

## **Effect of a Motor Physical Program on Psychologically activity Coordination and the Sense of Loneliness and future anxiety in Children Deprived of Family Care**

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### **Research problem and importance:**

Physical education with its different activities is a rich field where the child satisfies his needs to communicate with other children leading to the development the child self-confidence and to help him understand human relationships very well, hence, the child can understand his personality and his social and emotional adaptation and consequently, the child will grow up balanced and achieve integrated education for children. Child participation in group physical activities characterized by the spirit of cooperation helps develop the child's sense of responsibility, the spirit of the group, be away from isolation, shame, keep and understand the rights of the mate enrich the spirit of competition, support self-esteem and enjoy experiences of the success the child meets during the performance that considered a co-factor in modifying negative trends to

positive ones towards himself and others (23:36). Also the child participation in motor activities develops the spirit of competition and supports the positive self-concept (2:96).

The death of parents, the imprisonment of one of them etc. leads to loss of the entity responsible for their raising and guidance i.e. the family. In this case the state fulfills its duty toward those children by placing them in special foundations to take care of them, however, those children may suffer from some psychological and behavioral problems due to the lack of the family life leading to their facing non-sufficient consideration particularly in respect of the psychological aspect causing negative effects on this category that can suffer from psychological disorders in their future life.

Results of some studies showed that circumstances of raising children in sheltering

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foundations constituted one of the reasons of the psychological loneliness phenomenon among those children leaving negative psychological consequences like the child's sense of disability to live in coordination with himself and persons around him leading to reduce the level of the efficiency of his behavior and in turn his ability to produce is lowered generally (1992)(18) and accordingly his image of self-esteem is affected as the child views the self as the essence of personality and the self-concept is the corner stone in it (9). Experts expect that self-concept develops in children through their interaction with their peers in school and those around. Neglecting the child and lack of attention leads to feelings within his depths representing one of the most important reasons that make the child form a negative self-concept.

Late childhood of (9 to 12) years is considered the most important age in man's life where his personality starts to be built and formed in all mental, cognitive, social, emotional and psychological aspects and etc.

The researcher thinks that it is important to consider activity programs given to children in that age due to its importance for healthy physical and motor growth and to meet the child's needs for activity and performing physical activities characterized by activity and motion.

Also social conditions facing children deprived of family care may have an effect on the psychological aspects of the child due to his feeling of the deprivation of kindness and tenderness of his family and peers in school or those around him. Neglecting the child and feelings originated in his depths is one of the most important reasons leading to form a negative concept toward himself.

**Fouad Abu Hatab (2001)** indicated that feeling of security threat and deprivation of sympathy and fear may negatively affect the child growth and his psychological and social coordination.

Loneliness related to children deprived of family care is considered as a social and psychological problem blocking this category to achieve their goals and

psychological and life needs, in addition, the child may have negative concept toward his self and he feels that he is less than the others due to his deprivation of sympathy and tenderness for the loss of his parents and his sense of fear may affect negatively on the child's growth and his personal and social coordination.

The researcher viewed that it was possible through physical activities to improve the individual's sense of self and his view to his self and what reflected to his coordination with his self and the society where he lives positively. Luschen and Sag indicated that improvement of the child's personality as a psychological aspect and important need could get its way through activities of games and sport within rated physical programs enabling the child to grow socially and to acquire several personal and acceptable traits (25: 98 & 99).

The researcher noticed that mini games could be considered as an educational and effective means in the field of gratification of the child's needs, his self-achievement and verification of his existence within the group with

whom he works and that gratifies his needs to the sense of appreciation from others and improvement his social interaction (7-294).

Thus the researcher decided to think how to help children of (9 to 12) years, deprived of family care through establishing a program of group competitive and cooperative mini games and knowing the effect of such program on the sense of loneliness and psychologically personal and social coordination.

### **Research objective**

The aim of the current research was to establish a motor activity program and to identify its effect on psychological adjustment (personal and social) loneliness and future anxiety among children deprived of family care.

