Impact of Using the Mobile Education on Level of the Skillful and Digital Performance to Competence of the Javelin for Female Students of Faculty of Athletic Education

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Introduction and the research problem:

The last years witnessed a great development in using the modern mechanisms in the different fields generally and in the education field specially, as the electronic education emerged then the remote learning, then the wireless mechanisms such as the mobile phone . In this regard both of Abdel Azim EL Fergani (2000), and Abdel Hamid Basyoni (2007) refer to that the electronic learning is based on the principles of individualizing the education or what is called the individual education or the single one relating to presenting learning coherent with the learners features according to the individual rate suitable to every learners, the remote education progress development can be distinguished as moving from the electronic education to the remote education then to the mobile learning, these three stages are accordant to the development with the effect of the industrial revolution on the society from the eighteenth century to the nineteenth century, then the electronic revolution in the eighties , then the wireless revolution in the last years of the twentieth century (9 : 39) (8:29) .

The mobile learning is the prevailing one upon which thousands of education establishments relay , after the secondary stage and the mobile education makes the learner more realistic and meaningful and makes the learners in a positive situation toward education and increase the motivation of the students towards education (14 :18) (2 : 20)

The sword throwing competition is one of the field competitions which aims at throwing the sword to the most possible for distance without breaching the competition rules and it consists of many technical connected and continuous stages.

In this regard, Sedki Salam (2014) stated that the competition of throwing the

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sword is divided to many main principles which is holding the sword, carrying it, being near, the throwing steps, transmission, balance (7 : 235)

Through the researcher work in the field of teaching the field and the eras competition, she noticed a reduction in the technical performance level for the sword throwing competition of the female students in the first year at the physical education in Tanta and this is shown from the evaluation at the end of every practical lecture by those who work in the teaching field and also the final evaluation to the second term and this in turn leads to a decrease in the digital level of the sword throwing of the female students, also the researcher noticed that the followed teaching method depends on the verbal explanation and the practical model for the technical stages of the sword throwing competition (STC), and that the followed method does not give the students the chance for the positive share in the educational process and does not regard the individual differences among the students

In this regard , Mohamed Zaghloul et al (2001) state that the teaching of the physical activities skills needs making use of all means of the scientific progress from techniques and mechanisms to facilitate the learners and the teacher to reach the existed aims (14:70) .

There are great unprecedented benefits in the phone and wireless communications and the wireless computers in the advanced and developing countries. where the communications do not depend on the place leading to achieving the requirements of the services of the internet in every place and putting the air medium at the place of the wire joints media , from its benefits also that the mobile devices is lighter and smaller and the battery lasts for a long time (13,14 :18)

The researcher reviewed the reference studies which used the mobile phone in teaching the movement skills such as the study of Mohamed Hassan, Mohamed Kamal (2012) (12), Ahmed Abdel Moneim (2013) (2), Mustafa Awad (2013) (16) .

The results of their studies highlighted the effectiveness of the use of the mobile phone in teaching the movement skill related to their study, also the researcher found that no researcher used the mobile phone in teaching STC leading the researcher to know the effect of using the mobile teaching using the mobile phone at the skill level of STC

Aim of the research:

The research aims at recognizing the following :

The effect of using the mobile teaching by using the mobile phone at the level of the technical performance and the digital level of the STC.

The research propositions:

1) There are differences with statistical indication among the averages of the pre and post measurement of the control group at the level of the technical performance and the digital level of the STC for the post measurement.

2) There are differences with statistical indication among the averages of the pre and post measurement of the experimental group at the level of the technical performance and the digital level of the STC for the post measurement .

3) There are differences with statistical indication among the averages of the post measurement of the control and experimental groups at the level of the technical performance and the digital level of the STC for the experimental group.

Terms of the research:

The mobile learning:

This kind of learning can happen as a result of depending on some digital tools which can be carried by hand and through which we can review the various contents of the learning without any time or spatial considerations (17 :153)

The reference studies:

Weeonet Chang make a study with a title "Application of the mobile learning at the faculty of physical education" (2011), (19), aiming at knowing the importance of applying the mobile learning by the mobile phone mechanisms at the faculties of the physical education, Shetzen university, Teshteghro, Wohat, and the capital is Bekin in Public China in the administrative physical sciences. The researcher used the experimental methodology on a sample of (160) student from the faculty of the physical

education at Public China, they were divided into two groups , every group consisted of (80) students, the most important results are that the application of the mobile learning in the physical education helped in increasing the effectiveness of the students of acquiring the administrative physical sciences by a way exceeding the control group .

