

Physical Skill Performance and Pedestrian Movement Among the Trainers of Military College Students in Light of Some Subjective Factors in The State of Kuwait

¹Dr. Mutaib M. Alotaibi , ² Prof. Adnan H. Aljadiri

1- Assistant professors, University of Amman Arab University- Amman , Jordan

*2- Professor, University of Amman Arab University, Amman , Jordan
Amman Arab University, Amman , Jordan 2022*

ABSTRACT

The study aimed to examine the level of physical performance skills of trainers at the Ali Al Sabah Military College in Kuwait. In addition, to explore the performance and pedestrian movements skills in the light of some variables (trainers rank, the number of specialized training courses that the trainer had participated in, and the length of service in the training field. The study sample consisted of (52) trainers who perform comprehensive training at Ali Al Sabah Military College. An observation tool was developed to measure the technical skills of the trainers that had been designed. The instrument consisted of (63) items, distributed into two fields: physical training, which contains (21) items, and pedestrian movements which includes (42) items, where this tool had been subjected to good validity and reliability. The study results showed that the level of technical skills performance of trainers in the Pedestrian Movement training domain was high. Moreover, there are statistically significant differences at ($\alpha \leq 0.05$) in the trainer's technical skills in general and the skills of physical training in particular, according to the military rank and the number of specialized courses and years of service, in favor of trainers who hold master sergeant rank, participated in more than three specialized courses and worked for more than ten years. The study recommended implementing training courses for the trainers with medium and brief experiences, and emphasis should be given to the sergeant and staff sergeant.

Key word: Physical skill Performance, Pedestrian Movement, College Students, Kuwait.

Introduction

Military preparation is vital for every country because the armed forces are responsible for protecting the state, preserving its principles, beliefs, and economic resources. It is the fortress with which it protects its enemies. Therefore, preparing the armed forces requires care in terms of organization and preparation, training, arming, and working to keep pace with what is happening in the world's armies (Al-Qahtani, 2002).

The ultimate goal of any military force is victory in war. To achieve this goal, it is necessary to provide the military competence of this force by giving it the

ability to accomplish the tasks from the physical and material aspects. Military education and training programs have become more critical than ever before due to the security challenges facing all countries worldwide. In light of these challenges, the importance of military training increases. In addition to its reputation as a foundation and base upon which forces are built in different eras (U.S.A army, 2000).

Training of all kinds, whether physical or administrative in any field, including the military, is a basic issue of special importance due to its direct link to the productive sufficiency of any organization. It

has become a priority in the priorities of many countries, both developed and developing, which is seen as one of the important ways to confront contemporary and future challenges. Moreover, it contributes to building the human being who can bear the burdens of economic and social development in these countries (Al-Athari, 2004).

Milkovich & Boudreau (1991, P.31) defined training as "the organized process of changing the behavior, knowledge, and motives of workers, to achieve a match between the characteristics of the workers and the needs of the work." The American Organization for Training and Development defined it as "the development of individuals' skills and their acquisition of work-related information and knowledge" (American Society for Training & Development, 2005).

Abu Sabah (1994) perceives that training means preparing a person mentally and physically sufficiently to do a job so that the individual becomes accommodating of everything he has learned theoretically. In short, training can be viewed through the following:

- Creating suitable conditions for effective education.
- Changing the behavior of individuals.
- An interchangeable process teaching a set of knowledge and methods related to work, an activity of transferring knowledge to a group of individuals believed to be beneficial to them.
- They were attempting to change the behavior of individuals by making them abandon their old ways of doing work and using new and better ways of doing their job.
- A structured educational process that the trainee undergoes during a specified period to increase efficiency or self-development.
- The process of transferring work-related skills to the trainee, to apply these skills in his field of work (Al-Athari, 2004)

In this regard, Islam concerned itself with developing knowledge and skills through training and urged them, as they are among

the foundations of preparing the strength that God Almighty has commanded. The Almighty said: (And prepare for them whatever strength and bonds of horses you can...) (Al-Anfal: verse 60).

There is no doubt that the trainers' good physical skill performance and pedestrian movement are what prepare the fighters physically and cognitively on the various military skills and strengthen them to invent new skills. Good training generates self-confidence, enhances courage, creates enthusiasm, raises morale, and emphasizes military discipline (Al-Omari, 2005).

The trainer is an essential element of the training plan's success, and he is the means through which the information and skills of training are transferred to the trainees. The trainer is the agent of transformation who works to change their attitudes and knowledge and shape their behavior. Given the vital role played by the efficient trainer who can arouse the interest of the trainees and keep this attention, physical skills are among the most important military skills that a military trainer must possess. According to Al-Salami (1999), physical skills are among the most important leadership skills for military leaders who work directly with trainees. On the other hand, it is less important for leaders in the middle leadership and reaches its lowest level among the senior leaders.

It highlights the physical skills of the trainer in the areas of physical education and the use, operation, and control of available equipment and weapons systems. As the trainer deals with this equipment and weapons, he needs to be thoroughly familiar with the details of this equipment and weapons and their operation. Moreover, he is responsible for preparing, employing and using this equipment to train the trainees on them. Hence, renewable equipment, new methods of use, and new emerging ideas are all considered a challenge facing the trainer to

constantly develop his physical skill continuously (U.S.A army, 2000).

Technical skills mean the ability to use specialized knowledge, available scientific methods, and physical means necessary to accomplish work. This knowledge can be obtained through study, experience, and training (Al-Qahtani, 2003).

The tremendous scientific and technological development that has been achieved in the manufacture of various armament systems has imposed the necessity of having cadres capable of dealing with these complex systems, and this can only be achieved through realistic and continuous training. Therefore, military colleges were established in various countries of the world to train their affiliates and provide them with the necessary information that would achieve their development in the multiple directions related to their work and to provide them with the expertise and physical, administrative, and behavioral skills necessary for their performance. The military colleges aim to train the military student and prepare him physically, mentally, and morally.

From a physical point of view: military preparation and training aim to make the individual fit to withstand the hardships of war and the physical stress he is exposed to.

As for the mental aspect: the preparation and training aim to make the individual behave appropriately by using his weapons well and by fighting tactics and his various arts.

As for the moral aspect, the preparation and training aim to instill the fighting spirit in the individual based on belief in the goal he is fighting (Al Saud, 2002).

The stage of entering the military college is one of the important stages in the life of the military student, as it is a stage of transition from civilian life to military life, during which the course of his life changes, from a stage in which he is free to act, to a life of discipline and linkage. Hence, he begins to be isolated from the first life, where he starts in this The stage prepares the student

for military preparation, in terms of focusing on the military construction of the student's personality, developing leadership qualities in him, creating a spirit of cooperation and teamwork, a sense of responsibility, and building the student's physical fitness, through military training and sports activities, and providing the student with knowledge in various disciplines And the development of his basic military physical skills (Said, 2007).

