale of social psychosocial adjustment of orphans, indicating that the scale has reliability.

Rationing the physical tests under discussion:

Validity:

The validity of the physical variables has been calculated through experimental validity (differentiation) on two equal

groups consisting of 10 children, one of them representing the exploratory sample and drawn from the research community sample (non-distinctive group), and the other group (distinctive group) from the children participating in basketball school at the Faculty of Physical Education for Girls Zagazig University which will be held on Saturday 28/5/2016 and Sunday, 29/5/2016 and table (13) shows that.

Table (13)
Significance of differences between the distinctive group and non-distinctive group in the physical variables under discussion
N 1 = N 2 = 10

physical variables	Tests	Measurment unit	distinctive group		non-distinctive group		T rate
			M	A	M	A	
agility	Zigzag running	S	7.49	0.61	10.20	1.54	6.86
Flexibility	Trunk flexion from long sitting	Cm	3.30	0.82	-5.25	2.41	14.22
Adjustment	Digital circles	S	9.00	1.35	12.50	1.26	8.02
Hard balance	Stand on the instep	S	6.30	0.94	2.80	1.03	10.58

The rate of "T" at significance level of 0.05 = 2.10

It is seen from the table (13) there are statistically significant differences between the distinctive group and non-

distinctive group in favor of the distinctive group, which indicates that there is differentiation between the two

groups and this refers to the validity the for what was intended.

reliability:

The reliability of physical variables by the method of application and re-application of the test, on the exploratory sample that drawn from the research community with interval time 7 days where the

first measurement was applied on Saturday 28/5/2016, and the second one on Saturday, 4/6/2016. The correlation coefficient has been found between the first measurement and second measurement for all physical variables (under discussion) and the table (14) shows that.

Table (14)
The correlation coefficient between the first application and second application in the physical variables under discussion
N = 10

physical variables	Tests	Measure ment unit	distinctive group		non-distinctive group		T rate
			M	A	M	A	
agility	Zigzag running	S	10.20	1.54	9.85	1.37	0.768
Flexibility	Trunk flexion from long sitting	Cm	-5.25	2.41	-5.10	2.39	0.759
adjustment	Digital circles	S	12.50	1.26	12.30	1.16	0.735
Hard balance	Stand on the instep	S	2.80	1003	3.00	0.81	0.719

The rate of R at a level significance of $0.05 = 0.62$

It is seen from the table (14) that the correlation coefficients between the first application and second application range from (719.0, 0.768) which confine between ± 1 , which refers to reliability of the degrees of these tests.

The program:
Steps of educational program establishing:
-The aim of the program:
 1- Learning the basics of karate and agreed fighting under discussion.

- 2- Improving some physical variables under discussion.
- 3- Improving the social psychosocial adjustment.

The content of research program:

The both researchers surveyed the opinions of ten

experts in the field of Physical Education and karate to determine the total period for the program, the number of educational units in the week, and time of each daily unit Attachment (9) and the table (15) shows that.

Table (15)

Determining the total period of the educational program, the number of units in the week and the time of each daily unit N = 10

Program content	experts' opinions	Percentage of experts' opinions
Determination of the total period	8 weeks	100 %
Determination of daily units during the week	2 days	90 %
Time of educational unit	90 minutes divided into (5) minutes for administrative acts, (10) minutes for general and private physical preparation, (70) minutes major part, and (5) minutes to calm	80 %

It is seen from the table (15) the experts' opinions in determining the total period of the educational program, the number of the educational communities in the week, and time of each daily community. The both researchers have concluded that the total period of the program is (8) weeks by two communities in a week and the time of daily educational time is (90 minutes).

The components of daily educational community:

1- Administrative acts:

The time of this part is (5) minutes and purpose of it is the organization of children and taking absences and perform greeting of karate, so as to make the child acquire the system, commitment to ethics, ethics of karate and the respect of his friends and surmounted by age and experience as

reflected on his dealings with his friends and community.

2. General and private physical preparation:

The time of general physical preparation is 3 minutes and its aim is to prepare and create all parts of the body to perform, as the time of private physical preparation is 7 minutes. This part included exercises of stretching the muscles of the body to increase flexibility and stretching of working muscles and to improve the performance level of karate skills and to avoid injuries during the performance, as well as the achievement of psychosocial adjustment through the various situations set by the researchers in component of physical preparation.