Mohamed Hassan and Mohamed Kamal (2012) (12) made a study in title "Trends of the students towards using the mobile in learning the crawl swimming on the abdominal area for the beginners, the study aimed to recognizing the effect of using the mobile on learning the crawl swimming and also recognizing the trends of the learners towards using the mobile in learning the crawl swimming , and the two researchers used a sample of (20) students from the faculty of physical education, Port Said university and the most important results are that the educational programs prepared by the mobile share positively in learning the crawl swimming , also there are positive trends with the learners about using the mobile in learning the crawl swimming .

1) Ahmed Abdel Moneam (2013) (2) made a study in title : Program of using the mobile learning and its effect in learning some athletics skills in the smart schools students in light of the information and communications technology and this study aimed at recognizing the effect of proposed educational program by using the mobile learning at the skill performance level and the knowledge acquisition of some athletics skills and the researcher used the experimental method on a sample of (60) students at the second prep grade and the most important results are that the proposed educational program by using the mobile learning shared positively in the level of the skill performance and the knowledge acquisition for some skills of athletics , also it shared positively on the performance and the impressions of the students of the two experimental groups .

2) Mustafa Mahmoud (2013) (16) made a study in title : Effectiveness of using killer strategy supported by the mobile learning in teaching some main skills of the Shish

weapon . The study aimed at recognizing the effectiveness of using killer strategy supported by mobile learning in learning some main skills of the Shish weapon for the students of the physical education faculty and the research used the experimental method on a sample of (30) students from the first grade at the physical education faculty in Kafr EL Shiek , the most important results are that the killer strategy supported by the mobile learning shared positively in improving the level of learning the main skills in Shish weapon and also increasing the knowledge acquisition of the skills of the research

Procedures of the research :

Research methodology :

The researcher used the experimental methodology by using the pre post measurements of two groups : control and experimental.

Community and sample of the research :

The research community includes the students of the first grade in the physical education faculty, Tanta university for the academic year 2014/2015, the total number of the community reached (234) student and the researcher selected the research sample deliberately and their number (50) students representing two branches and the injured and the failed students are (10) students so the main sample size of the research reached to (40) student with rate of 17.1 % of the total of the research community and the sample was divided into two equal groups, control one including (20) student learning the technical stages of the sword throwing by the followed way (explanation or show), and the other one is control including (20) students learning the technical stages of throwing the sword by using the mobile phone and the exploratory research sample was selected from the research community and outside the main sample of the research whose number is (20) students .

Table (1) show the description of the research sample

Table (1)
Description of the research sample

Research community		Main sample				Exploratory sample	
		Control		Experimental			
Number	%	Number	%	Number	%	Number	%
234	100%	20	8.5%	20	8.5%	20	8.5%

The researcher found equality in the distribution among the research students in all variables (growth rates – special physical features- technical performance level of the sword throwing) and table (2) shows that .

Table (2)
Equality of the distribution of the students sample of the research in the variables of the research n = 40

Ser.	Variables	Measurement unit	Arithmetic average	Mean	Standard deviation	flating	Bending coefficient
1	Progress rates						
	Age	Year	١٨.٦٠	١٩.٠٠	٠.٥٠	١.٩٢-	٠.٤٢-
	Length	Cm	١٦٢.١٣	١٦٢.٠٠	٢.٦٥	٠.٨٢-	٠.٢١
	Weight	Kg	٦٠.٠٥	٦٠.٠٠	٢.٩٤	٠.٣٣	٠.٧٩-
	Intelligence test	Mark	٤٢.٢٨	٤٢.٠٠	١.٩٢	٠.٩٨-	٠.١٦
	Tests of special physical features						
	Wide jump	M	١.٩٤	١.٩٦	٠.١٢	٠.٦٨-	٠.٧٧-
	Throw ball	M	٥.٦٠	٥.٤٥	٠.٥٥	١.٥٠-	٠.٢٧
	Flexibility	Cm	٣٣.٤٥	٣٤.٠٠	٢.٩٦	٠.٤٣-	٠.٢٨
	Accuracy	Mark	١.٣٥	١.٠٠	٠.٨٩	٠.٦٤-	٠.١٤
	Coherence	Mark	١.٥٣	٢.٠٠	٠.٨٨	٠.٥٨-	٠.٠٨-
	Level of the technical performance of STC	Cm	٢.٠٣	٢.٠٠	٠.٨٣	٠.٠٢	٠.٦١-
	The digital level of STC	Mark	٣.٩٨	٤.٠٠	١.٠٣	٠.٥٢-	٠.١٠-