Problem of the Study

Ali Al-Sabah Military College was established in Kuwait on Rajab 22nd , 1388 AH, corresponding to October 14, 1968. It is a substantial body that trains and teaches students a range of military and leadership arts, with their various contemporary styles and methods, to build confidence in them, bear hardship, and resist weakness. In addition, students learn to work as one team and a homogeneous group, the college teaches military sciences and prepares the student militarily, psychologically, and physically, to accept military life, and introduces him to modern systems and methods, which would make him an effective military and capable of bearing arms and dealing with its various complex, portable, and manual devices, because it achieves the higher interest and defends the homeland, relying on advanced education and training programs in all of this. Other aims for this training are to prepare the student for the appropriate military preparation and provide him with basic military physical skills. The college was interested in giving qualified trainers, by developing a plan to qualify non-commissioned officers, so that the program aims to work on raising their level through scientific and military qualification, given that preparing the teacher's non-commissioned officer, training him on the weapons used, and increasing the level of his military culture is the central pillar in the process training. The plan included the

development of physical skill performance and pedestrian movement.

Since military colleges always reconsider their programs and curricula, the training programs used in those colleges need continuous evaluation to ensure their effectiveness, especially since evolution must accompany the constant developments in the military strategies of countries in preparing qualified trainers in various aspects, especially in their performance of physical skills. Therefore, this study came to evaluate the performance of physical skills among the trainers of Ali Al-Sabah Military College students in Kuwait. That is why this study came to determine the reality and level of performance of physical skills among the trainers of the students of Ali Al-Sabah Military College in the State of Kuwait.

Questions of the study:

The following research questions emerged from the study problem:

- 1- What is the level of physical skill performance and pedestrian movement among the trainers of Ali Al-Sabah Military College students in the State of Kuwait?
- 2- Is there a difference in the skillful physical performance and pedestrian movement of the trainers of Ali Al-Sabah Military college students at the level of significance ($\alpha \leq 0.05$) due to the military rank of the trainer?
- 3- Is there a difference in the physical skill performance and pedestrian movement among the trainers of Ali Al-Sabah Military college students at the level of significance ($\alpha \leq 0.05$) due to the number of specialized training courses attended by the trainer?
- 4- Is there a difference in the physical skill performance and pedestrian movement among trainers of Ali Al-Sabah Military college students at the level of significance ($\alpha \leq 0.05$) due to the length of service in the field of training?

The significance of the study:

The importance of the study is as follows:

-The study deals with the role of Ali Al-Sabah Military College in rehabilitating the students enrolled in it by identifying the skillful physical performance and pedestrian movement of the military trainers. Considering that the military trainer's possession of these skills is the basic building block on which the physical preparation of military students is based and provides them with the skills that are supposed to be targeted by the rehabilitation programs for military college students.

-The study lies in revealing the strengths and weaknesses concerning the military trainer's possession of physical skills and pedestrian movement, which may contribute to avoiding faults that may occur in the training process at Ali Al-Sabah Military College.

-The importance of this study stems from the addition of knowledge

which can be submitted to the Arab library in physical skill performance and pedestrian movement for trainers in military colleges and libraries of the armed forces.

-The current study introduces other studies that researchers can carry out in the field of different technical skills of military trainers in Kuwait.

Limitations of the Study

The study's results determined the generalization made by the following:

- The study was limited to military trainers - of different ranks - at Ali Al-Sabah Military College, which train newly enrolled students in the primary level. The results can be generalized to military schools as they are similar in their specialty and programs in Kuwait.

- The study was limited to physical skills that include physical skills and pedestrian movement only, and therefore the results of the study cannot be generalized to other skills.

Procedural definitions:

Physical skills: The ability to perform, operate and control physical skills, pedestrian movements, use of military equipment and weapons in a manner that ensures the achievement of training objectives with accuracy and mastery. Procedurally, the physical skills in this study were defined at the level of physical skills performance and pedestrian movements, where it was measured by the total scores obtained by the trainer on the notecard prepared by the researcher to measure the physical abilities of the trainers of the students of Ali Al-Sabah Military College.

Trainer: The person charged with training newly enrolled students at the primary level at Ali Al-Sabah Military College, who holds the status of (comprehensive coach) during the application of the study and holds a military rank (sergeant, first sergeant, or agent).

Ali Al-Sabah Military College: It is one of the military schools in the State of Kuwait concerned with training military students. They are militarily and scientifically qualified and then graduate officers to work in various military sectors. The study period ranges between one and three years, depending on the student's academic qualification.

Students: They are military students enrolled in Ali Al-Sabah Military College.

Related previous studies:

It is worth noting that few studies dealt with the current research with the accuracy that we renewed in determining the level of physical skills of military college student trainers. Still, attempts have led to studies close to this study, which are reviewed as follows:

Al-Amiri (2000) performed a study entitled 'The impact of training programs on leadership skills from workers' point of view in the security services' (Saudi Civil Defense). Al-Amiri followed the descriptive analytical approach in a sample method, and the most important findings of the study were:

The training programs also clearly affect the acquisition of physical skills for civil defense workers, as well as the acquisition of organizational and humanitarian skills with arithmetic averages exceeding (4) and a percentage of (85.8%).

Christopher and Scott (2002) conducted a study to investigate the effectiveness of training programs in developing the leadership skills of Marines by analyzing the perceptions of an intentional sample consisting of (210) officers and enlisted personnel in the Marines in two military sites in California, USA. A questionnaire prepared by Christopher and Scott was used to survey the sample's perceptions for data collection. In addition to the interview method, the opinions of the sample were questioned about the effectiveness of training programs in developing the leadership skills of Marines. After completing the survey of the sample's views, the survey results were compared with contemporary models of leadership skills. The results showed that the training programs dedicated to developing leadership skills among recruited individuals contain basic leadership skills in general. However, it cannot produce skills, mainly applied skills, values-related skills, and skills related to the professional aspect associated with values and the professional part. As indicated by the study results, the outcomes also revealed that the most common skill development methods for police officers are rehabilitation training programs and specialization, reasonable practice, and self-education programs. There is a correlation between skills and the effectiveness of job performance.

