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ISLAMIC UNIVERSITY OF MADINAH

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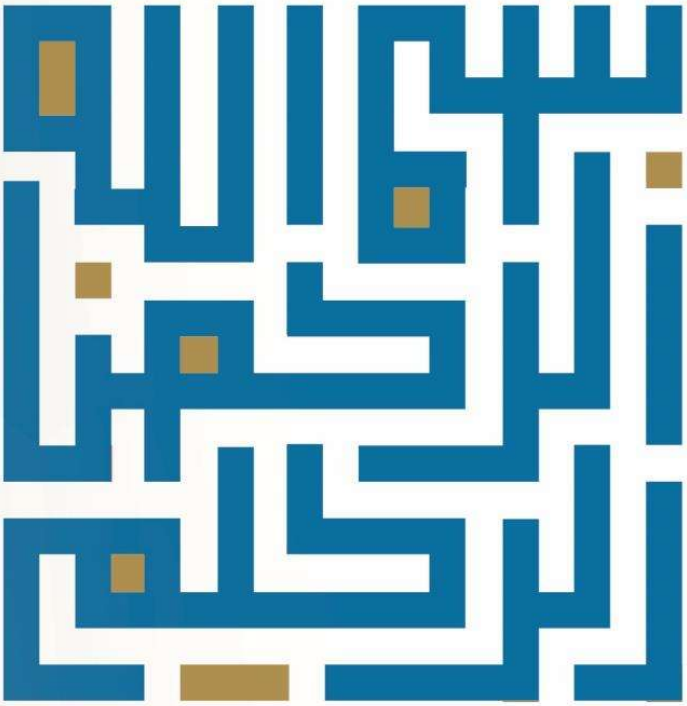

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- المجلة لا تفرض رسوما للنشر.

الهيئة الاستشارية :

الجامعة الإسلامية بالمدينة المنورة

ISLAMIC UNIVERSITY OF MADINAH

The Effect of Motor-Focus Games on the Fundamental Motor Skills among Primary Stage Students

تأثير الألعاب الحركية المعتمدة على تركيز الانتباه على المهارات الحركية الأساسية لدى طلاب المرحلة الابتدائية

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Abstract

The main objective of the study was to examine the effect of motor-focus games on abilities and fundamental motor skills of primary stage students. The study implemented tests prepared to measure the fundamental motor skills. students enrolled in second grade (age 8) in a Privat school in Qassim/KSA participated in the study; A quasi -experimental design was used. the students were allocated into two equal groups; a control group of (10) students and an experimental group of (10) students. An experimental group received a training program in motor-focus games. Results and comparisons between the two groups revealed significant differences at (α=0.05) for using motor-focus games on developing student's fundamental motor skills (locomotor, Object- control, and balance skills) in favor of the experimental group. The study recommended curricula designers to include fundamental motor-focus games in the primary stage sport classes for its importance in developing student's fundamental motor skills.

Keywords: Playing; Performance; Attention; kinetic Skills; Elementary stage.

المستخلص

هدفت هذه الدراسة التعرف إلى تأثير الألعاب الحركية المعتمدة على تركيز الانتباه على الحركية الأساسية لدى طلبة المرحلة الإبتدائية. ولتحقيق أهداف الدراسة تم استخدام اختبارات خاصة لقياس تطور المهارات الحركية الأساسية، تكونت عينة الدراسة من (٢٠) طالباً من طلاب المرحلة الإبتدائية من عمر (٨-٩) سنوات، تم اختيارهم من المدارس الخاصة في القصيم/ المملكة العربية السعودية. وقد استخدمت هذه الدراسة المنهج شبه التجريبي ذي المجموعات المتكافئة لملاءمته وطبيعة الدراسة، وبعد إجراء المعالجة الإحصائية المناسبة أشارت نتائج الدراسة إلى: وجود فروق ذات دلالة إحصائية عند مستوى الدلالة (α=٠,٠٥) لاستخدام الألعاب الحركية المعتمدة على تركيز الانتباه أدت إلى تحسين بعض المهارات الحركية الأساسية (مهارة الانتقال، ومهارة التحكم والسيطرة، ومهارة الاتزان) قيد الدراسة.