3. The main part:

The time of this part is (70 minutes) and the aim of this part is to apply educational program of the basic skills and agreed fighting in karate, where the researchers have taught the skills to achieve the goal of the study and to make the orphan acquire values, habits and good behaviors which help him to achieve psychosocial adjustment

through some of the situations that the researchers deliberately placed during teaching basic skills and agreed fighting in the sport of karate.

This part is considered from the most important parts of the program where the achievement of the main objective of the research can be done through it which it is to learn the basic skills and agreed fighting in karate. The researchers have chosen the skills as the following:

• **The position of the feet:**

- Greeting stand (Hisko-dachi)
- Ready stand (yoy)
- Front stand (zenkutsu – dachi)
- Back stand (- dachi kokutsu)
- Horse stand(- dachi kiba)
- Stand of fighting front balance (zenkutsu kumite – dachi)

• **Bodice methods:**

- Bodice of top-down (Gedan-Bari)
- Bodice from the bottom to up (Jodan Age-Uke)
- Bodice by forearm from the inside to outside (Uchi-uke)

- Bodice by forearm from outside to inside (Soto-ude-uke)
 - Bodice by hand (Shuto-Uke)
 - **Punching methods:**
 - Front straight long punch (Oi-zuki)
 - Opposite front straight punch (Gyaku-zuki)
 - **Kicking methods:**
 - Front kick (Mae -Geri)
 - Side-kick (Yoku -Geri)
 - Circular kick (Mawashi -Geri) (5: 24 - 91)
 - **Agreed fighting**
- 4- Conclusions**

The time of this part is (5) minutes at the end of each community of the educational communities and aims to return the members of the body to their natural state. The researchers have taken into account that it should contain exercises to regulate breathing and relaxation, as well as the achievement of psychosocial adjustment social, and through some of the situations that deliberately researchers put in this part.

And a table (16) shows daily educational community

Table (16)

Model of daily educational community

The aim: a review on the above and learning the skill of defense to inside (Soto-ude-uke) and the skill of the defense to outside (Uchi-uke)

unit compone	Ti me	Performance (activity)	Aim	notes	Tools
Administ rative acts	5 min	Take absence. - -Giving behavior and appearance grades with telling children their grades at the end of the unit. -Giving greeting of karate sport.	-That the child get used to the obligation to attend and follow the guidelines and instructions issued by the researchers. -Make the child acquire manners and ethics of karate sport. -Make the child acquire mutual respect between him, the researchers and colleagues.	Givinga summarize d speech, informing the children the extent of their achieveme nt and supporting them to continue to do so.	

Follow Table (16)

Model of daily educational community

The aim: a review on the above and learning the skill of defense to inside (Soto-ude-uke) and the skill of the defense to outside (Uchi-uke)

unit compone	Ti me	Performance (activity)	Aim	notes	Tools
General and private physical preparation	3 min	- (Stand) running around the playground with leader assigned by the researchers to control the group. - (Stand) jump by feet	- Learn the child the leadership and take the responsibility and self-esteem in order to develop independence.	- The leader of the group will change in each educational unit. - Prepare all parts of the body to perform.	Appropriate
	7 min	- (Stand) work and stability to up with the exchange of open and annexation of feet and arms. - (Stand) work and stability to up by one foot. - (Stand) repeat the previous exercise on the other foot. - (Stand) partridge on	- Prepare all parts of the body to perform Improve fitness components under discussion. - Gain self-confidence. - Like to practice sports exercise with friends. - Achieve the child	- Volunteer leader is a child who is confident in his abilities. - There are periods of	
		one foot back, and repeat on the other foot. - (Stand) jump with a rotation of the semi-circle to the right side. - (Stand) repeat the previous exercise to the left side. - (Stand-opened) pressing down by the trunk on the right foot direction. (Stand-opened) pressing down by the trunk on the left foot direction. - (Stand-opened) pressing down by the trunk in the middle. - (Stand-opened) Lateral stab on the right foot - (Stand-opened) Lateral stab on the left foot.	adjustment with friends by providing assistance to those in need	rest between each exercise and another, ranging from 15 to 30 seconds.	play round

Follow Table (16)