Al-Rashudi (2002) executed a study to reveal the importance of each of the personal, physical, human and administrative skills that must be available to police officers in the city of Riyadh, and the relationship of these skills to the effectiveness of these skills their job performance. The results showed that physical skills are fundamental, while

self, human and administrative skills are of medium importance, while the essential subjective skills are: mental abilities, initiative, and innovation are critical self-leadership skills, and the most important physical skills were ability to assume responsibility, firmness, and belief in the goal. The most important human skills were appreciating others and building work teams, while making security decisions represented the essential administrative skills. The study results also highlighted that the most skill development methods for police officers are the qualification and specialized training programs, reasonable practice, and self-education programs. In contrast, there is a correlation between skills and the effectiveness of job performance.

The military from the point of view of the trainers and trainees. Al-Qahtani (2003) carried out a study aimed at identifying the essential qualities and skills that leadership qualification programs are supposed to target at King Abdulaziz Military College and King Khalid Military College in the Kingdom of Saudi Arabia and to identify the extent of the success of the current programs in terms of their contribution to building those qualities and skills needed for students. Al-Qahtani adopted the descriptive analytical approach based on the analysis of actual field data. The outcomes indicated that both the trainers and the trainees believe that the training programs contribute to a high degree in building the leadership qualities and skills necessary for military students. The results also showed no statistically significant differences between the trainers' opinions that are attributed to the college or the educational level of the trainer.

Michael (2004) conducted a study to examine the effect of the summer training program (6 days) at the Naval Academy in California, USA, on increasing graduation rates and improving the military performance of students enrolled in the academy. To achieve the study's goal, the statistical method (multiple regression) was used for the data

contained in the records of students enrolled in the summer training program in the Naval Academy in California from 1997 until the end of 2003. The program's success was determined by measuring three dependent variables: Academic performance, military performance, and athletic performance. The independent variable in the study was the participation of students in the summer training program (6 days). The results showed a statistical significance of the effect of the summer training program in increasing the rates of students enrolled in it and increasing their military efficiency compared to students who did not join this program in the period between 1997 and the end of 2003. The study concluded that the summer training program contributes significantly to the success of those enrolled in the Naval Academy.

Oksa, Rintamäki & Mäkinen (2006) carried out a study to identify the effect of training military skills in cold weather on soldiers' performance in an infantry unit for military skills. These skills included dismantling and assembling weapons and receiving military insignia. The sample consisted of three experimental groups, and the first group underwent training for six different days (average temperature 19 °C). As for the second group, it underwent training for three different days in hot weather (average temperature 19 °C), and another three days in cold weather (average temperature 15 degrees below zero), and the third group underwent training for six different days in cold weather (average temperature 15 degrees below zero). The results presented that training in hot weather and then moving to cold weather reduced the time required for soldiers to perform the skills of dismantling and assembling weapons and receiving military insignia among soldiers by 6% to 28%, compared to the group that trained in hot weather. The findings also showed that training in cold weather led the soldiers to perform the specific military skills faster than the soldiers of the group that

trained in hot weather. The study concluded that the best training results are achieved in the transition of training from hot to cold climates. And training in hot temperatures leads to the lowest level of performance of military skills, and the researcher believes that this study is directly related to the subject of his research, as the climate in the State of Kuwait is characterized by its high temperature, which may be helpful in explaining the results of his study.

Comments on related studies:

By reviewing the relevant studies, the researcher found the following:

-The lack of studies that dealt with the issue of physical skill performance and pedestrian movement among trainers in military colleges.

-The studies gather the importance of skills of all kinds, including the physical abilities of workers in the military field and students of military colleges.

-Training programs are more effective when they are dealt with in the field in practice.

-The current study was unique in that it attempted to reveal the level of physical skills performance among college students' trainers of Al-Sabah Military College in two areas: physical skills and pedestrian movement.

- The current study differs from previous studies in that they examined the importance of physical skills and the impact of training programs related to those skills in acquiring those skills for members of military units or

students in military colleges. This study was distinguished from other studies by the methodology which was used, the descriptive survey method, which was adopted in collecting data on physical skills on the practice of direct observation from one of the participating researchers because, through his military capacity, he obtained official approvals to perform this task.

Method and procedures:

Study Methodology:

This study relied on the descriptive survey method, using the observation method to answer the study questions and obtain the results and conclusions.

Study population and sample:

The study population consisted of all military trainers at Ali Al-Sabah Military College who train physical education materials and train pedestrian movement for new students enrolled in the primary level. And their number is estimated at (57) trainers for the 2007/2008 academic year. (5) trainers were excluded from verifying the stability of the observation card. Consequently, the number of trainers who carry out comprehensive training that includes physical and pedestrian movement training has become (52). Table (1) shows the distribution of study members according to its variables.

(1) Table

Distribution of study members according to the variables

Variable	Variable Classes	Number	Percentage
The trainer rank	Sergeant	14	%26.9
	First sergeant	22	%42.3
	Agent	16	%30.8
Total		52	%100
The number of specialized training courses attended by the	Less than three courses	14	%26.9
	More than three courses	38	%73.1

trainer			
Total		52	%100
The length of service in the field of training	less than 5 years	8	%15.4
	From 5 years to 10 years	22	%42.3
	More than 10 years	22	%42.3
Total		52	%100

Thus, the study population can be considered a sample of trainers in military schools and colleges in Kuwait to generalize the results.

Study Tool:

To measure the level of physical skill performance and pedestrian movement among the trainers of the students of Ali Al-Sabah Military College, a notecard was prepared by examining what was written on physical skills in military training. In the academic year 2007/2008 AD, a set of physical skills that the military trainer performs during the training process were extracted. The number was (63) skills, distributed over two areas: Physical training, which included (21) skills, and training of pedestrian movements, which included (42) skills.

Validity of the study tool:

To verify the validity of the observation card of physical skill performance and pedestrian movement, the observation card was presented to (7) arbitrators who work in the military leadership and the field of military training in the State of Kuwait, who have the necessary experience and competence, to ascertain the extent to which the observation card can measure the performance of skills Physical training of the students of Ali Al-Sabah Military College in the State of

Kuwait. In light of the arbitrators' suggestions, the researchers made the appropriate modifications to the notecard, as most of the changes were concentrated in the field of physical training (Appendix No. 2). The observation card in its final form consisted of (63) items divided into two areas of physical training and included (21) skills and training of pedestrian movements, which included (42) skills (Appendix No. 1).