ومن ناحية أخرى أشارت النتائج إلى أن المجموعة التجريبية التي استخدمت الألعاب الحركية المعتمدة على تركيز الانتباه ضمن الحصص الصفية بدرجة أفضل من المجموعة الضابطة في المهارات الحركية الأساسية، وتوصي الدراسة بضرورة استخدام الألعاب الحركية الأساسية المعتمدة على تركيز الانتباه ضمن حصص التربية الرياضية للمرحلة الإبتدائية؛ حيث إن لها دوراً في البناء والتأسيس للمهارات الحركية الأساسية.

الكلمات المفتاحية: الألعاب الحركية، الألعاب الحركية المعتمدة على تركيز الانتباه، القدرات التوافقية، المهارات الحركية الأساسية، طلاب المرحلة الأساسية الدنيا.

Introduction

It is important to improve student's fundamental motor skills as a method to improve their physical activity. Focusing student's attention is a mental process that plays an important role in the physical activity; it is one of the fundamental requirements of good performance in different sport activities. Trainers and teachers emphasized attention importance to reach their students optimal physical activity performance. In addition to training and guidance motor skills optimal performance correlates with the child focus ability, aware contribution, and control; therefore, attention is fundamental for readiness and preparation before performing the activity. Children are promoted to focus their attention; lost-focus immediately weakens performance and fundamental motor skills (Jabber ,2013).

Many scholars emphasized mental aspects importance, attention or focus motivates the brain to filter stimuli and highlight a certain subject rather than other stimuli (Al-Aboudi, 2016).

Focus in this sense means child's focusing on a certain stimulus and responding to it. This is a functional process in actual life that directs the child's feelings toward either the overall behavioral situation (if it is new to the child), or to some parts of the cognitive domain (if the situation is familiar) (Al-Sharqawi, 1984)

Teachers use motor games as an attraction strategy to seize student's attention and positive interaction; games are explained to students through a series of movements to be able to perform the required activity. In order to achieve high levels of motor skills the child has to obtain early training on motor skills. Scholars consider early training on games to develop motor skills fundamental especially in performing complex moves (Bakir, 2011).

Scholars consider motor games like (Hop on the right leg, Hop on the left leg, 8-m sprint dodging, Tennis ball toss with one hand). a preliminary exercise to the practice of motor activities, and a style through which physical, mobile, mental, behavioral, and social sought goals are achieved. Child's motor ability effects many aspects of his development, motor activities are the best way to familiarize children with concepts and experiences; through regular movements children acquire new information, increase vocabulary, acquire new skills and concepts that work to maximize organs efficacy, strengthens muscles, decreases nervousness, muscle spasm, psychological tension, and makes them happy. Because a child is an active and explorative being, stimulating his skills and developing it occurs through moving and games playing sources of his joy and happiness. Games are not limited to a specific

age, gender or level; they have entertainment features for everyone, therefore the final end of motor activities and games practice is overall development of the child skills and abilities (Fazari ,2002).

Majeed and Plejevsky (2000) defined motor games as the games that identify the clear role of the fundamental movements while playing (running, jumping, catching, passing the ball.etc.), these games are explained by the topic and idea conveyed, they are designed to overcome difficulties that hinder achieving the goal of the game.

Al-Khudair (1986) said motor games require children's effort to be performed; it stimulates them, develops their balance movements, strengthens their muscles, and helps their acquisition of motor skills. In simple words Fazari (2002) said by motor games the integrated development of the child is achieved in different aspects, especially in the cognitive aspect, because movements may be performed only with mental awareness.

The idea of movement performance dependency on the physical aspect is no longer familiar according to scholars and trainers, tests proved that high performance occurs by mental qualifications such as focusing that enables the individual to control motor performance. Motor games has a positive effect on the brain, the aerodynamic activities and motor abilities nourish the brain with oxygen through increasing perfusion, it also increases producing nourishments of nerve cells, which in turn reflects positively on learning the fundamental motor skills (Al-Aboudi, 2016).

The study problem

The problem of the current study boils down to identifying the effect of motor concentration games on the basic motor skills of 8-year-old students enrolled in the second grade. The researcher tried to answer the following question

The study questions

Are there statistically significant differences at ($\alpha \geq 0.05$) Between the averages of the experimental and control groups in the post-test Basic motor skills scores?

Study Goals

Identify the effect of motor games based on focusing attention on basic motor skills.

Study Importance

1. This study can be considered part of The theoretical and practical literature that highlights the age group of (8-9) years is an appropriate age for acquiring basic motor skills.
2. It may be the basis for further studies in the future.
3. nonexistence Arab and local studies on this topic urged the author to do so Conduct the current study.

