"Abstract"

The effect of inclusion style on Students’ learning of long jump race

by

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The current study aims at designing on instructional program using the inclusion style and recognizing its effect on the participants’ skilful performance level in long jump race and the participants’ digital achievement level in long jump race. The participants of the study included 40 female students, divided into an experimental group (N=20) and a control group (N=20) selected purposed. The researcher designed the inclusion based program with the aim of developing the skilful performance and digital achievement levels of the participants in long jump race. The results of the study are shown there are statistically significant differences between the mean scores of pre-post administrations of the experimental group using the inclusion style and the control group using the traditional style in the skilful performance and digital achievement levels in long jump race in favor of the post administration. There are statistically significant differences between the mean scores of pre-post administrations of the experimental and the control groups in skilful performance and digital achievement levels in long jump race in favor of the experimental group.