Reliability of the study tool:

To ensure the reliability of the observation card, the researcher used the method of agreement of the observers, and as Medley & Metzler (1969) mentioned that this method requires the presence of two or more observers to determine the performance of the person to be observed at the same time, and that they work independently of each other, and that each of the Observers has the same codes to record the performances that occur during the observation period, and that both of them finish recording at the same time at the end of the total period allocated for observation. In light of this, the number of times of agreement between the observers can be determined. Then the percentage of agreement between the observers is calculated, which indicates the extent The stability of the observation tool, using the following Cooper equation:

$$\text{Coefficient of agreement (stability)} = \frac{\text{the number of times of agreement between the first and second observers}}{\text{the number of times of agreement} + \text{the number of times of difference between the first and second observers}} \times 100\%$$

In light of these steps, the reliability of the observation card was calculated, as one of the researchers did this in agreement with

one of the specialists in the college with experience and competence in military training by observing the performance of five

trainers at Ali Al-Sabah College, and by monitoring the performance of one trainer per day. After completing the observation of the five trainers, the percentage of agreement between the observers was calculated to

ensure the stability of the observation card in the field of physical training and the field of pedestrian movement training. The values of the coefficients of agreement between the observers were as shown in Table (2).

Table (2) The values of the coefficients of agreement between the observers

Field	Coefficient of agreement (stability)
physical training	0.85
pedestrian movement training	0.83
the tool	0.84

The coefficients of agreement between the observers in the previous table indicate the strength of the reliability coefficient, which is appropriate and acceptable for the study.

For data analysis, the researcher relied on the arrangement of the arithmetic averages of the items s, and the level of performance of physical skills among the trainers of the students of Ali Al-Sabah Military College was determined into three levels as follows:

Arithmetic means levels

High level 3.67 and above

Intermediate level 2.34 - less than 3.67

Low Level 1 - less than 2.34

by dividing the range represented by the difference between the highest numerical value of performance (5) and the lowest numerical value of performance (1) by the number of categories (3) to extract the levels mentioned above.

Study variables:

First, the independent variables:

The military rank of the trainer, which includes three levels:

- a. sergeant b. First Sergeant c. agent

The number of specialized training courses attended by the trainer, which have two levels:

- a. Three cycles less b. More than three courses

- Duration of service in the field of training and has three levels:

- a. less than 5 years b. From 5 years to 10 years c. More than 10 years

Second: the dependent variable:

Physical skill performance and pedestrian movement among military college students' trainers.

Study Procedures:

To achieve the desired objectives of the study, the researcher did the following:

Obtaining the necessary approvals for study purposes.

- Defining the study population and sample once and for all by referring to the training branch at Ali Al-Sabah College in the State of Kuwait.

- Preparing the study tool (the physical skills performance observation card), and verifying its validity and stability by appropriate methods, as mentioned previously.

- Extracting the signs of validity and reliability of the notecard.

Start implementing the study and applying the physical skill performance and pedestrian movement observation card to the trainers.

- Data collection and unloading into unique tables for this, and the data was entered into the computer for statistical processing using the "Statistical Package for Social Sciences" (SPSS).

Obtaining the results by presenting, interpreting, and discussing them. Later making recommendations.

Statistical operations:

The researchers used the appropriate statistical treatments to answer the study questions, as follows:

- To answer the first question to reveal the skill performance and pedestrian movement of the trainers of Ali Al-Sabah Military College students in the State of Kuwait, the arithmetic means and standard deviations of the observation card items were extracted.

- To answer the second and fourth study question and to reveal the differences between the mean scores of physical skill performance and pedestrian movement among the trainers of the Al-Sabah military college students in the State of Kuwait according to the two variables (the rank of the military instructor, and the length of service in the field of training), a one-way analysis of variance (One-Way ANOVA) was used, and if the results showed that there were statistically significant differences, the

Scheffe test for dimensional comparisons was used to reveal the source of the differences.

To answer the third study question and to reveal the differences between the mean scores of physical skills performances among the trainers of Al-Sabah Military College students in the State of Kuwait according to the variable (the number of specialized training courses in which the trainer participated), the T-test was used for two independent samples (Independent Samples Test).

Study results

First: The results related to the first question, which states:

What are the skill-physical performance and pedestrian movement of the trainers of the students of Ali Al-Sabah Military College in the State of Kuwait?

To answer this question, the arithmetic means, standard deviation, and order of the level of performance of physical skill and pedestrian movement was calculated for the trainers of the students of Ali Al-Sabah Military College for the two fields of training in general, then for each field in detail, and Table (3) shows the results of the trainers' performance of physical skills in general, in The fields of physical training and pedestrian movement training.

Table (3) Arithmetic means standard deviations and rank, for the level of physical skill performance and pedestrian movement among the trainers of Ali Al-Sabah Military College students, on the observation card and both fields together.

Field number	field of training	Arithmetic means	standard deviation	Rank	performance level
1	physical training	3.92	0.31	2	High
2	pedestrian movement training	4.16	0.22	1	High
Both domains (total)		4.08	0.21		High

Table (3) shows that the level of physical skill performance and pedestrian movement of Ali Al-Sabah Military College student trainers, in both fields, was within the high-performance level, with a mean (4.08) and a standard deviation (0.21). The field of pedestrian movements training came in the first rank in terms of performance, with an arithmetic mean (4.16) and a standard deviation (0.22). The field of physical training came in the second rank in terms of performance, with an arithmetic mean (3.92) and a standard deviation (0.31).

The following is a detailed presentation of the level of physical skill performance and pedestrian movement in each field of training:

1- The level of physical skill performance and pedestrian movement in the field of physical training:

Table (4) shows in detail the results of physical skill performance and pedestrian movement in the field of physical training.

Table (4) Arithmetic means standard deviations and rank for the level of physical skill performance and pedestrian movement among the trainers of Ali Al-Sabah Military College students in physical training.

#	Training Field	Standard deviation	Arithmetic means	Rank	level of performance
1-	Sorting students by weight in order to distribute them into training groups	0.72	4.40	2	High
2-	Do light and moderate jogging to prepare the muscles appropriately	0.74	4.25	4	High
3-	Do exercises to strengthen the arms	0.70	4.42	1	High
4-	Flex the elbows fully and extend them to their fullest extent while performing push-ups	0.82	3.87	13	High
5-	Bend the trunk forward when sitting from a lying position, palms intertwined behind the neck	0.69	3.81	14	High
6-	Touch the knees with the elbows alternately.	0.94	3.58	19	Moderate
7-	Using the starting method used in athletics in running 100m or 200m, etc.	0.83	4.06	8	High
8-	Doing stomach and abdominal exercises	0.80	4.15	5	High
9-	Application of instructions for running different distances 2 km 3 km 4 km 5 km	0.85	3.94	10	High
10-	Use timed distance running training (Short 15sec-120sec, Medium 120sec-8min, Long 8min-15min)	0.81	3.88	12	High
11-	Diversification of endurance exercises such as long-distance running, hand pressure exercises and abdominal muscles	0.98	3.60	18	moderate
12-	Free Running Instructions Application	0.76	4.08	7	High
13-	The ability to diversify field sports without weapons	0.89	3.90	11	High