Procedural Definitions

Action games can be defined procedurally as directed activities performed by children to develop their abilities through competitive group games.

Concentration-motor games can be defined as narrowing of attention towards specific stimuli or directed activity that children perform and maintain their focus on the stimuli or activity.

Fundamental motor skills are forms of natural motor activities that have specific, observable patterns, and children are trained to perform these activities.

The Previous Studies

A recent study in Canada conducted by Moghaddaszadeh and Belcastr (2021) and compared students locomotor and object control skills physical activity levels by using cooperative games among 52 students (M. = 6.5yr) assigned to: a control group using active play targeting locomotor skills (14), locomotor skills guided active play group (17), and object control guided active play group (21) showed that after 7-weeks student's performance showed large changes in the fundamental motor skills of the two guided groups compared with the control group.

Tulbure-Andone, Neagu and Szabo (2020) investigated the development of motor strength skills of 18 eight-grade students (9 girls and 9 boys) from "Augustin Major" Middle School in the municipality of Reghin/ USA. The experimental group was exposed to a 6-week observation and testing period between January 13 and February 28, 2020, students exercised their strength games by a circuit method and the control group received dynamic games. The results revealed that the experimental group (boys and girls) progress was significant compared with the control group progress in the strength games.

Zhang and Cheung (2019) examined the effect of game approach training on primary school children fundamental motor skills performance in Chongqing/ China. Five hundred sixty children participated in the study, they were allocated into two groups (control group (N. 278) and intervention group (N.282)), and children performance was measured by gross motor development-2 test. The intervention training game program lasted for 12 weeks. Results revealed a good performance level in motor skills among the children in the intervention group compared with the control group. No significant differences attributed to gender were found, while significant differences attributed to the child grade was found.

Teodora, George & Laurentiu (2018) studied the students' constant involvement in 7 practical activities included in the curriculum (athletics, gymnastics, football, volleyball, skating, swimming, and practice in mountain tourism), 31 girls and 59 boys, first year students at the Faculty of Physical Education and Sport from Galați participated in the study. Constant involvement of the student's led to significant progress in the object-control and balance skills.

Siregar, Wau, and Hartini (2018) examined the correlations between educational games practiced by 3-4 years, children on their motor, language and social skills. One hundred children from a kindergarten at Medan Selayang district/ Indonesia participated in the study; they were observed and tested while playing educational games at school for motor, social and language skills. Data analyses revealed a significant relationship between educational games and development of the children motor skills.

Many scholars examined focus influence on performance; Ali, Al-Reda, and Salman (2017) studied the relationship between focus as a mental ability and physical abilities. They studied the extent of compatibility abilities and motor balance with attention, five postgraduates enrolled in Bagdad University/ Iraq, in the academic year 2015/2016 participated in the study, they had excellent skill in motor balance on beam apparatus. The researchers conducted physical tests and video recorded with high speed cameras (25 pictures per second) the students beam activity. Results found that attention has an effective role on fast movements correlated with speed and explosive power and student's object-control on the beam apparatus. The study recommends caring for developing students focus by motor focus games.

Rasheed & Hussien (2014) studied divided attention as an important visual ability in recognizing different variables in playing, and speed to take the appropriate decisions to perform the motor task, and examined divided attention correlation with

the accuracy of volleyball transmitting receiving performance. Participants in the study were 12 players from Diyala Sport Club of volleyball. Results found a significant correlation between divided attention accuracy of volleyball transmitting receiving performance. They recommend training athletes in the club on focus and developing focus on more than one variable.

Comment on previous studies

The studies of motor-games content discussion with sport teachers showed that most of them cared for their students playing, fitness and skills that require achievement, but they did not care for motor-games that activates the child nerve system, which is considered an information analyzer tool, through various diagrams, numbers, colors, textures, and sounds. That is to say absence of motor games that depend on children's focus and attention is apparent. Therefore, fundamental motor skills level among the students was weak, which in turn influenced learning of various skills and motor development. Among the studies that indicated an improvement in motor performance as a result of focused attention. Ali, Al-Rida, and Salman (2017), and the Rashid and Hussein (2014).

Method and procedures

Study Approach

The researcher collected the study data from October to end of December 2019, from the primary stage student's age 8 years enrolled on the academic year 2019/ 2020 in primary School in Qassim/KSA The researcher used the quasi-experimental method.