### **Research hypotheses:**

- 1- There are statistically significance differences between pre and post test of psychological adjustment towards post test mean score.
- 2- There are statistically significance differences between pre and post test of loneliness towards pre test mean score.

3- There are statistically significance differences between pre and post test of future anxiety towards pre test mean score.

**Research procedures:**

**Method:**

The researcher used the experimental method of one group by using pre and post-measurements to suite the nature of the research.

**Research people:**

The children in the association that is a sheltering association taking care of orphan children deprived of family care and teaching them in all educational stages, were selected intentionally. They were (9 to 12) years of age and comprised (37) children representing all children in this age and staying in the association.

**Sample:**

The main research sample was selected randomly from the research society and included (22) children and the remained (15) children were used for the pilot studies to carry out scientific coefficients for stability and validity tests. The researcher selected this age group (9 to 12) years representing the late childhood

and from the point of view of psychologists, such age group is considered the best age to improve social skills, to implant ethical values and principles and to develop psychological characteristics meaning that it is the social naturalization stage (2:66). Also children in this age prefer games in general and competitive adventuring and self verification games in particular. Meanwhile, children in this age are able to play with the group and they try to achieve its relevant goal.

The researcher decided to select My Brothers Association to apply the research, and because the number of children in this age (9 to 12) years are available, and there are a big area in the association that help apply the current study easily and freely. The researcher conducted the harmony in variables of age, height, weight, psychological variables such as psychological loneliness and personal and social coordination as stated in Table (1).

**Table (1)**

**Arithmetic mean, standard deviation and skewness coefficients for the research sample in variables under investigation (n=22)**

Variables	Measuring unit	M	S.D	Median	Skewness	
Anthropometric variables	Age	Year	11.65	0.84	11	2.32
	Height	Cm	135.75	5.41	135	0.416
	Weight	Kg	32.85	5.62	32	0.454
Test of psychological loneliness	Relationships with friendship, affection and love and to what extent lacking them	Score	18.85	2.76	18	0.924
	Sense of loneliness and social avoidance	Score	17.66	3.11	17	0.637
	Social Score skills and to what extent is lacking	Score	17.66	2.69	17	0.716
	Fear and lack of confidence	Score	17.28	2.4	17	0.286
	Total of tests	Score	72.65	9.140	72	0.184
Test of psychological coordination	Personal coordination	Score	27,82	4.11	27	0.599
	Social coordination	Score	30.36	2.86	30	0.378
	Psychological coordination	Score	57.18	5.76	58	0.094
future anxiety	Problems of life	Score	13.166	1.205	13	0.215-
	Concerned health and death	Score	12.266	1.48	13	0.383
	Mental anxiety	Score	22.700	2.548	23	1.891-
	Despair of the future	Score	16.733	1.460	16.500	0.926
	Anxiety of future	Score	14.666	1.917	14.500	0.795
	total		80.566	4.889	80.500	0.086=

Data in Table (1) illustrate that skewness coefficients range between ( $\pm 3$ ), meaning that the research sample was harmonized in such variables.

#### Research tools:

The researcher used the following tools:

1- Children personality test.

2- Scale loneliness.

3- The training program prepared by the researcher.

The researcher conducted a pilot study on purpose to find out scientific coefficients of

validity and stability of personal tests, and the sense of psychological loneliness for the pilot research sample of (15) children from the research society but out of the main research sample in the period from Sunday, 2/10/2011 to Monday, 9/10/2011.

1- Children personality test. It was prepared by Attia Hana cited from California's children test of (9 to 12) years. Such test has been prepared by Thorpe, Clark and Tigez and measures the child psychological coordination through the following two main parts:

- a. Personal coordination.
- b. Social coordination.

2- The scale of the sense of loneliness. After reviewing previous researches and studies introduced loneliness, the researcher concluded that the scale of loneliness prepared by Amani Abdel Maksoud<sup>(1)</sup> and it has been designed to be applied to children in sheltering institutes in age of (9 to 12) years. The scale consisted of (48) statements distributed to four main axes as follows:

1- Friendship, affection and love relationships and to what extent they are lacking <sup>(12)</sup>.