#	Training Field	Standard deviation	Arithmetic means	Rank	level of performance
14-	Taking into account the rest period (recovery of recovery) so that it is appropriate for the running distance or the time spent in running.	0.84	4.35	3	High
15-	Diversification in the places for running or exercising (between obstacles - in the sand - track - playground - ... etc.	1.01	3.73	15	High
16-	Implementation of competitions between factions	0.91	3.65	17	Moderate
17-	Putting the student to the role of coach	0.98	3.42	21	Moderate
18-	Athletic games app	1.02	3.50	20	Moderate
19-	amusement games app	0.77	4.00	9	High
20	Observe the terms of the long path	0.90	3.67	16	High
21	Taking into account the time allocated for training (the time of the beginning of the training - the time of the end of the training)	0.89	4.13	6	High

The results in Table (4) indicate that the arithmetic means of the level of physical skill performance and pedestrian movement of the trainers in the field of physical training came between the level of high performance and the level of medium performance, where the level of implementation of the trainers for (16) skills was at a high level, while the performance of the trainers was for (5) medium level skills.

The highest physical training skills in terms of performance level were as follows:

Skill (3) "Performing appropriate exercises to strengthen the arms" and came in the first rank with an arithmetic average (4.42), and Skill (1) "Sorting students according to weights to distribute them into training groups" and came in the second rank with an arithmetic average (4.40), then skill (14) "taking into account the rest period (recovery of hospitalization) so that it is appropriate for the distance of running or the

time spent in running" and came in the third rank with an arithmetic means (4.35).

While the lowest physical training skills in terms of performance level were as follows: Skill (17) "putting the student to play the role of the coach" came in the last rank with arithmetic means (3.42), and skill (18) "Application of Athletics" and arrived at a rank (20) and penultimately with an arithmetic means (3.50), then skill (6) "Touching the knees with the elbows alternately" and it ranked 19 with a mean of 3.58.

2-The level of physical skill performance and pedestrian movement in the field of pedestrian movement training. Table (5) shows in detail the results of physical skills performance in the field of pedestrian movement training

Table (5) Arithmetic means standard deviations and rank, for the level of physical skill performance and pedestrian movement among the trainers of Ali Al-Sabah Military College students, in the field of pedestrian movement training.

#	Pedestrian movement training	Standard deviation	Arithmetic means	Rank	Level of performance
1-	How to stand, pay attention, and rest	0.73	4.23	12	high
2-	How to prepare and rest	0.76	4.35	8	high
3-	The steps for the four sides of stability	0.71	3.92	38	high
4-	Arranging rows (opening and joining rows)	0.66	4.27	11	high
5-	How to get out of the queue (leave)	0.64	4.42	5	high
6-	Rotation in all directions from stability	0.78	4.21	14	high
7-	Normal walking and standing	0.87	4.10	24	high
8-	Step switch from normal path (when error occurs)	0.80	3.90	39	high
9-	Entering and exiting the queue	0.79	4.04	30	high
10-	Propeller and step switch of stability	0.71	4.00	33	high
11-	Stalling from normal and forward	0.61	4.06	28	high
12-	Reversing from the normal path	0.77	4.10	24	high
13-	Turning right from normal lane	0.76	4.12	22	high
14-	Rotation left from normal lane	0.85	4.06	28	high
15-	Shaping by length	0.58	4.52	3	high
16-	Saluting forward from steadfastness	0.57	4.60	1	high
17-	Saluting forward from the march	0.66	4.19	15	high
18-	Receiving the certificate and other activities	0.77	3.90	39	high
19-	Saluting from the right and left in the normal lane	0.73	4.12	22	high
20-	Saluting while looking to the right and left	0.78	4.15	17	high
21-	Stand with a stick, pay attention, and stand at ease	0.64	4.31	10	high
22-	Get ready and take a break	0.63	4.38	7	high
23-	Walking and standing with a stick	0.74	4.00	33	high
24-	Rotate in all directions with the stick from the path	0.78	3.94	37	high
25-	Saluting forward with a stick from the path	0.79	4.17	16	high
26-	Saluting to the left and right with the stick	0.75	4.02	31	high
27-	Stand, pay attention, and rest in arms	0.57	4.56	2	high
28-	Getting ready and resting	0.60	4.40	6	high
29-	Lower the weapon to the ground (ground weapon)	0.78	3.88	41	high
30-	Rotation with the weapon in all directions from stability	0.78	3.98	36	high
31-	Stepping in all sides with arms	0.62	4.35	8	high
32-	Carrying a weapon in stability and marching	0.76	4.23	12	high
33-	Putting the weapon on the side to keep it steady and walking	0.65	4.08	27	high
34-	Switch weapon from stability and path	0.67	4.02	31	high
35-	Performing the salutation with weapons of steadfastness and march	0.79	4.13	20	high

#	Pedestrian movement training	Standard deviation	Arithmetic means	Rank	Level of performance
36-	Saluting, take up the arms	0.77	4.10	24	high
37-	Saluting, take a weapon from the side	0.74	4.13	20	high
38-	Upward weapon miles from the load	0.73	3.88	41	high
39-	For the highest weapon miles of the side	0.69	4.00	33	high
40-	To the highest slope of a weapon from the side	0.70	4.15	17	high
41-	Horizontal weapon of stability	0.57	4.44	4	high
42-	Horizontal weapon of marching	0.75	4.15	17	high

The results in Table (5) related to the level of physical skill performance and pedestrian movement of trainers in the field of pedestrian movement training indicate that the arithmetic averages for all (42) items came at the high-performance level.

The highest skills in the field of pedestrian movement training in terms of performance level were as follows: Skill (16) "Saluting forward from steadfastness" came in the first rank with an arithmetic means (4.60), and skill (27) "standing, paying attention and resting with weapons" and came in the second rank with an arithmetic means (4.56), then skill (15) "Shaping by length" came in third place with a mean of (4.52).

While the lowest skills in the field of pedestrian movement training in terms of performance level were as follows: Skill (29) "Lowering the weapon on the ground" and skill (38) "Upgrading a weapon's mile from the load" came in the last rank with arithmetic

means of (3.88), then skill (8) "Switching from the normal path (when the error occurs)" and skill (18) "Receiving the certificate and other activities" and each of them came in rank (39) with the arithmetic means of (3.90).