Model of daily educational community

The aim: a review on the above and learning the skill of defense to inside (Soto-ude-uke) and the skill of the defense to outside (Uchi-uke)

unit compone	Ti me	Performance (activity)	Aim	notes	Tools
Main part	70 min	<ul style="list-style-type: none"> -Review the defense skill down (Gedan Brai) and the defense to up (Agga Oki) -Each child has to perform defense to down. -Divide children to matrimonial numbers in the form of two rows and each child corrects errors of his teammate. -The supervisors participate to correct the mistakes of the children`s performing to increase the harmony between them and the orphans and create intimacy between them. -Inform children to stand in the form of allowing them the vision. -Explain defense skill to inside (Soto-ude-uke) in a divided way. -The children have to perform the skill in the same way with follow-up them by instructions during the performance of stability. -Passing between the children to correct their mistakes in the performance. -Teaching children 	<ul style="list-style-type: none"> -Review what has been taught in the previous in the educational unit. -Learn the steps of correct performance of the skill of the defense to inside (Soto-ude-uke) and the defense to outside uchi uke). -Learn to like leadership for all children. -Increase the children`s confidence. -Improve the relationships between the children and increase the adjustment between them. -Achieve the adjustment with the supervisors of the orphanage through the mutual work between the supervisors and children. -Achieve self-confidence through increasing the children`s desire to improve their performance and their level of skill. 	<p>Defense skill to the inside (Soto-ude-uke) has been practiced by stability and walking forward to take the position of the front pivot (Zan Kedso Datchi)</p>	

Follow Table (16)

Model of daily educational community

The aim: a review on the above and learning the skill of defense to inside (Soto-ude-uke) and the skill of the defense to outside (Uchi-uke)

unit compone	Time	Performance (activity)	Aim	notes	Tools
		how to perform of the skill from front pivot position (Zan Kedso Datchi). -Passing between children to correct their mistakes in skill performance by movement. -Perform the skill by moving front and back according to the instructions. -Repeat the same previous steps when you learning the defense to outside (uchi uke).			
conclusion	5 min	-Through the helping of supervisors, a competition has been conducted between two equal groups and reward will be for the group that recorded less time. -Doing light timing in the place with a deep inhale and exhale -Perform the greeting of karate at the end of the unit.	-The child should spend happy times with friends and supervisors in the orphanage. -Child's interesting with friends. -Relaxation all the organs of the body. -Learn the child mutual respect between him, the researchers and colleagues.	A speech that expressing thank for the children for their performance and their good cooperation and improve their level.	

The steps of the experience conducting:

First: Pre-measurement:

The pre-measurements have been conducted for the sample in all selected variables (under discussion) on Sunday

and Monday5-6/6/2016, The measurement was done in accordance with the following order (physical and skillful variables - the scale of social psychosocial adjustment in orphanage in Zagazig.

Second: Application of the research program:

The both researchers have applied the proposed educational program on the core sample of the research, in the period from Tuesday, 07/06/2016 to Tuesday 9/8/2016, this for a period of (8) weeks by two units per week, taking into account that the application is not done in the fifth week due to the holiday of AlFitr feast, as the application was done at orphanage in Zagazig city, Sharqiya governate. The time of the educational unit time (90 minutes) including (administrative works - general and private physical preparation - the main part -

- Average
- Convolution coefficient
- T Test for one group, and two groups
- Standard Deviation
- Median
- correlation coefficient

Results presentation and the discussion:

First: Results presentation:

Table (17)

Significance of differences between pre-measurements and post-measurements in physical variables N = 14

Measurements	Measurement unit	Pre-measurement		Post-measurement		T rate
		S	A	S	A	
agility	S	10.53	1.40	8.87	0.91	3.69
Flexibility	Cm	-5.80	2.21	1.80	1.08	11.54
adjustment	S	12.67	1.29	8.20	1.91	7.24
Balance	S	2.87	0.91	6.00	1.75	5.92

The tabular rate of "T" at a level of 0.05 = 2.13

the conclusion) Attachment (10).

Third: post-measurements:

After the completion of the implementation of the basic experience of the research, the post-measurements were conducted in all the variables under discussion taking into account the same terms, conditions and the same measurement arrangement followed in the pre-measurements. These measurements have been done on Wednesday and Thursday, 10 -11/8/2016.

Statistical processors:

They both researchers have written which were obtained and processed by the following statistical coefficients:

It is evident from the table (17) that there are statistically significant differences between the pre-

measurements and post-measurement in the physical variables under discussion in favor of post measurement.