2- The sense of isolation and social avoidance.

3- Social skills and the range of lacking them.

4- Fear and lack of confidence.

The researcher used the validity of differentiation to calculate the validity of the scale of the sense of psychological loneliness by applying the scale to the pilot research group of (15) children as a non-distinct group and to (15) children from Pyramids Language School of (9 to 12) years as a distinct group. To calculate the stability of the scale, the researcher used the method of application and re-application with (10) days interval.

The researcher conducted the validity and stability for psychologically personal and social coordination tests and the test of the sense of psychological loneliness and **future anxiety** from 4/10/2015 to 9/10/2015.

3- The suggested program: The aim of the suggested motor activity program was to have the child to participate in group activities and to motivate him towards the group work and social participation including accepting others,

interacting with them positively and cooperatively with confidence, following healthy social behavior and feeling responsibility and the spirit of the group and being away from introversion through participation of the child in physical activities characterized by adventure and risk.

The researcher viewed that the abovementioned facts could have an effect on the psychological growth and self-concept through making use of natural children love and will of motion and play through a set of varied team games that match features of the age of the research sample to establish chances to act in an atmosphere of pleasure, entertainment and competition. Also child participation in group activities are characterized by the spirit of cooperation and participation helps grow the child's sense of responsibility and the group spirit away from shyness, introversion and understanding the rights of the other.

Osama Rateb <sup>(3)</sup> thought that child participation in motor activity led to improve the spirit of competition and to support positive self-concept in the child. Galiho (23:36) thought that the educational

atmosphere provided by motor activities accepted and appreciated by peers and friends as well as experiences of success, the child's meeting during the performance constituted a co-factor in changing negative trends to positive ones toward the self and the others.

### **Fundamentals of building the program and its content:**

. Through reviewing scientific references related to the research topic, the program was established and presented to experts to pilot their opinions in the suggested program constituents and the final form of the program was concluded; provided that the program should achieve its objective matching the age of the research sample and characterized with excitement, variation and work in an atmosphere of enjoyment, pleasure and competition.

. The program consisted of a set of competitions and games to improve the spirit of competition and excitement, to enable the child to acquire his self-confidence, to verify his ego, to increase motivation and to participate in the program activities and games in the content of the program should motivate the spirit of the group working, positive participation

and cooperation and adherence to healthy physical behavior and the use of moral incentives to encourage children.

**The researcher carried out all exercises of the program activity.**

**Tools used in the program:**

Balls, ropes, sticks, rubber lopes, grain sacs, boxes, balloons, mats, Swedish benches, funnels and a cassette player for the assistance of rhythm.

**Program content:**

In the light of achieving the objective of the research, the researcher considered that the program should include the following:

- Popular games containing a set of mini games that known and simple tools in the environment used to contribute to meet the child's needs regularly and through which the child learns how to commit to roles of such games and to provide safety and easiness to his peer to treat with the play situations quickly without complication.

- Cooperative games that implant in children the importance of treating and cooperating with peers, participating positively, feeling with the team spirit, seeking and making effort to achieve the objective through group

and double games with and without tools.

- Competitive games using tools such as balls, rubber lobes, robes and sticks and games without tools to develop the spirit of fair competition and to verify the ego and to learn how to treat the peer with sports spirit and to express his ego freely in the light of roles of the play.

- The researcher thought that the program should include mini, preliminary and popular games. After establishing the program, it has been presented to experts to pilot their opinions on the program content (Attachment 4) as well as time that the program would last to effect positively on the research variables.

**Program time distribution:**

- The program lasted (10) weeks at the rate of (3) units a week i.e. (30) units for the program by (40) min. per unit.

- The researcher formed (15) training units and each one consisted of a set of mini, preliminary and popular games provided that the unit was to be applied and re-applied during the whole program meaning that each game was performed twice during the whole program.



- Varying the research tools used in the program with varying the objectives of the selected games.

- The program was applied in the period from 11/10/2015 to 7/1/2016 excluding holidays and Eids.