Study population and sample

The population of the study included second grade students (age 8 years) enrolled primary School following Private Education Directorate in Qassim Total number (150). Out this number, randomly sample is selected, 20 students from the second grade, they were allocated into two groups. Equivalency and homogeneity of the participants in each group and between the groups is verified as table (1) illustrate.

Table 1. Participants description, equivalency and homogeneity

Variables	Experimental group		Control group		Overall sample			
	M.	Std.	M.	Std.	M.	Std.	t-value	Sign.
Height (cm.)	128.50	3.95	128.20	3.85	128.35	3.80	0.172	0.865
Weight (kg.)	25.80	3.05	25.50	4.50	25.65	3.75	0.174	0.863
(M.: Means), (Std.: Standard deviation), (CV.: Coefficient of variation)								

Table 1 illustrated the control and experimental group's participants means, standard deviations, coefficient of variance, and t-value scores of the two groups. Participants of each group standard deviation height and weight scores were significant ($\alpha \geq 0.05$), the standard deviation highest difference score was (17.65%) in the experimental group, this value is considered acceptable and refers to normal difference between the participants. This result means that the participant's height and weight of each group are homogeneous and the coefficient of variation comparisons between the two group's heights and weights refers to the two group's equivalency.

Procedure

The researcher collected the parents, school, and directorate consents for employing the training program and testing the participants. The tests stability is ensured through implementing it on a pilot sample of 5 participants. The participants of the two groups (the experimental group include 10 students, and the control group include 10 students) were tested in the period 22/9-3/10/2019. The experimental group received two training classes every Sunday and Tuesday (school week: Sunday-Thursday, the weekend is on Friday and Saturday in Qassim) on motor-focus games for ten weeks from 6/10-12/12/2019. The students received training on warming up for 10 minutes at the begging of the class, and on cooling-down for 10 minutes at the end of class, i.e. overall practice is 20 minutes in each class. At the end of the training program the researcher retested the participants.

Design & Analysis

The researcher tested student's locomotor skills, Object control-skills, and balance skills, the movements tested were:

1. Locomotor skills

- 20 meters Sprint, the student stands still then is requested to run a distance of 20 meters, the researcher measured the time by seconds the student was able to finish the distance.

- Vertical Jump, the student stands on a spot defined on the ground then jumps vertically, the researcher measures the length of the jump.
- Hop on the right leg, the students hop 3 steps on the right leg vertically from a certain point, then the researcher measure the distance crossed.
- Hop on the left leg, the student hop 3 steps on the left leg vertically from a certain point, then the researcher's measure the distance crossed.
- 8-meters sprint dodging; the student starts running in a zigzag movement from a point to finish 8 meters, time is measured by seconds.

2- Object-control

- Tennis ball toss with one hand, the student performs a one hand toss of a tennis ball, and the researcher measure the distance the ball reaches.
- Medicine ball throw, the student holds the ball in both hands, and then pushes it as far as he can away from him, then the researcher measured the distance between the student and the point of the ball landing in meters.
- Volleyball circulation, the student throws the volleyball inside a circle drawn on the wall and tries to catch it when it back, the student receives a point for his accuracy to toss the ball in the circle and anther point is given when the student catch the bounced ball.
- , the student tosses the ball high in air using one hand and tries to catch it with one hand, the researcher offers a point for catching the falling ball.
- Medicine ball role, the student pushed the ball with one hand and the researcher's measured the distance to its stop point by meters.

3- Balance motor-skills

- Stork stand, the student is requested to stand like a stork on one leg and to maintain balance as long as he could, the researcher measures the time by seconds.
- Balance beam walk, the student walks on the balance beam from tip to tip and the researcher measure the time required to finish.

Implementing Motor-Games in Class

The researcher reviewed previous literature and sources that examined motor education, motor development, motor and psychological characteristics related to 8 years of age, and gained ideas and criteria through which the framework of the motor-

focus games selection emerged. Various diagrams, numbers, colors, textures, volumes, and sound games that require attention were selected appropriate for the age group examined.

In the sport class two games were presented to the students one time only to retain their attention. The games were implemented in allocated times in the class, games selected varied in method of performing the movement and gradual difficulty to increase the students focus while playing. A rest period is implemented between every other performance of the same game. Student's self-discovery increased their focus to select the best way of achievement. Competitiveness among groups in the warm-up game or the close-out game was considered and in the repetitions too.