Table (18)
Significance of differences between the pre-measurements and post-measurement in the basic skills under discussion and agreed fighting in karate sport N = 14

Measurements	Measur ement unit	pre- measureme nts		post- measurem ent		T rate	
		S	A	S	A		
		Basic skills	Gedan-Brai	degree	1.50		0.59
Oi-zuki	degree		1.00	0.46	3.97	0.93	10.65
Agga-uke	degree		1.40	0.63	4.50	0.98	9.92
Soto-ude- uke	degree		1.30	0.49	5.10	1.02	12.54
Uchi-uke	degree		1.70	0.49	4.47	1.12	8.43
Shuto-Uke	degree		2.03	0.39	4.70	1.20	7.85
Mae-Geri	degree		1.79	1.03	5.25	1.29	8.72
Mawashi - Geri	degree		1.73	1.00	5.19	1.12	9.15
Yoku-Geri	degree		1.15	0.85	4.95	0.98	10.3 3
Agreed fighting	degree	2.67	0.64	5.93	1.48	7.52	

The rate of "T" at a level of 0.05 = 2.13

It is evident from the table (18) that there are significant differences between the pre-measurements and post-

measurements in the basic skills and the agreed fighting in karate under discussion in favor of post measurement.

Table (19)
Significance of differences between the pre-measurements and post-measurements for the scale axes of social psychosocial adjustment N = 14

Measurements	Measurement unit	pre-measurements		post-measurements		T rate
		S	A	S	A	
self-confidence	degree	8.47	1.84	17.67	2.625	10.72
independence	degree	8.13	1.18	18.93	2.81	13.21
realism	degree	10.40	2.09	19.40	2.43	10.48
adjustment with friends	degree	6.80	1.97	17.73	2.71	12.20
adjustment with the supervisors of the orphanage	degree	9.00	2.53	19.87	2.06	1.43
adjustment with the local environment	degree	9.40	2.84	21.40	3.23	10.42
The scale as whole	degree	52.20	4.41	115.00	9.07	23.56

The rate of "T" at a level of 0.05 = 2.13

It is evident from the table (19) that there are significant differences between the pre-measurements and post-measurements in the scale dimensions of social psychosocial adjustment for the research sample in favor of post-measurement.

Second: the results discussing

Based on statistical analysis used by researchers and in the light of the research objectives and through the conducted measurements in the specific context of the research

sample, the following results have been reached: It is seen from table (17) that there are statistically significant differences between the pre-measurements and post-measurements in the physical variables (agility - flexibility - balance - adjustment) in favor of post-measurement.

The both researchers due these differences to the general and private physical preparation used by researchers in the educational program of karate sport, where the aim of

physical preparation to make the orphan acquire the core physical qualities in a comprehensive and balanced way and create the body generally in preparation of the private performance, as well as the development of the necessary physical attributes necessary for the type of sports activity, which enable the child from the speed and ease of learning motor skills.

This is in line with **Safaa Saleh** (1995) (13), **Mohammad Saad** (1999) (23), and **Najla Tunahy** (2006) (27) that the use of organized and continuous exercises is considered one of the best ways to improve the physical aspects which accompanied by progress in performance.

This achieves the first hypothesis, which states:

"There are statistically significant differences between the pre and post measurement in some physical variables for the orphans at the residential institutions in favor of post-measurement"

It is seen from the table (18) that there are statistically significant differences between the pre-measurements and post-measurements in the basic skills

and agreed fighting in karate sport under discussion in favor of post measurement. The researchers due these differences to the educational program used where the researchers have focused, through the main part of teaching the children the skills under discussion, on a manner commensurate with mental and intellectual age, where the researchers have graduated the teaching skills under discussion with a soft and likable manner, which in turn helped to ease learning karate skills.

This is in addition to the development of physical variables under discussion, which had a significant role in the ease and rapidity of learning karate skills. The orphan child's for this sport has become strong motivation which encouraged him to continue to learn, where he has filled his instincts as a child, such as like to play sports, prompting him to learn positively and he also has the desire to continue and progress his skill level.

This is consistent with the view of "**Layla Farhat**" 2001 (19), "**Sobhy Hassanein**," 1994 (24) where they emphasized that the

development and growth in skill performance need to be a high level of physical fitness components such as agility, flexibility, muscular and nervous adjustment, and balance where the movement becomes easy and smooth in performance without hard work.

This achieves the second hypothesis, which states:

"There are statistically significant differences between the pre-measurement and post-measurement in the basic skills (Gedan-brai - Oi-zuki - Aagga uke - Soto-ude-uke - Uchi-uke - Shuto-Uke - Mae geri - Mawashi -Geri - Yoku-Geri) and agreed fighting for orphans at residential institutions in favor of post-measurement.

It is evident from the table (19) that there are statistically significant differences between the pre-measurements and post-measurements in the scale dimensions of the social psychosocial adjustment social for the research sample in favor of post-measurement. The researchers due these differences to the proposed educational program of karate sport, where learning karate

helps the orphan to acquire many of the proper behaviors and habits, which reflected positively on his objectives and trends and transformed him from the negative to the positive and helped him to get rid of any aggressive behavior could grow to display in coming age stages.