It is shown that from table (2) that all values of the bending coefficients of the rates of the growth and intelligence and the special physical features and the level of the technical performance and the digital level of the research ranged from (79- :28) and it is limited between (3 +) referring to that the research sample students are free from the distribution defects . The researcher made the process of coherence and equality between the two groups of the research (the control and the experimental) in the variables of the research and table (3) shows that

Table (3)

Indication of the differences among the averages of the pre measurements in the two groups the control and the experimental in the main variables of the research to show the equality

n1 = n2 =20

Ser.	variables	Measure unit	Control group		Experimental group		Difference among the averages	Coherence	Value of (T)
			S	A+	S	A+			
١	Growth rates								
-	age	Year	١٨.٧٠	٠.٤٧	١٨.٥٠	٠.٥١	٠.٢٠	١.١٩	١.٢٩
-	length	Cm	١٦١.٧٥	٢.٣١	١٦٢.٥٠	٢.٩٦	٠.٧٥	١.٦٤	٠.٨٩
-	Weight	Kg	٥٩.٨٥	٣.٢٧	٦٠.٢٥	٢.٦٥	٠.٤٠	١.٥١	٠.٤٣
٢	Intelligen test	Mark	٤٢.٢٠	١.٩٤	٤٢.٣٥	١.٩٥	٠.١٥	١.٠٢	٠.٢٤
٣	Test of the special physical features								
-	Wide jump	M	١.٩٥	٠.٠٨	١.٩٣	٠.٠٩	٠.٠٢	١.٠٨	٠.٣٨
-	Throw ball	M	٥.٥٨	٠.٥٤	٥.٦٢	٠.٥٧	٠.٠٤-	١.١٢	٠.٢٤
-	flexibility	Cm	٣٣.٠٠	٢.٦٢	٣٣.٩٠	٣.٢٨	٠.٩٠-	١.٥٧	٠.٩٦
-	accuracy	mark	١.٤٥	٠.٨٩	١.٢٥	٠.٩١	٠.٢٠	١.٠٥	٠.٧٠
-	coherence	Number	١.٦٥	٠.٨٨	١.٤٠	٠.٨٨	٠.٢٥	١.٠٢	٠.٩٠
٤	Technical perfor. Level of ST	Mark	٢.٠٥	٠.٨٩	٢.٠٠	٠.٧٩	٠.٠٥	١.٢٦	٠.١٩
٥	Digital level of STC	M	٣.٩٠	١.١٢	٤.٠٥	٠.٩٤	٠.١٥-	١.٤٢	٠.٤٦

The value of (f) at the abstract level is .05 and two marks of freedom (19,19) = 2.15

The value of (T) at the abstract level is .05 = 2.02

It is shown from table (3) that the greatest variance value on the least variance in all variables is less than the value of (f) at the abstract level 0.05 referring to the coherence of the two groups of the research also it is shown that there are no differences with statistical indication at the level .05 between the control and the experimental groups in the main variables of the research giving a direct indication on the equality of the two groups in these variables .

Ways of collecting the data including the following :

Growth rates

-The time age : the time age was calculated near a year

-The length : by using resta meter device for measuring the length to the nearest cm

-The weight : by using a scale for measuring the weight (by kilo gram)

Test of mental abilities (intelligence) appendix (A)

Intelligence was measured for children and adults which was measured by (Samya El Ansari) (2008) to measure the level of the mental abilities . Appendix (a) and this test was chosen as it is suitable for the age stage of the research .