Second: The results related to the second question, which states:

Is there a difference in the physical skill performance and pedestrian movement among college student trainers Ali Al-Sabah Military at the level of significance ($\alpha \leq 0.05$) due to the military rank of the trainer?

In order to answer this question and to reveal the significance of the differences in the physical skill performance and pedestrian movement among the trainers of Al-Sabah Military College students, in light of their military rank (sergeant, first sergeant, agent), the arithmetic averages and standard deviations were calculated as shown in Table (6).

Table(6) Arithmetic means and standard deviations of the level of physical skill performance and pedestrian movement among the trainers of Al-Sabah Military College students in light of the military rank.

Military Rank	Sergeant		First Sergeant		Agent		Total Sample	
	Arithmetic means	Standard deviation	Arithmetic means	Standard deviation	Arithmetic means	Standard deviation	Arithmetic means	Standard deviation
Physical Training	3.84	0.38	3.86	0.31	4.08	0.18	3.92	0.31
pedestrian	4.10	0.30	4.14	0.19	4.23	0.15	4.16	0.22

movement training								
Total performance	4.01	0.28	4.05	0.19	4.18	0.12	4.08	0.21

The arithmetic means in Table (6) indicate that there are “apparent” differences in the arithmetic averages for the level of physical skill performance and pedestrian movement among the trainers of the students of Ali Al-Sabah Military College according to their military rank, and to see if the differences

between the averages of the trainers’ skills performance levels in light of their military rank (Sergeant, first sergeant, agent) statistically significant One way ANOVA was conducted at the level of significance ($\alpha \leq 0.05$), and the results were as shown in Table .(7)

(7) Table

The results of the one-way analysis of variance test to reveal the significance of the differences in the level of physical skill performance and pedestrian movement among the trainers of Ali Al-Sabah Military College students according to their military rank.

Field	Variance Source	Sum of squares	Degrees of freedom	Means of Square	Calculated F Value	significance level
Physical Training	Among groups	0.593	2	0.296	3.360	*0.043
	Inside groups	4.324	49	0.088		
	Total	4.917	51			
Pedestrian movement training	Among groups	0.141	2	0.071	1.543	0.223
	Inside groups	2.233	49	0.046		
	Total	2.375	51			
Total performance	Among groups	0.263	2	0.1315	3.207	*0.049
	Inside groups	2.000	49	0.041		
	Total	2.252	51			

*Statistically significant at the level of significance ($\alpha \leq 0.05$)

The results in Table (7) indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of physical skill performance and pedestrian movement among the trainers of the students of Ali Al-Sabah Military College due to their

military rank in the field of physical training and physical skills combined. "P" calculated for them (3.360) and (3.207), and these values are statistically significant at the level of statistical significance ($\alpha \leq 0.05$), while the same table shows that there are no statistically

significant differences in the field of pedestrian movement training because the calculated value is less than the tabular value, To reveal the source of the differences due to the presence of statistical significance for the military trainer's rank variable in the level of

performance of physical skills in the field of physical training and combined physical skills, dimensional comparisons were made using the Scheffe method as shown in Table (8).

Table (8)

The results of dimensional comparisons using the Scheffe method reveal the source of the differences in physical skill performance and pedestrian movement on the field of physical training and physical skills combined in light of the military rank of the trainer.

Field	Military Trainer Rank	Arithmetic Means	Sergeant	First Sergeant	Agent
Physical Training	Sergeant	3.84	-	0.03	*0.24
	First Sergeant	3.86	-	-	*0.22
	Agent	4.08			
Field	Military Trainer Rank	Arithmetic Means	Sergeant	First Sergeant	Agent
Total performance	Sergeant	4.01		0.04	*0.17
	First Sergeant	4.05		-	0.13
	Agent	4.18			

*Statistically significant at the level of significance ($\alpha \leq 0.05$)

Rank holder (agent). The results of the dimensional comparisons using the Scheffe method in Table (8) show that the difference in the level of physical skill performance and total pedestrian movement was statistically significant between trainers holding the rank of (agent) on the one hand and trainers with the rank of (sergeant) and in favor of the trainers on the other. The difference in the level of physical skill performance and pedestrian movement in the field of physical

training was also statistically significant between trainers holding the rank of (agent) on the one hand and trainers holding the rank of (sergeant) and the rank of (first sergeant) and in favor of trainers holding the rank of (agent), meaning that Trainers of the rank of (agent) have a higher level than their colleagues in the performance of physical skills on the field of physical training.

Third: The results related to the third question, which states:

Is there a difference in the skillful physical performance and pedestrian movement of the trainers of college students on Al-Sabah Military College at the level of significance ($\alpha \leq 0.05$) due to the number of specialized training courses attended by the trainer?

To answer this question and to reveal the significance of the differences in the

performance of physical skills among the trainers of Al-Sabah Military College students in the State of Kuwait, in light of the number of specialized training courses in which the trainer participated (three courses or less, more than three courses), the T-test was used. For two independent samples, the results were as shown in Table (9).

Table(9)

The results of the "t" test to reveal the significance of the differences in the level of physical skill performance and pedestrian movement among the trainers of the students of Ali Al-Sabah Military College, according to the number of specialized training courses that the trainer participated in.

Field	Number of courses	number	Arithmetic means	Standard Deviation	Calculated T value	Freedom degree	Significance level
Physical training	Three courses or less	14	3.73	0.30	2.848	50	*0.006
	More than three courses	38	3.99	0.29			
Pedestrian movement training	Three courses or less	14	4.02	0.27	2.923	50	*0.005
	More than three courses	38	4.21	0.17			
Total performance	Three courses or less	14	3.93	0.22	3.519	50	*0.001
	More than three courses	38	4.14	0.18			

*Statistically significant at the level ($\alpha \leq 0.05$)

The results in Table (9) indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of physical skill performance and pedestrian movement among trainers for physical training skills, pedestrian movement training

skills, and physical skills combined due to the number of specialized training courses in which the trainer participated (Three cycles or less, more than three cycles), where the calculated "t" value for the two domains and the total tool ranged (2.848) and (3.519).

These values are statistically significant at the significance level ($\alpha \leq 0.05$), where the significance was in favor of the trainers who participated in more than three Specialized training courses.

That is, there are statistically significant differences in the level of physical skill performance, pedestrian movement, and physical skills in general among the trainers of military college students in the State of Kuwait due to the number of specialized training courses attended by the trainer and in favor of the trainers who participated in more than three specialized training courses.

Fourth: The results related to the fourth question, which states:

Is there a difference in the physical skill performance and pedestrian movement

among college student trainers on Al-Sabah Military College at the level of significance ($\alpha \leq 0.05$) due to the length of service in the field of training?