To insure the tests validity, professors majoring in educational psychology, measurement and evaluation, and physical education reviewed the tests of fundamental motor skills. They agreed on its appropriateness to measure the effect of motor-focus games on student's abilities. The researcher used means, standard deviations, t-test, Pearson's correlation coefficient, and Cohen's equation in the analyses of obtained data.

The test was administered on a pilot sample of (10) students to verify its validity. Student's locomotor skills, object-control skills, and control skills were tested and retested after an interval of (14) days in; the results are shown in tables 2.

Table 2. Locomotor, Object-control and Balance skill test retest reliability means and standard deviations of the pilot sample

Skills		Test		Retest		R-value	Sign.
		M.	Std.	M.	Std.		
Locomotor	20-m Sprint run	25.12	1.60	25.00	0.71	0.894	0.041
	Vertical Jump	145.00	16.58	147.00	10.95	0.947	0.014
	Hop on the right leg	131.00	18.43	135.00	15.81	1	0
	Hop on the left leg	121.80	14.86	126.60	12.34	0.9	0.037
	8-m sprint dodging	27.50	4.97	26.80	3.49	0.9	0.037
Object-control	Tennis ball toss with one hand	263.80	27.62	260.60	37.91	1	0.9
	Medicine ball throw	253.20	33.38	268.00	56.30	0.9	0.037
	Volleyball circulation	10.60	1.95	11.80	1.30	0.947	0.014

Skills		Test		Retest		R-value	Sign.
		M.	Std.	M.	Std.		
	One hand dodgeball throw and catch	12.00	2.00	13.20	1.48	0.895	0.04
	Medicine ball role	260.40	42.88	270.60	38.30	0.9	0.037
Balance	Stork stand	37.70	4.94	36.20	4.44	0.895	0.04
	Balance beam walk	10.11	1.25	9.58	0.53	0.973	0.005
M. (Means), Std. (Standard deviations), Sign. (significance)							

Table 2 illustrated a good validity of the locomotor, balance and control skills tests. The pilot sample tests results scored high values (> 0.70) referring to a high validity. Significance values scores (< 0.05) are accepted statistically indicating that it is appropriate to be used in the current study.

Results

To answer the study question of "**Are there statistically significant differences at (α≥0.05) Between the averages of the experimental and control groups in the post-test Basic motor skills scores?"** the researcher tested locomotor, Object-control, and balance skills of the two groups to find their homogeneity by calculating means, standard deviations, t-value and significance.

Group equivalency in fundamental motor-skills pretest

Table 3. fundamental motor-skill pretest group equivalency

		Experimental group (No. 10)		Control group (No. 10)		t-value	Sign.
		M.	Std.	M.	Std.		
Locomotor	20-m Sprint run	26.91	1.95	27.48	2.19	0.62	0.542
	Vertical Jump	144.90	13.71	143.90	10.87	0.18	0.859
	Hop on the right leg	127.50	15.70	135.90	9.85	1.43	0.169
	Hop on the left leg	119.10	15.83	130.80	10.48	1.94	0.067
	8-m sprint dodging	25.77	4.26	24.90	2.67	0.55	0.588
Object - control	Tennis ball toss with one hand	273.80	68.26	259.80	41.01	0.55	0.585

		Experimental group (No. 10)		Control group (No. 10)		t-value	Sign.
		M.	Std.	M.	Std.		
	Medicine ball throw	233.30	38.62	261.20	29.43	1.81	0.086
	Volleyball circulation	9.80	1.75	10.80	1.81	1.25	0.226
	One hand dodgeball throw and catch	11.70	1.34	12.10	1.91	0.54	0.594
	Medicine ball role	285.60	66.51	299.50	45.91	0.54	0.593
Balance	Stork stand	33.11	5.15	37.47	4.57	2.00	0.060
	Balance beam walk	10.54	1.57	10.66	1.63	0.17	0.867
M. (Means), Std. (Standard deviations), Sign. (significance)							

Table 3 illustrated the pretest means differences in the fundamental motor skills between the control and experimental groups. The differences significance between the two groups in locomotor, Object-control, and balance skills scores were ($\alpha \geq 0.05$), these results indicate that the groups means are insignificant referring to the groups equivalency in all the fundamental motor skills tests.

