

Addition to the Appraisalment of Explosive Power of Students aged 11

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Addition to the Appraisalment of Explosive Power of Students aged 11: *This study was conducted on 60 male students at the age of 11, and it aims to assess the norms of appraising the explosive power as motor ability. By the method of percentage rates, marks are formed regarding particular limitation of results. The recommendation that follows from the conclusions is to test the determined norms in practice and, if necessary, to be amended and improved.*

Key words: *motor tests, norms of estimation, percentage, male students aged 11.*

INTRODUCTION

As the common literature suggests, by Nićin [5] and Zatsiorsky [6], the power as motor ability is the ability to gain command of external impact confronting the reaction by muscle tension.

According to Malacko [2], Malacko and Rađo [3], human motor abilities are the ones that take part in performing motor tasks and provide an effective movement, regardless whether they have been acquired by training or not.

The part that explosive power as motor ability plays is notable in both individual and team sports.

This particular study has been carried out because the age of 11 is considered to mark the beginning of adolescence, or early adolescence, and proves to be suitable for engaging young population into the training process. That is one of the reasons to conduct the study; and the basic aim is to make a contribution to estimating and evaluating the explosive power as motor ability of male students.

METHODOLOGY OF RESEARCH

The research has been carried out on a sample of 60 male students aged 11, from Primary School "Iliria" in Pristine. They were tested through three tests for appraising the explosive power: 1) a 2-kg medical ball throwing (ESFMT), measure unit – a meter; 2) a standing long jump (ESSDM), measure unit – a meter; 3) a 20-meter high start running (ES20M), measure unit – a second.

The three tests were held in the sports hall of the school, the span of time necessary for the tests having been arranged in advance, and used for testing the entities only. The tests were applied according to their performing description given by Metikoš et al. [4] but, due to the aim of the research, the tests were repeated by the entities 5 (five) times each. In the list of each entity, his all 5 (five) results were recorded.

In the process of working the data, the lowest and the highest results of the five measures were dropped out so the final data process was worked on three measures [1].

From all basic statistic parameters, for each test individually has been calculated: arithmetic mean (X), standard deviation (STD), minimum results (MIN), maximum results (MAX), skewness (SK), and kurtosis (KU).

On the base of the determined satisfactory measure characteristics – reliability and factor validity, the norms are assessed by the methods of percentage appraisalment and

estimation of the rate of explosive power of the tested students on a numerical scale, with marks from "1" to "5" ("1" – unsatisfactory; "2" – satisfactory; "3" – good; "4" – very good; "5" – excellent).

RESULTS AND DISCUSSION

The results obtained from the basic statistic descriptive parameters are presented in table 1. According to the recorded values, it can be noted that in average the tested entities each did 3,80 meter throw of the medical ball, 1,46 meters jump, and the span of 20 meters they run for 4,05 seconds in average each.

From the results of skewness and kurtosis, it is noticeable that a homogeneous group of entities is in question, whose results do not alter significantly from the theoretical normal distribution.

Table 1

Basic statistical parameters of the applied motor tests

Tests	X	STD	MIN	MAX	SK	KU
ESFMT	3,80	,97	1,90	9,10	,15	,71
ESSDM	1,46	,19	1,00	2,04	,56	,26
ES20M	4,05	,52	3,20	6,13	,55	,43

For the motor test of throwing a 2-kg medical ball (ESFMT), in order to get mark "5", the tested boy needs to throw the ball over 5,51 meters; for mark "4", the boy needs to throw the ball within the distance of 3,01 to 5,50 meters; for mark "3", the ball is thrown between 2,41 and 3,00 meters; for mark "2", the ball covers the distance from 2,01 to 2,40 meters; and mark "1" gets the boy who throws up to 2,00 meters.

For the motor test of standing long jump (ESSDM), in order to get mark "5", the tested entity needs to jump over 1,71 meters; for mark "4" the entity needs to jump from 1,56 to 1,70 meters; for mark "3" – from 1,31 to 1,55 meters; for mark "2", the required distance of jump is between 1,11 and 1,30 meters; and mark "1" gets the entity who jumps at 1,10 meters the furthest.

For the motor test of 20-meter high-start running (ES20M), in order to get mark "5", the entity is to run the distance for less than 3,50 seconds; for mark "4", the entity is to run the distance within the time limit between 3,51 and 4,00 seconds; for mark "3", the distance is to be taken from 4,01 to 4,50 seconds; for mark "2", the entity takes the distance from 4,51 to 5,00 seconds; and mark "1" gets the entity who runs the distance for over 5,01 seconds.

These norms have a practical application, and can be used for both appraising the explosive power as motor ability, and in the process of evaluation.

Norms of appraising and evaluating the explosive power

TESTS	MARKS				
	"1"	"2" from-to	"3" from-to	"4" from-to	"5"
ESFMT	to 2,00	2,01 – 2,40	2,41 – 3,00	3,01 – 5,50	over 5,51
ESSDM	to 1,10	1,11 – 1,30	1,31 – 1,55	1,56 – 1,70	over 1,71
ES20M	over 5,01	4,51 – 5,00	4,01 – 4,50	3,51 – 4,00	to 3,50

CONCLUSIONS

According to the research conducted on a sample of 60 male students aged 11, from the Primary School 'Iliria' in Pristine, where three motor tests of appraising the explosive power were applied, there were determined norms of evaluation following the percentage method.

After their practical application, if there are any indications that the determined norms are too hard or too easy, they can be rearranged, aiming objective mark evaluation in class, and receiving realistic information in assessing the rate of development of the explosive power of the tested entities.

LITERATURE

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Докладът е рецензиран.