The scientific coefficients of the test of the mental abilities (intelligence), enclosure (a) :

validity of the test :

validity is found for the variable of the mental abilities (intelligence) by limbs comparison (the higher four and the lower four) on a sample of (20) students from the research community and outside the research main sample and the table (4) shows that

Table (4)

indication of the differences between the higher four and the lower four of the intelligence test n = 20

variable	Measure unit	The higher four		The lower four		Averages differences	Value of T	Eta 2	Validity coefficient
		S	A±	S	A±				
Intelligence test	Mark	٤٤.٧٠	١.٤٢	٣٩.٣٠	١.٣٧	٥.٤٠	٥.٤٥	٠.٧٩	٠.٨٩

The value of (T) at the level of abstract .05 – 2.30

From zero to less than 0.30 = weak effect

From 0.30 to less than 0.50 = middle effect

From 0.50 to more = strong effect

It is shown from table (2) that there are differences with statistical indications at the level abstract .05 among the two averages of the higher four and the lower one in the exploratory study sample in the marks of the intelligence test of the research showing the validity of the test .

Stability of the test :

The stability was calculated by applying the test and re applying it by time difference (7) days on a sample of (20) student from the research community and outside the main research sample in the period from 16/2/2015 to 23/2/2015 and the table (5) shows that .

Table (5)

Relation coefficient between the first and the second application of the intelligence test (n = 20)

variable	Measure unit	First application		Second application		Relation coefficient
		S	A±	S	A±	
Intelligence test	Mark	٤٢.٤٠	٢.٢٧	٤٣.٠٠	٢.٣٩	٠.٩٠

The value of (R) at the abstract level ,05 = 0.44

It is shown from table (5) that there is a relation with statistical indication between the first and second application (reapplication of the test) for the intelligence test (IT) of the research in the exploratory study sample in the abstract level .05 referring to the stability of the test .

Testing the special physical features in the STC , enclosure (b)

The researcher , through reviewing the scientific references (4,7,10) and the reference studies such as the study of Mohamed Helmy (2012) (13), El Ham Ahmed (2013) (3), study of Hazem Abdel Tawab (2014) (5) , limited the special physical features of the STC and the tests to evaluate them, enclosure (b) .

The scientific coefficients of the tests of the physical features of the research

Validity of the tests of the physical features of the research:

The researcher made the validity of the physical tests of the research by the validity of

the limbs comparison between the higher four and the lower four of the physical tests on the sample of the exploratory study whose number is (20) students from the research community and outside he main research sample and the table (6) shows that

Table (6)
Indication of the averages of the higher four and the lower four in the tests of the special physical features (N=20)

Ser.	Physical tests	Measure unit	Higher four		Lower four		Average differences	Value of T	Eta 2	Validity rate
			S	A±	S	A±				
1	Wide jump	M.	٢.٠٥	٠.٠٩	١.٦٨	٠.٠٨	٠.٣٧	٦.١٧	٠.٨٣	٠.٩١
2	Throw ball	M.	٦.٣٢	٠.٣٤	٤.٨٠	٠.٢٢	١.٥٢	٧.٥٩	٠.٨٨	٠.٩٤
3	Flexibility	cm	٣٠.٠٠	١.٢١	٣٦.٠٠	١.٥٣	٦.٠٠	٦.١٨	٠.٨٣	٠.٩١
4	Accuracy	Mark	٢.٤٠	٠.٢٧	١.٢٠	٠.١٩	١.٢٠	٧.٠٦	٠.٨٦	٠.٩٣
5	Coherence	Number	٢.٦٠	٠.٤٨	٠.٨٠	٠.٤١	١.٨٠	٥.٨١	٠.٨١	٠.٩٠

Value of (T) at the abstract level .05 = 2.30
From zero to less than 0.30 = weak effect
From 0.30 to less than 0.50 = middle effect
From 0.50 to more = strong effect

It is shown from table 6 that there are differences with statistical indication at the abstract .05 between the averages of the higher four and the lower one in the sample of the exploratory study in the tests of the physical features of the research also it is shown that the tests have effect power indicating the validity of the tests of the research

Stability of the tests of the physical features of the research:

The stability of the physical features variable of the research was calculated by using the application and reapplication of the test by time difference of a week on a sample of (20) student from the research community and outside the main sample in the period from 16/2/2015 till 23/2/2015 and the table 7 showed that