**The single training unit consisted of the following:**

a. The Preliminary part (warm up) 5 minutes.

b. The main part 30 minutes distributed to (3) games by (10) min. each.

c. Final part 5 min.

**The researcher used musical rhythm and popular songs to inspire vitality.**

**Application of the research tools:**

**a. Pilot study:**

It was carried out to find out scientific treatments for the scale of loneliness and the test of psychologically personal and social coordination on the pilot research sample of (15) children from the same research people but out of the main research sample.

**b. Main study:**

- Scales were applied to the research experimental group. They were the scale of the loneliness and test of

psychological adjustment, social coordination and future anxiety on Thursday, 6/10/2015.

- Application of the program:

The program suggested by the researcher was applied to the experimental research group in the period from Sunday, 9/10/2015 to Thursday, 29/12/2015 by (3) units a week on days of Sunday, Tuesday and Thursday with a total number of (30) units for the program and each unit lasted (40) min. excluding holidays.

**Post-measurement:**

It was carried out for the scale of the sense of psychological loneliness and test of the psychologically personal and social coordination on the experimental research sample on Saturday, 14/1/2016.

**Presentation and discussion of results:**

**I. Presentation of results:**

a. Presentation of results related to the effect of the suggested program on the measurement of the sense of psychological loneliness.

**Table (2)**

**Significance of differences between the pre and post-measurements on the scale of the sense of psychological loneliness for the research sample (n=22)**

Scale axes	Pre-measurement		Post-measurement		Def.	Calculated t
	M	S.D	M	S.D		
Relationships of friendship, affection and love and to what extent is lacking them	22.85	2.86	17.32	0.24	5.53	8.83
Sense of loneliness and social avoidance	21.74	3.11	17.70	0.54	4.04	5.87
Social skills and to what extent is lacking	18.69	2,66	16.12	0.56	2.53	4.22
Fear and lack of confidence	19.22	2.4	16.22	0.12	3.00	5,72
Total of tests	82.546	9.82	67.36	1.56	15.10	6.956

Tabulated "t" at (0.05) level = 2.07

Data in Table (2) illustrate that there are significant differences between the pre and post-measurements in favor of the post-measurement in respect of the sense of psychological loneliness and its axes.

**Table (3)**

**Percentages of the rate of improvement between of the pre and post-measurements on the scale of psychological loneliness for the research sample (n=22)**

Scale axes	Pre-measurement	Post-measurement	Def.	Improvement (%)
1- Relationships of friendship, affection and love and to what extent is lacking them	22.85	17.32	5.53	24.2
2- Sense of loneliness and social avoidance	21.74	17.7	4.04	18.28

**Follow Table (3)**

**Percentages of the rate of improvement between of the pre and post-measurements on the scale of psychological loneliness for the research sample (n=22)**

Scale axes	Pre-measurement	Post-measurement	Def.	Improvement (%)
3- Social skills and to what extent is lacking	18.65	16.12	2.35	13.566
4- Fear and lack of confidence	19.22	16.22	3.00	15.61
5- Total of tests	82.46	67.36	15.10	18.31

Data in Table (3) show that the percentages of improvement between the pre and post-measurements range from 13.566% and 24.2% on the scale of the sense of

psychological loneliness for the research sample.

b. Presenting the results related to the effect of the suggested program on psychologically personal and social coordination

**Table (4)**

**Significance of differences between the pre and post-measurements in the test of psychologically personal and social coordination (n=22)**

Scale axes	Pre-measurement		Post-measurement		Def.	Calculated t
	M	S.D	M	S.D		
Personal coordination	27.82	4.11	34.25	3.72	6.43	5.315
Social coordination	30.36	2.86	36.42	4.11	6.06	5.55
Psychological coordination	58.18	5.76	70.67	6.49	12.49	6.596

Tabulated "t" at (0.05) level =2.07.

Data in Table (4) indicate that there are significant differences between scores of the pre and post-measurements in favor of the

post-measurement in axes of the test of psychological coordination and the total of the test.