Groups Homogeneity in fundamental motor-skills pretest results

Table 4. Participants homogeneity pretested in the fundamental motor-skills

Skills		Experimental group		Control group	
		M.	Std.	M.	Std.
Locomotor	20m Sprint run	26.91	1.95	27.48	2.19
	Vertical Jump	144.90	13.71	143.90	10.87
	Hop on the right leg	127.50	15.70	135.90	9.85
	Hop on the left leg	119.10	15.83	130.80	10.48
	8-m sprint dodging	25.77	4.26	24.90	2.67
Object-control	Tennis ball toss with one hand	273.80	68.26	259.80	41.01
	Medicine ball throw	233.30	38.62	261.20	29.43
	Volleyball circulation	9.80	1.75	10.80	1.81
	One hand dodgeball throw and catch	11.70	1.34	12.10	1.91
	Medicine ball role	285.60	66.51	299.50	45.91
balance	Stork stand	33.11	5.15	37.47	4.57
	Balance beam walk	10.54	1.57	10.66	1.63
(M.: Means), (Std.: Standard deviation), (CV.: Coefficient of variation), (Sk.: Skewness),					

Table 4 illustrated group's means, standard deviations and coefficient of variation homogeneity in the fundamental motor-skills pretest; the differences values within the group are not significant, this result indicates that the participants have homogeneous abilities. The highest difference value in locomotor-skills score is (16.53%) for the 8m sprint dodging, the Object- control "Tennis ball-toss with one hand" score is (24.93%), the balance skills "Stork stand" score is (15.55%). These values are considered acceptable and refer to normal difference between the participants.

To be able to find if motor-focus games development the experimental group motor skills the researcher post-tested the control and experimental groups and calculated means differences in locomotor, object-control and balance skills as illustrated in table 5.

Table 5. posttest comparison results of the participants performance in fundamental motor skills

Type of fundamental motor skill		Experimental group		Control group		t-value	Sign.	η^2
		M.	Std.	M.	Std.			
Locomotor	20-m Sprint run	24.92	1.22	28.70	2.21	4.73	0.000	0.554
	Vertical Jump	150.10	9.87	145.50	11.65	0.95	0.353	0.048
	Hop on the right leg	136.30	10.94	138.00	11.03	0.35	0.733	0.007
	Hop on the left leg	128.20	9.83	133.50	10.26	1.18	0.253	0.072
	8-m sprint dodging	24.82	2.84	27.30	1.83	2.32	0.032	0.230
Object-control	Tennis ball toss with one hand	308.00	47.09	230.00	25.82	4.59	0.000	0.539
	Medicine ball throw	287.00	27.10	242.80	37.24	3.03	0.007	0.338
	Volleyball circulation	12.10	0.99	10.20	1.48	3.38	0.003	0.388
	One hand dodgeball throw and catch	13.10	1.20	11.50	1.18	3.01	0.007	0.335

Type of fundamental motor skill		Experimental group		Control group		t-value	Sign.	η^2
		M.	Std.	M.	Std.			
	Medicine ball role	323.70	41.60	272.60	34.01	3.01	0.008	0.335
Balance	Stork stand	40.60	4.38	32.30	3.56	4.65	0.000	0.546
	Balance beam walk	9.67	1.02	11.62	1.11	4.10	0.001	0.483
* significance α=0.05								
Effect volume according to Cohen (1988): ≤ 0.06 weak, 0.06-014 moderate, ≥ 0.14 strong								

Table five illustrated posttest means differences in the all the fundamental motor skills. locomotor means significance of the movements tested varied; two tests scored less than (α = 0.05); 20-m Sprint run and 8-m sprint dodging, this result indicates that means differences were significant and in favor of the experimental group, the rest of locomotor tests were not significant. Scores of η^2 resulting from using the training program showed that the strongest effect is found in ٢٠-m Sprint run, it scored (0.554). This result is in line with the results obtained by Moghaddaszadeh and Belcastr (2021), they found that locomotor sills guided active play group progressed, while it does not agree with the study of Jabber (2013), he examined attention styles Palestinian basketball team player's use according to play center and experience. The whole team (N. =55) participated in the study. Using the Attentional and Interpersonal Style (TAIS) Inventory (Summers, 1992 (cited in Jabber, 2013)) to measure the players performance, Jabber found that the players attention styles were moderate (65.1%). Results showed that differences are not significant (α= 0.05) based on the playing center and experience among the participants.