Table (7)
Relation coefficient between the first and second application in the tests of the special physical features (n = 20)

Ser.	Physical test	Measure unit	First application		Second application		Relation coefficient
			S	A±	S	A±	
1	Wide jump	M.	١.٨٥	٠.١٢	١.٨٧	٠.٠٩	٠.٩٢
2	Throw ball	M.	٥.٦١	٠.٤١	٥.٦٥	٠.٥٢	٠.٩٠
3	Flexibility	Cm.	٣٣.٥٠	١.٧٢	٣٢.٠٠	١.٦٤	٠.٨٨
4	Accuracy	Mark	١.٨٠	٠.٣٣	٢.٠٠	٠.٢٧	٠.٩١
5	Coherence	Number	١.٧٠	٠.٥٩	١.٧٥	٠.٤٦	٠.٨٩

Value of (R) at the abstract level .05 =0.44

It is shown from table 7 that there is a relation of statistical indication between the first and second application (reapplication of the test) in the physical tests of the sample of the exploratory study at abstract level .05 referring to the tests stability.

Form of evaluating the level of the technical performance of the STC , enclosure(c) :

the researcher designed this form by referring to the scientific references (4,7,10) and the reference study as Mohamed Helmy (2012) (13), EL Ham Ahmed (2013) (3), Hazem Abdel Tawab (2014) (5) then presenting the form of the research in its initial form to the experts, enclosure (d) then amending it in light of the experts and in this way the form became in its final form .

the scientific coefficients of the form:

validity of the form :

content validity :

the validity of the form was found through the proof of the arbiters where the form was submitted to the experts , enclosure (d) in its initial form and then amending it then presenting it to the experts where acceptance rate was 100% , thus the form became in its final form .

b) validity of the limbs comparison :

The validity of the form was found from the validity of the limbs comparison , the higher and lower four on a sample formed from (20) students from the research community and outside the main sample of the research where they were taught the STC by the researcher to be able to apply the form on them and table 8 shows that

Table (8)
Indication of the differences between the averages of the higher and lower four of the form of evaluating the technical performance level of the STC n = 20

Ser.	Variable form	Measure unit	Higher four		Lower four		Averages differences	T value	Eta 2	Validity rate
			S	A±	S	A±				
1	Form of evaluating the performance level of STC	Mark	٤.٣٣	٠.٧٥	١.٣٣	٠.٦٢	٣.٠٠	٦.١٢	٠.٨٢	٠.٩١

Value of (T) at the abstract level .05 = 2.30
From zero to less than 0.30 = weak effect
From 0.30 to less than 0.50 = middle effect
From 0.50 to more = strong effect

It is shown from table 8 that there are differences with statistical indications at the abstract level 0.05 between the averages of the higher and lower four in the sample of the exploratory study in the variable of the performance level leading to the validity of the form .

Proof of the form :

The proof of the form of the research was achieved by using the test and reapplying it by time difference of a week on a sample of (20) student from the research community and outside the main sample of the research in the period from 16/2/2015 till 23/2/2015 and the table 9 shows that

Table (9)
Relation coefficient between the first and second application of the form of the technical performance level on the sample of the STC (N = 20)

variable	Measure unit	1st application		2nd application		Relation coefficient
		S	A±	S	A±	
Form of evaluating the technical performance level of STC	MARK	٢.٩٣	٠.٨٤	٣.٠٠	٠.٧١	٠.٩٣

Value of (R) at the abstract level .05= 0.44

It is shown from the table 9 that there is a relation with statistical indication between the first and second application (reapplication of the form) on the sample of the exploratory study the abstract level .05 indicating the proof of the form of the research .

The educational program of the sword throwing, enclosure (E) :

The researcher prepared the educational program by using the mobile learning by the mobile mechanism following the coming steps : -

1– limiting the general aims of the learning program which are:

- Teaching the students of the first grade in the faculty of physical education, Tanta university the technical stages for the STC .
- Improving the digital level of the STC of the students of the first grade in the faculty of physical education , Tanta university .

2 – forming the general aims in a behavioral way :

- That the student be able to perform the technical stages of the STC correctly .
- To be able to improve the digital level of the STC

Limiting the content of the educational program :

The researcher limited the content of the educational program for the STC after reviewing the scientific references (4,7,10) and the reference studies (2,12,16) and the content is represented in the educational steps of the STC .