**Table (5)**

### Percentages of rates of improvement in the test of psychological coordination

Test axes	Pre-measurement	Post-measurement	Def.	Improvement %
Personal coordination	27.82	34.25	6.43	13.11
Social coordination	30.63	36.42	6.06	19.96
Psychological coordination	58.18	70.67	12.49	21.47

Data in Table (5) present that the percentages of the rates of improvement between the pre and post-measurements in

the research sample in the test of psychological coordination are between 19.96% and 23.11%.

**Table (6)**

### Significance of differences between the pre and post-measurements in the test of future anxiety

Test axes	Pre-measurement		Post-measurement		Def.	Calculated t	
	M	S.D	M	S.D			
future anxiety	Problems of the life	13.333	1.112	10.800	1.521	2.533	*9.906
	Concerned health and death	13.333	1.112	10.933	0.961	2.400	*11.225
	Mental anxiety	22.800	2.651	19.333	2.636	3.466	*14.666
	Despair of the future	17.000	1.511	13.933	1.437	3.066	*12.357
	Enxiety of future	14.400	1.764	11.933	1.486	2.466	*8.047
	total	80,866	5.270	66.932	4.733	12.466	*20.759

Tabulated "t" at (0.05) level =2.07.

Data in Table (6) indicate that there are significant differences between scores of the pre and post-

measurements in favor of the post-measurement in axes of the test of future anxiety

**Table (7)**

### Percentages of rates of improvement in the test of future anxiety

Test axes		Pre-measurement	Post-measurement	Def.	Improvement %
future anxiety	Problems of the life	13.333	10.800	2.53	19.00 %
	Concerned health and death	13.333	10.933	2.40	18.00 %
	Mental anxiety	22.800	19.333	3.47	15.21 %
	Despair of the future	17.000	13.933	3.07	18.04 %
	Enxiety of future	14.400	11.933	2.47	17.13 %
	total	80.866	66.932	13.93	17.23 %

Data in Table (6) present that the percentages of the rates of improvement between the pre and post-measurements in the research sample in the test of future anxiety are between 15.21% and 19.00%.

**Discussing the research results in the light of the research hypotheses and objective. The researcher has discussed the results as follows:**

a- Discussing the results associated to the effect of the suggested program on the level of the sense of psychological loneliness in the research sample.

Data in Table (2) show that there are significant differences between the pre and post-measurements in favor of the post-measurement in respect of the total score of the scale of the sense of psychological loneliness as well as all of its axes. The same table indicates that the score of the post-measurement is lower than that of the pre-measurement meaning that the sense of psychological loneliness in the research sample was improved as lowering the score means and indicates to the occurrence of the improvement. Data in Table (3) illustrate the

percentages of the rate of improvement in the post-measurement over the pre-measurement in all axes and the total score of the scale ranges from (13.566% to 24.2%).

The researcher attributed such improvement and the low score of the sense of psychological loneliness in the research sample to the motor program that established and applied by the researcher and that consisted of a set of group motor activities such as mini games, popular games and competitions by using a sort of varied tools viz. balls, rubber lobes, sticks, funnels etc. representing activities loved by children leading to attract the children due to the excitement, variety, sharing performance, group working in group activities launched by the program units and exercises, consequently, the child felt his importance in his group, he was able to treat his peers easily and he was given a chance to form friendships and love and safe relationships as he was dealing with a community he loved and the community liked him as well as friendships replaced to some extent lacking family affection

that resulted in reducing the sense of frustration, isolation and fear. The children were given the chance to communicate with the others and to increase their friends and to react with them. Meanwhile, the use of tools and simple sports devices and various formats led to the belonging, cooperation and incorporation among the children in the experimental group that helped improve general relationships and helped children feel of being considered resist shyness and introversion and depend on them, unload their depressed feelings, feel their rights in the society and be in an equity with others that encouraged them to feel self-confidence, to accept his ego and be satisfied.