The results of the study of **Cruck N.R Grotepeter**" 1995 AD (31) that the aggressive behavior of non-compliant children psychologically and socially, increases and their aggressive level rises with the progress of their age.

This is in line with the results of the study of each of **"Najla Abbas"** (1999) (28), **"Ali Abdul Aziz"** (2003) (16), **"Samira Khalil"** (2004) (12), and **"Timor Ragheb"** (2006) (9) which indicated that the practice of sports activities training attendance are from the important factors in improving many of the psychological aspects of orphans.

Therefore the both researchers have emphasized that each part of the educational unit parts should contain on the attitudes and events which help the child in the acquisition and

development of many of the proper moral, psychological and social characteristics such as self-esteem and self-reliance, as well as improvement of relations with his friends and supervisors in the orphanage, his sense of love and mutual respect to those around him and to increase his sense of belonging to the orphanage, through the used educational program. All of this helped a child to improve psychological and social adjustment for orphaned children by its different aspects.

This was confirmed by "**Ahmed Juma**" (2011) (2) who has emphasized the importance of the use of physical education and sports programs in orphanages. Through sports activities, the sports teacher can invest various situations of playing to increase the communication between the orphans and the community, and can instill cooperation qualities and team spirit as well as reduce aggression and neglecting, which has a great role in reducing the sense of orphan hood and formation of the integrated personality which have benefit for the orphans in

all aspects (psychological - physical - social).

This is consistent with what "**Martin Hagger & Nikos** (2006) (33) have referred that the practice of sports activities regularly has strong relationship in acquisition of good physical and psychological health, as the sport discovers the true identity of each individual. This view is also consistent with what "**Hussein Hashmat, and Mustafa Bahy**" 2006 (10) have referred that the practice of sports activities earn a high degree of personal and social adjustment for the individual, and coaching sports in general and individual games training particularly affect the lifting of psychological adjustment degrees, which is considered a sign of the good mental health.

"**Hana Hassan,**" and others (2002) (30), "**Hommel Abdul Qadir,**" "**Hur Alsaah**" 2007 (29), "**Maysa Ahmad**", "**Mohammed Mahdi**" (2012) (26), "**Mohammad Siddiq**" (1997) (22) , and "**Kamilaa Abdul Rahman**" (2003) (18) also have referred that the success, resulting from the high level of performance in sports activities, leads to increase the student's self-

confidence and his relief and thus his personal adjustment is achieved.

This achieves the third hypothesis, which states:

"There are statistically significant differences between the pre-measurement and post-measurement in social psychosocial adjustment of orphaned children at residential institutions in favor of post-measurement."

Conclusions:

In light the research hypotheses, sample, and objectives as well as used tools and discussion of the results, we can conclude the following:

1- The effect of the proposed educational program in karate sport on improving the physical variables (agility - flexibility - adjustment - hard balance) for orphans at residential institutions.

2- The effect of the proposed educational program in karate sport on learning the basic skills (Gedan-Bray- Oi-zuki - Aagga uke- Soto-ude-uke- Uchi uke - shuto-uke - Mae geri- Mawashi -Geri - Yoku-Geri) and agreed fighting in the sport of karate for children at residential institutions.

3- The effect of the proposed educational program is the sport of karate on improving social psychosocial adjustment of orphaned children at residential institutions.

Recommendations:

Through the findings of the research, the researchers have recommended the following:

1-The use of karate sport because of its positive impact on the improvement of the social psychosocial adjustment among the orphans residing within at residential institutions

2- The interest in conducting studies which concern with the psychological aspects of orphaned children living at residential institutions.

3- Special social institutions concerning of orphans and illegitimate by practicing sporting activities and the allocation of time to practice permanently because of the positive effects on all the physical and mental aspects.

4- The researchers and workers in various disciplines should encourage to deal with research and studies of orphaned children and unknown parentage and to try to improve them and compensate them for some of the shortcomings

which they may be subjected at the residential institutions.

5- Bind the Supreme Council for Sport to establish a specified administrative for the care of orphans and sports activities and pay for them and also follow-up the management..

6- UNESCO should interest to allocate a special budget for sports, psychological and social research for these orphans.

7- The state should put a strategy to train and care for orphans including all aspects relating to nutrition, education, health, social sports and art activities.

8- The state should have a supervisory role in the follow-up of the bodies which concern with orphans which enable the orphan to live a better life.

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