Limiting the educational activities for the programs :

The program includes two kinds of the educational activities Activities done by the teacher :

- Before starting teaching the educational program, the teacher explains how to use the educational program by the mobile learning .
- The teacher monitor the students during the execution of the educational program by directing and giving advice .

Activities done by the learner:

- The learner watch the educational program through the mobile then she perform the educational steps of STC .

Evaluation stage :

After finishing the preparation of the educational program by using the mobile learning for teaching the educational steps for the STC

in its first form, the researcher submitting enclosure (d) to the experts then amending it in light of their views .

The exploratory experiment of the educational program by mobile learning by the mobile phone :

The researcher applied the educational program by the mobile phone mechanism on a sample of (20) students represented in the research community and outside the main sample of the research to recognize the extent of the fitness of the educational program for the students and testing the validity of the place and the tools used to apply the program and according to the results of the exploratory experiment , amendments were made and in this way the educational program was completely prepared, enclosure (F).

The pre measurements :

After ascertaining the scientific coefficients of the variables of the research, the researcher made the main pre measurements of the two groups (control – experiment) on a sample of (40) students from the first grade at the level of technical performance and the digital level of the STC through the arbiters committee enclosure (H) and this on 16/2/2015

Execution of the main experiment :

The researcher applied the educational program prepared by the mobile phone mechanism for teaching the technical stages of the STC on the experimental group and also teaching the control group the technical stages of the STC through the followed style (explanation and presentation) and this in the period from 1/3/2015 to 29/3/2015 for (4) continuous weeks by an educational unit weekly whose period is (120) minutes according to the faculty regulation .

It was committed to carry out the applied lecture to the students of the experimental group as follows :

Administrative tasks 5 minutes

Taking a bath 10 minutes

Physical preparatio 20 minutes

Watching the educational program by using the mobile phone and the practical application 80 minutes

Conclusion: 5 minutes

The researcher taught the two groups of the research (control and experimental) during the period of carrying out the main experiment .

The post measurements :

After finishing the limited period of teaching the technical stages of STC, the researcher performed the post measurements at the level of the technical performance and the digital level of the STC for the two groups, the control and experimental through the arbiters committee, enclosure (h) on 31/3/2015

Styles of statistical treatment:

The researcher used the following statistical treatments :

- the arithmetic average– the mean– the standard deviation– flating– t-test- relation coefficient– percentage of improvement– eta coefficient

presenting the results and discussing them :

presenting the results :

The researcher will show her results as follows ;

There are differences with statistical indication between the averages of the pre and post measurements for the control group in the level of the technical performance and the digital level for the STC for the post measurement .

Table (10)

Indication of differences between the pre and post measurements in the control group in the technical performance and the digital level for the sword throwing n = 20

1	variable	Measure unit	Pre measurement		Post measurement		Averages differences	Standard fault of average	T value	Improvement rate %
			S	A±	S	A±				
2	Technical perform level	Mark	٢.٠٥	٠.٨٩	٥.٧٥	٠.٧٩	٣.٧٠	٠.٥٣	٦.٩٥	١٨٠.٤٩
3	Digital level	M	٣.٩٠	١.١٢	٧.٥٠	٢.٢٨	٣.٦٠	٠.٦٦	٥.٤٣	٩٢.٣١

T value at the abstract level 0.05 – 1.72

It is shown from table (10) that there are differences with statistical indication at the abstract level 0.05 between the pre and post measurement of the control group at the level of the technical performance and the digital level of the STC for the post measurement . There are differences with statistical differences between the two averages of the pre and post measurement for the experimental group at the level of the technical performance and the digital level for the STC for the post measurement

Table (11)
Indication of the differences between the pre and post measurements of the control group at the technical performance level and the digital level of the STC N = 20

Ser.	variables	Measure unit	Pre measurement		Post measurement		Averages differences	Standard fault of average	T value	Improve rate %
			S	A±	S	A±				
1	Technical performance level	Mark	٢.٠٠	٠.٧٩	٨.٠٠	٠.٨٦	٦.٠٠	٠.٤٢	١٤.٢٩	٣٠٠.٠٠
2	Digital level	M	٤.٠٥	٠.٩٤	١٥.٢٠	٢.٠٢	١١.١٥	٠.٧٧	١٤.٥٥	٢٧٥.٣١