Object-control skills means differences scored less than (α = 0.05), this result indicates that means differences are significant in favor of the experimental group. Scores of η^2 resulting from using the training program strongest effect scored (0.539) item "Tennis ball toss with one hand".

Balance skills means differences significance score is (0.000). The scores comparison with the significance level at (α = 0.05) indicates that the differences are significant and in favor of the experimental group. Scores of η^2 value resulting from using the training program illustrated in the table were high, the strongest effect was found in Stork stand skill, and it scored (0.546). By this result, significant differences are observed in the stork stand skill. This result may be attributed to effectiveness of the training program that relies on motor-focus games, training contributed in the

development of performance among the participants of the experimental group in stork stand and balance beam walk, in addition to nerve muscle compatibility gained from the training program. This result is in line with Ali, Al-Reda, and Salman (2017) study, they said focus have an effective role in improving the female students performance on beam walk, it also agrees with Othman (2014), in stressing the importance of training on balance skills, and agrees with the study of Moghaddaszadeh and Belcastr (2021), they showed significant development in object control skills in the object-control guided group.

Discussion

The data of this study was collected prior COVID-19 pandemic. During curfew imposed in every country in the world children's fundamental motor skills declined, playing and exercising at home is less compared with what is practiced in school settings.

Previously, researchers examined fundamental motor skills between control and experimental groups, where experimental groups are exposed to various training interventions. The current study examined fundamental motor skills (locomotor, object-control and balance skills) between the experimental and control groups in a school environment before COVID-19 pandemic, where the experimental group received a training to increase focus prior practicing the selected locomotor, object-control, and balance skills.

The results revealed significant differences in two locomotor skills: ٢٠-m sprint run and 8-m sprint dodging in favor of the experimental group. The differences are attributed to the variety of the motor-focus games used in the study, the 20-m sprint run and 8-m sprint dodging are considered easy stimulation games that meets the students ability. Children prefer to play easy games for longer times; this process helps them to master performance quickly with less effort. Exercises difficulty should be increased sequentially; this increases the child's motor compatibility with changing situations. That means mastery of the 20-m sprint run helps to master 8-m sprint dodging. On the contrary, children found it difficult to perform the vertical jump, hop on the left leg, and hop on the right leg, because these motor skills require more muscular-nerve compatibility to maintain the body balance. The results of this study agree with the study conducted by Othman (2014), who concluded that the students in the experimental group improved their running skills. Results also agree with Zhang and Cheung (2019) study who found that the student's performance level developed

in locomotor skills, they also said that higher achievers developed locomotor skills more compared with early stages.

The object control skills significant differences were apparent and high. This result may be attributed to the fact that object-control skills require guidance and accuracy, therefore, focus of attention is required for good performance. The development was in favor of the experimental group, this might be explained by the participant's hand-eye movement compatibility being the most important factor in an athlete performance. Nerve signals transmit from the nerve system to the muscle system, therefore all the child routine and sport movements require compatibility between the two systems, and this explains the experimental group development that was reflected on the movements of the upper limps positively. The results of this study agree with Othman's (2014) in the variable of the ball threw, and agrees with Rasheed & Hussien (2014) who confirmed the importance of focus for the volleyball serve. The results agree with Teodora, George & Laurentiu (2018) study; they found that postgraduate object-control and balance skills progressed through constant involvement and focus.

Conclusion

The researcher concluded that integrating motor-focus games in the sport classes of primary stage leads to significant improvement and development in some fundamental motor skills (locomotion, object-control, and balance skills). By comparing the experimental and control group's apparent progress and development of compatible abilities and fundamental skills in favor of the experimental group were found. Because of the pandemic, students where disengaged from school activities in general and physical classes in specific, which requires more attention to students when they attend schools afterwards. The study results showed that some skills did not gain effective development when exposed to the motor-focus games such as the "vertical jump", this movement requires an explosive power, and the participants lacked it. The development of fundamental motor skills efficiency among children reflected on their physical activity levels which in turn reflect on healthy life style as well.

Recommendations

Based on the results of the research teachers and curricula designers are recommended to: Emphasize the importance of motor-focus games effect on student's attention in sport classes in general and for age 8 years in specific; teachers should

care for developing attention aspects (focus and accuracy), and to care for integrating it in motor games because of its role in awareness development;

Suggested studies

conduct similar studies to compare the development between groups in curfew times and normal school settings, and to compare different age groups.

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