To answer this question and to reveal the significance of the differences in the level of physical skill performance and pedestrian movement among the trainers of Al-Sabah Military College students in the State of Kuwait, in light of their service period in the field of training (less than 5 years, from 5-10 years, more than 10 years) Arithmetic means and standard deviations were calculated as shown in Table (10).

Table(10)

Arithmetic means and standard deviations of the level of physical skill performance and pedestrian movement among the trainers of the students of Ali Al-Sabah Military College according to the length of their service in the field of training .

Military Rank	Less than 5 years		From 5-10 years		More than 10 years		Total sample	
	Arithmetic means	Standard Deviation	Arithmetic means	Standard Deviation	Arithmetic means	Standard Deviation	Arithmetic means	Standard Deviation
Physical training	3.73	0.31	3.84	0.30	4.08	0.25	3.92	0.31
Pedestrian movement training	4.01	0.35	4.10	0.14	4.27	0.17	4.16	0.22
Total performance	3.92	0.30	4.01	0.17	4.20	0.14	4.08	0.21

The results in Table (10) indicate that there are “apparent” differences in the arithmetic means in the level of physical skill performance and pedestrian movement among the trainers of the students of Ali Al-Sabah Military College, according to the duration of their service in the field of training, and to see if the differences between the

averages of the trainers’ skill scores in light of the duration Their service in the field of training (less than 5 years, 5-10 years, more than 10 years) is statistically significant. One Way ANOVA was conducted at the significance level ($\alpha \leq 0.05$), and the results were as shown in Table (11).

Table (11)

The one-way analysis of variance test results reveals the significance of the differences in the level of physical skill performance and pedestrian movement among the trainers of Ali Al-Sabah Military College students according to the length of their service in the field of training.

Field	Variance Source	Sum of squares	Degrees of freedom	Square means	Calculated F Value	Significance level
Physical Training	Among groups	1.018	2	0.509	6.36	*0.003
	Inside groups	3.9	49	0.08		
	Total	4.917	51			
Pedestrian movement training	Among groups	0.491	2	0.246	6.47	*0.002
	Inside groups	1.883	49	0.038		
	Total	2.375	51			
Total performance	Among groups	0.646	2	0.323	9.79	*0.000
	Inside groups	1.607	49	0.033		
	Total	2.252	51			

*Statistically significant at the level ($\alpha \leq 0.05$)

The results in Table (11) indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of physical skill performance and pedestrian movement among the trainers of the students of Ali Al-Sabah Military College that are due to their service period in the field of training in the fields of performance and overall performance. The calculated "P" values ranged from (6.36), (6.47), and (9.843). These

values are statistically significant at the level of statistical significance ($\alpha \leq 0.05$).

To reveal the source of the differences due to the presence of statistical significance for the variable length of service in the field of training, in the level of physical skill performance and pedestrian movement on the two domains of the tool and the total tool, dimensional comparisons were made using the Scheffe method, as shown in Table (12)

Table (12)

The results of dimensional comparisons using the Scheffe method reveal the source of the differences in the level of physical skill performance and pedestrian movement on the tool and total tool domains according to the length of the trainer's service in the field of training.

Field	Military Trainer Service	Less than 5 years	From 5-10 years	More than 10 years
	Arithmetic	3.73	3.84	4.08

		Means			
Physical Training	Less than 5 years	3.73	-	0.11	*0.35
	From 5-10 years	3.84	-	-	0.24*
	More than 10 years	4.08	-	-	-
pedestrian movement training	Military Trainer Service		Less than 5 years	From 5-10 years	More than 10 years
		Arithmetic Means	4.01	4.10	4.27
	Less than 5 years	4.01	-	0.09	*0.26
	From 5-10 years	4.10	-	-	*0.17
	More than 10 years	4.27	-	-	-
Total performance	Military Trainer Service		Less than 5 years	From 5-10 years	More than 10 years
		Arithmetic Means	3.92	4.01	4.20
	Less than 5 years	3.92	-	0.09	*0.28
	From 5-10 years	4.01	-	-	*0.19
	More than 10 years	4.20	-	-	-

*Statistically significant at the level ($\alpha \leq 0.05$)

The results of the dimensional comparisons using the Scheffe method in Table (12) show that the difference in the level of physical skill performance and pedestrian movement on the field of physical training, the field of pedestrian movement training, and the complete tool was statistically significant among the trainers with service (more than 10 years) from On the one hand, between trainers with service (less than 5 years) and people with service (5-10 years) and in favor of trainers with service (more than 10 years), meaning that trainers with long experience have a higher level than their colleagues in

the performance of physical skills on the one hand—field of physical training.

Discussion and recommendations:

First: Discussing the results related to the first question, which states:

The answer to the first question showed that the level of physical skill performance and pedestrian movement among the trainers of Ali Al-Sabah Military College students was within the level of high performance, with an arithmetic mean (4.08). This result is explained by the interest of Ali Al-Sabah Military College in its military trainers, as the

trainers in the study sample are trainers who have obtained a (comprehensive trainer) course, and most of them have undergone high-level comprehensive training courses externally. They are qualified for training in all military fields due to their excellent skill, physical, cultural, and psychological preparation. The General Staff of the Kuwaiti Army also attaches the utmost importance to raising the efficiency of military trainers by continuing to train them and developing their capabilities and skills to train students at Ali Al-Sabah Military College by qualifying them in specialized courses while serving both internally and externally.

There is also a continuous process of follow-up to the training process, recording and analyzing the training results, and then building on them to reach the highest level of training. This outcome is also due to the interest of Ali Al-Sabah Military College with trained students in general and first-year students (the basic level) in particular since the first academic year at the Military College constitutes a transitional stage in the student's life from civilian life to military life, during which the student's military preparation begins—focusing on the military building of the student's personality, developing a sense of responsibility and a spirit of discipline, by providing him with basic military physical skills, and building the student's physical fitness and the skill (27) is "standing, paying attention, and resting with weapons" with arithmetic means (4.56). This finding explains that these movements are among the basics of infantry movements with weapons. Also, the skill (15) is "formation according to length" with an arithmetic means of (4.52). This result explains that formation according to length is one of the important matters during the presentation of the students' course during training or graduation. It reflects the extent of the trainer's interest in organizing and arranging his students during the military parade.

The lowest skills in the field of infantry movement training in terms of performance level were skill (29) "lowering the weapon to the ground (to the ground of the weapon)" and the skill (38) "upward a weapon mile from the load" with an arithmetic means (3.88). The result of the two items explains that these skills are considered difficult for the first-year student (the basic level). He needs to learn previous movements to be able to. Therefore, the trainer does not focus on these skills in the primary stage but instead on them later, especially before graduation.