T – value at the abstract level 0.05 = 1.72

It is shown from the table (11) that there are differences with statistical indication at the abstract level 0.05 between the pre and post measurements for the experimental group at the technical performance level and the digital level of the STC for the post measurement

1) there are differences with statistical indication between the two averages of the post measurement for the two groups, the control and the experiment at the technical performance and the digital level in STC for the post measurement .

table (12)
indication of the differences between the two post measurements for the two groups the control and the experimental at the technical performance level and the digital level of STC

Ser.	Variable	Measure unit	Control Group		Experi Group		Differences among averages	T - value	Improvement differences
			S	A±	S	A±			
1	Technical performance level	Mark	٥.٧٥	٠.٧٩	٨.٠٠	٠.٨٦	٢.٢٥	٣.٨٨	١١٩.٥١
2	Digital level	M	٧.٥٠	٢.٢٨	١٥.٢٠	٢.٠٢	٧.٧٠	٥.٠٦	١٨٣.٠٠

T – value at the abstract level .05 – 1.68

Table (12) shows that there are differences with statistical indication at the abstract level 0.05 between the two post measurements of the two control and experimental

groups at the technical performance level and the digital level of STC for the experimental group .

Results discussion :

It is shown from table (10)that there are differences with statistical indication between the averages of the two pre and post measurements for the control group at the technical performance level of the sword throwing (ST) for the post measurement where calculated t – value reached (6.95) and this value is more than t-value at the abstract level 0.05 which is equal to (1.72) also the improvement rate reached (180.49%) between the pre and post measurements for the post measurement , the researcher returns this improvement for the control group to using the followed style (explanation and presentation) where the teacher gives verbal explanation for every stage of the technical stages of the ST in a gradual form from the easier to the harder then the teacher makes a model for the competition and repeating it from the students and the teacher corrected the mistakes for the students letting them to take the good chance to learn the technical stages of STC .

This is highlighted by Abo EL Naga Ahmed Ez EL Din (2009) where he refers to that teaching by using the explanation and performing the model leads to increasing the individual level as a result of that the teacher is the one who perform the explanation and presenting the model and the student has to imitate the model presented by the teacher as possible, and through the lesson to observe the student performance and limiting the difficulties which may face them during the execution of the learned skill , then the teacher corrects the wrong performance and presents the feedback by its various forms to the students (1:76)

It is shown also from the table (10) that there are differences with statistical indication between the averages of the pre and post measurements for the control group at the digital level of STC for the post measurements where calculated t-value (5.43) and this value is more than the t-value at the abstract level 0.5 which is equal 1.72 also the improvement rate reached

93.31% between the pre and post measurements for the post measurement and the researcher returns this improvement in the digital level for the STC for the control group to the improvement at the technical performance level for the STC which in its turn affect a positive effects at the digital level .

This is assured by Abel Rahman Zaher (2009) where he refers to that making amendments of the throwing leads to increase the throwing distance (10-217)

In this way the correctness of the first proposition is achieved which states that : there are differences with statistical indication between the pre and post measurements for the control group at the technical performance level and the digital level of STC for the post measurement .

It is shown from table (11) that there are differences with statistical indication between the pre and post measurements for the experimental group at the technical performance level of the STC for the post measurement where t-value reached (14.29) and this value was bigger than t-value at the abstract level 0.05 which is 1.72 also the improvement rate reached 300% between the pre and post measurements for the post one .

The researcher returns this improvement to the learning of the experimental group to the technical stages of the STC by using the mobile learning by the mobile phone mechanism which includes many pictures and videos and written texts and the sound and musical effects helping the find a new educational environment merited by the factors of motivation , attraction , excitement and the positive share among the students and the educational program by using the mobile phone also it regards the individual differences among the students as each of them learns according to their speed and ability , also the spread of the mobile phones, the ease of using them and its lightness shares in giving the students the freedom during the learning and this is assured by Waleed El Khalafawi (2011) where El Ban refers to the use of the mobile devices make the learners learn according to his own speed and his desires (17 :152)

It is shown from table (11) that there are differences with statistical indication between the averages of the pre and post measurements for the experimental group at the digital level for the STC where calculated (T) value reached (14.55) and it is more than the table T value at the abstract level 0.5 which is equal 1.72 also the improvement rate reached (275.31)% between the post and pre measurement for the post measurement .