The researcher thought that the content of the program of activities full of pleasure and enthusiasm that liked by the children helped them bear responsibility, incorporate with the others, release fears and cooperate with peers leading to get away from their isolation, to feel loneliness and introversion and consequently, the child achieved psychological satisfaction and

reduced the level of the sense of psychological loneliness.

The abovementioned facts approved the 1<sup>st</sup> hypothesis saying" the suggested physical program has a positive effect on the level of the sense of psychological loneliness in children in depository institutions who deprived from family care and were (9 to 12) years.

b- Discussing the results related to the effect of the suggested program on psychologically personal and social coordination.

Data in Table (4) illustrate that there are significant differences between scores of the pre and post-measurements in the research sample in psychologically personal and social coordination in favor of the post- measurement indicating that the program suggested by the researcher had a positive effect on such personal variables. The researcher attributed that to the program she has established and applied and that consisted of a sort of games and competitions challenging the children's ability whether by free working or tools motivated the

children's enthusiasm and their attraction to such games, acquired them self-confidence, verified their egos and motivated the spirit of competition and challenge. All of these had a positive effect on the child's view, his self-concept and his treatment with the others and affecting his psychologically personal and social coordination.

The abovementioned facts was confirmed by David Ebelka (1994) who indicated that mini games matched with the age specified for such games affected positively the child understanding his motor abilities and his sense of his ego and value. Such games liberated the child from his tendency toward isolation of the others (9:22). These results were in harmony with those of Iman Al-Nahas (7) and those of Mirfat Mohammed<sub>(19)</sub> that the motor activity comprising competitions and natural games and skills motivated children's ego motivation and enthusiasm and acquired self-confidence, the other's appreciation, favorable behavioral experiences and grew healthy social and personal relationships and consequently, they contribute

to improve personal coordination.

Data in Table (5) clarify that the mean of the post-measurement is higher than that of the post-measurement in the test of psychological coordination in the research sample as the percentage of the rates of variation of the pre-measurement over those of the post-measurement are between (19.96 and 23.11) indicating the positive effect of the suggested motor program on psychologically personal and social coordination in children in the research sample. These results agreed (1990) who stated that various motor activity programs and games helped the child grow socially and made him acquire several acceptable personality traits and consequently, the child's psychologically personal and social coordination was increased (3:103), thus, they agreed with those of Kelair Faheem (1998) who stated that the play was an important factor for the child's social coordination and psychological balance as the child acquired new skills and experiences that increased his self-confidence and the expression of his internal emotions (14).

That illustration achieved the 2<sup>nd</sup> hypothesis saying" the suggested program of group games has a positive effect on the level of psychological coordination in children of (9 to 12) years who deprived of family care.

c- Table (6-7) shows that there are statistically significant differences between the pre and post measurement of the experimental and control groups in the future anxiety variable The researcher explains that the program used and its contents of the exercises and movements and various skills and with or without equipments using of music has had the positive effect of increasing the ability to convey feelings and emotions within the limits and capacities of children For any type of sports activities to highlight the outcome of training in the proposed program in a clear way to influence the alleviation of the concern of the future •Zeinab Sha'ir (2005) noted that future anxiety is one of the types of anxiety that are dangerous to one's life Which represents an unknown fear that results from past and present experiences also makes the one's feels



insecure and expect danger and instability. All of this is the cornerstone of safe psychosocial building and minimizing anxiety

### **Conclusions:**

- Group motor activities positively effect on minimizing the level of the sense of psychological loneliness.
- Group motor activities positively effect on psychologically personal and social coordination.
- Lowering the level of the sense of psychological loneliness in children deprived of family care tends to improve psychologically personal and social coordination.

### **Recommendations:**

**In the light of the conclusions the researcher have achieved, she recommended the following:**

- a- Considering children deprived of family care by making a program of group physical activities, incorporating them with the others and making effort to join them in different sports activities.
- b- Qualified supervision should be provided to take care of such children deprived of family care scientifically to direct them toward the

importance of the group activity that helps in cooperation and participation and in turn to assist the child create normal personality coordinated psychologically away from introversion and depression and other traits that are not favored.

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