Skill (8) "the step is a switch from the normal path (when the error occurs)" and the reason for this result may be that during the observation made by the researcher, nothing happened that required the coach to switch from the standard path because no errors occurred in the path.

And the skill (18) "Receiving the certificate and other activities" with an arithmetic means of (3.90), and the reason for this may be that the trainer does not focus on this skill in the primary stage, but instead focuses on it in subsequent years, especially before graduation.

Second: Discussing the results related to the second question, which states:

The results related to the second question showed that there were statistically significant differences at the significance level ($\alpha \leq 0.05$) in the performance of trainers for the performance of physical skills in general and physical training skills attributed to the military rank and in favor of the trainers holding the rank of (agent), meaning that the trainers have the rank of (agent). A higher level of physical skill performance than their peers in the field of physical training.

The reason for this result may be that the military trainer of the rank of (agent) has undergone training courses during the service to a greater degree than his colleagues from

other military ranks, especially in the field of physical fitness and physical training. In contrast, his colleagues from other ranks did not enroll in those courses, but rather Most of their physical skills came from attending a (universal trainer) course or attending in-house trainers courses that are not specialized in physical skills training. Also, most of the trainers of the rank of (agent) have long experience in the field of training, which led to their performance of physical training skills being higher than other ranks.

Third: Discussing the results related to the third question, which states:

The results related to the third question showed statistically significant differences at the significance level ($\alpha \leq 0.05$) in the trainers' performance of physical training skills, pedestrian movement training skills, and physical skills combined due to the number of specialized training courses attended by the trainer. And for the trainers who participated in more than three specialized training courses.

This result is attributed to the fact that military trainers who have undergone more than three specialized training courses are often those who have joined specialized courses in physical training and infantry movements in addition to other training courses, which enriched their military experience and skills in general and physical training skills and infantry movements training in particular, in While the military trainers who participated in three training courses or less, their courses were among the procedures prescribed to qualify them as military trainers such as a learning methods course and a comprehensive trainer course. Therefore their skills did not reach their colleagues who underwent more than three specialized training courses.

Fourth: Discussing the results related to the fourth question, which states:

The results related to the fourth question showed that there were statistically significant differences at the significance level ($\alpha \leq 0.05$) in the trainers' performance of the skills of the field of physical training and the field of pedestrian movement training combined due to the length of service in the field of training, and in favor of trainers with long experience (more than 10 years).

This result may be due to the fact that the military trainers with long experience (more than 10 years) are old trainers who had a distinguished training background through their work at Ali Al-Sabah Military College. Because of their long experience, they may have undergone specialized training courses in the field of training. Physical training and pedestrian movements, while their colleagues with medium and short experience did not undergo such courses.

Recommendations:

- 1 - The study recommends those in charge of training courses for trainers at Ali Al-Sabah Military College, the importance of holding training courses for trainers with short and medium experience, and focusing on trainers of the rank of sergeant and first sergeant.
- 2 - The need to conduct evaluation studies continuously to determine the level of technical trainers' performance to identify their weaknesses and enhance positive skills.

Sources and references:

Sources: The Holy Qur'an, Surat Al-Anfal.

Arabic References:

1. Al-Amiri, Ali (2000). Effects of training programs on acquiring leadership skills from the point of view of workers in security services. A magister message that is not published. Naif Arab Academy for Security Sciences, Riyadh, Saudi Arabia.

2. Al-Athari, Ahmed (2004). Training and human development brochure. Kuwait: Dar Al-Falah for Publishing and Distribution.
3. Al-Omari, Awad (2005). Formation and development of personal values among students of military colleges. *Journal of King Khalid Military College*, Issue (82): 74.
4. Al-Qahtani, Khaled (2002). Preparing the country for war - military preparation. *Journal of the Saudi National Guard*. Issue (243): 22-23.
5. Al-Qahtani, Misfer (2003). Leadership qualification programs in military colleges and their role in building leadership skills, an applied study on King Abdulaziz Military College and King Khalid Military College. Unpublished master's thesis. Naif Arab Academy for Security Sciences, Riyadh, Saudi Arabia.
6. Al-Rashudi, Muhammad (2002). Leadership skills of police officers and their relationship to the effectiveness of their job performance. A magister message that is not published. Naif Arab Academy for Security Sciences, Riyadh, Saudi Arabia.
7. Al-Salami, Ali (1999). The managerial and leadership skills of the superior manager. Cairo: Gharib House for Printing and Publishing.
8. Al Saud, Bandar. (2002). Combat competence and military competence. *Saudi Defense Magazine*, Issue (127): 25.
9. Abu Sabah, Eduardo (1994). The impact of training on the process of social development. *The Arab Journal of Training*, 6 (11): 9-15.
10. Presidency of the General Staff of the Kuwaiti Army (2007). Training instructions at Ali Al-Sabah Military College. Kuwait: Publications of the General Staff of the Kuwaiti Army.
11. Saeed, Al-Hababi (2007). Beginnings in the life of an officer. *Journal of the Saudi National Guard*. Issue (360): 44-45

Foreign References:

1. Christopher, L.& Scott H. (2002). **Comparative Analysis of Leadership Skills Development in Marine Corps Training and Education Programs**. Naval Postgraduate School Monterey CA. U.S.A. Report Number A240114.
2. Frederick, M. (1990). **Physical training programs in light Pedestrian units: are they preparing soldiers for the rigors of combat?** Unpublished Master Thesis, the Faculty of the U.S. Army, New York, U.S.A.
3. Medley, D.& Metzler, H.(1969). A technique for measuring classroom behavior, **journal of educational psychology**. 8 (1): 239-246
4. Michael A. (2004). **The Impact of the Summer Seminar Program on Midshipman Performance: Does Summer Seminar Participation Influence Success at the Naval Academy?** Naval Postgraduate School Monterey, CA. U.S.A.
5. Michelle, S. & Zita, S. (2005). **ARI's Fiscal Year 2005 program to accomplish the mission**. U.S. Army Research Institute for the Behavioral and Social Sciences. USA.
6. Milkovich, N. & Boudreau, T. (1991). **Human resource**

management, Sixth edition. Irwin Inc.

7. Oksa, J.; Rintamäki, H.& Mäkinen, T. (2006). The Effect of Training of Military Skills on Performance in Cold Environment. [Military Medicine](#), 171,(8): 757-761.
8. U.S.A army (2000). **The army leadership development handbook**, Department of U.S.A army, Washington.