The researcher returns this improvement at the digital level of the STC for the experimental group (EG) to that the EG used the educational program prepared by the mobile phone mechanisms in learning the technical stages of the STC which led to the improvement of the students of the EG at the technical performance level of the STC and increase the motivation of the students towards learning .

And this in its turn gave a positive effect at the digital level of the STC leading to the improvement in the digital level and these results is accordant to the results of each Mohamed Hassan and Mohamed Kamal (2011) (2012) (12), Ahmed Abdel Moneim (2013) (2), and Mustafa Awad (2013) (16) .

In this way the correctness of the second proposition is achieved which states that (there are differences with statistical indication between the averages of the pre and post measurements for the EG at the technical performance level and the digital level of the STC for the post measurement).

It is shown from table (12) that there are differences with statistical indication between the averages of the post measurements of the two control and experimental groups at the technical performance level of the STC for the EG where the calculated (T) value reached (3.88) and this value is more than the table (T) value the abstract level 0.5 which is equal 1.68 also the improvement rates differences between the two control and experimental groups reached to (119.51) for the EG .

The researcher returns these differences to that the students of the EG learned the technical stages of the STC by using the mobile learning by the mobile phone mechanisms aiming at

dividing the technical stages of the STC and learning each stage separately through dividing its content into small paragraphs and using (video – pictures- written texts – sound effects) sharing in increasing the motivation of the students towards learning where it makes the student exert a lot of effort for learning also each of them progressed in the educational program according to their speed and ability , also learning through it in any place helping to achieve commitment and taking responsibility and this opposite the followed style which depend on the explanation and presentation of the model leading of negativity of the students where their role is limited to performance only and executing what is demanded by the teacher where the teacher makes all decisions and provides the feedback to all students and these results are accordant to the study of Enth Chang Wee (2011) (19), Mohamed Hassan and Mohamed Kamal (2012) (12), Ahmed Abdel Moneim (2013) (2) and Mustafa Awad (2013) (16) where their studies assure the positive effect of the mobile learning by the mobile phone mechanism in the educational process .

It is also shown from the table (12) that there are differences with statistical indication between the averages of the post measurements of the two control and experimental groups at the digital level of the STC for the experimental group where the calculated (T) value reached (5.06) and this value is more than table (T) value at the abstract level (0.5) which is equal (1.68) also the improvement rate difference between the two control and experimental groups (183)% for the experimental group .

The researcher returns these differences to that the EG learned a lot by the mobile learning by the mobile phone mechanism leading to the improvement of the students in the technical performance level of the sword throwing by a rate exceeding the control group girls who are taught by the followed style, then the girls of the EG progressed at the digital level of the STC more than the girls of the control group, in this way the correctness of the third proposition is achieved stating that (there are differences with statistical

indication between the averages of the post measurements of the two control and experimental groups at the technical performance level and the digital level of the STC for the EG) .

Conclusions :

Through the presentation of the results and in light of the aims of the research and its propositions and the research sample and the used methodology and through the statistical treatments the researcher can conclude the following :

1) the educational program affects, by using the mobile learning by the mobile phone mechanism , a positive effect at the technical performance level and the digital level for the STC .

2) The educational program affects, by using the followed style (explanation and presentation), in the level of the technical performance and the digital level of the STC .

3) The educational program affects, by using the mobile learning by the mobile phone mechanism, a positive effect better than the educational program by using the followed style (explanation and presentation) at the level of the technical performance and the digital level of the STC .

Recommendations :

According to the results and conclusions of the research , the researcher recommends the following :

1) Applying the educational program by using the mobile learning by the mobile phone mechanism in teaching ing the STC to the students of the physical education faculty .

2) Performing similar practical studies on different physical activities generally and competitions of field and scope specially

3) Preparing training courses on how to teach by using the mobile learning by the mobile phone mechanism

4) Depending on the technological mechanisms when learning different physical activities

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