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## The effect of using the competitive method in the cooperative learning method in acquiring the skill of spiking in volleyball

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### Abstract

The effect of using the competitive method in the cooperative learning method in acquiring the skill of spiking in volleyball.

The aim of the research is to identify the impact of the effect of using the competitive method on the cooperative method in learning some basic skills in volleyball, comparing the results of learning some basic skills in volleyball between the two methods (competitive and traditional). Real, tangible information about the impact of educational methods. The research sample was selected from students of Jaafar Al-Tayyar High School for outstanding students for the academic year 2022-2023. The number of students in the literary fifth was (28) students, students who had previous experience in volleyball from clubs and national teams players were excluded. For the experiment (18) students. They were divided into two groups, the experimental group consisted of 9 students and the control group consisted of 9 students.

Where the skill tests were conducted, including testing the accuracy of spiking diagonally and straight: Where the researchers reached the following results: the improvement of the skill of spiking in volleyball for the experimental group that was subjected to the educational method in the cooperative style, the performance of the skill of spiking in volleyball for the experimental group that was subjected to the educational curriculum in the competitive style in the performance improvement of the skill of spiking in volleyball of the control group that underwent the educational curriculum in the traditional style.

**Keywords:** Method, competitive learning and spiking

### Introduction

Our current era has been characterized by the tremendous technological development in all areas of life and the emergence of modern technical innovations through which teaching methods have improved in their means, formulas and methods, and diversified in their plans. It pushes him to continue, follow, and search for what is new, and increases his awareness, perceptions, information, and enthusiasm. His love for learning increases because he was influenced by the teaching method and the method used with him, in addition to his psychological acceptance and satisfaction, which paved the way for him the factors of success and escalated his permanent readiness. Here, the role of the physical education teacher emerges in how to carry out his duty. And he bears his responsibility as the educator and leader of his students and in his ability to strengthen the relationship with them and influence them because he is the one who gives value to the lesson through his impulsiveness, enthusiasm and desire and to implement the plan he deems appropriate and how to discover their talents and develop their capabilities and harness them into a programmed and productive work as well as his success in spreading the spirit of fun and joy and developing psychological, mental, physical and skill aspects, the game of volleyball is one of the collective games that is characterized by changing positions and organized play. It has become one of the exciting and enjoyable mass games that can be played by everyone, male and female, in different places and seasons, and since it is one of the games that requires high speed in performance, change and rhythm, and these characteristics distinguish it from other games, so we find that they need high requirements of capabilities to achieve the required level.

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**Research problem**

Teaching the principles of competition and cooperation in learning for different age stages, including the preparatory stage, which includes a set of basic skills that require the student to learn them better and more accurately so that he can perform the skill as best as possible, which contributes to an ample share in the development and development of the skills of the student through the exploitation of His motivation and enthusiasm in a way that leads to understanding and dialogue during the performance of the learned skills because they need competition and cooperation at the same time, and this is what the traditional style lacks. And by informing the researchers about these methods in terms of their conditions, duties, uses, and impact, the lack of diversity in the use of new educational methods, including the competitive method, the cooperative method, and the traditional method, caused the lack of progress in learning quickly, and here lies the research problem in calling for the adoption of the two methods of learning by competition. and collaboration rather than relying on the traditional approach used.

**Research Aims**

- The effect of using the competitive method in the cooperative method in learning some basic skills in volleyball.
- Comparing the results of learning some basic volleyball skills between the two methods (competitive and traditional).

**Hypothesis**

- There are statistically significant differences between the experimental group that used the competitive method using the cooperative learning method and the control group, in favor of the experimental group.
- There are statistically significant differences between the post-tests of the two methods (competitive and traditional).

**Research Methodology**

The researchers used the experimental approach due to its suitability to the nature of the research problem, as the experimental approach gives real, tangible results on the impact of educational methods, and that "what distinguishes accurate scientific activity is the use of experiment" (16:1).

**The research sample**

The research sample was selected from students of Jaafar Al-Tayyar High School for outstanding students for the academic year 2022-2023. The number of students in the literary fifth was (28) students, from which students with previous experience in volleyball were excluded from players of clubs and national teams, as (18) students underwent the experiment. They were divided into two groups, the experimental group consisted of 9 students and the control group consisted of 9 students.

**Equipment, tools and means used in the research**

- Arab and foreign sources and references.
- Internet.

**Skill tests**

- Regular and experimental observation.
  - Volleyballs number (10).
  - Metal metric tape measure (15 m) long.
- Chalk.

Adhesive tape wide (5 cm).

Legal volleyball court is with net.

**Test****Diagonal and Straight Smash Accuracy Test (209:2)**

Purpose of the test: to measure the accuracy of spiking skill in the diagonal and straight directions.

Equipment: volleyball court, 15 volleyballs, a coach and two mattresses.

Performance specifications: The tester performs the spiking from the center (4) by preparing (through the coach) from the center (3), and the tester must perform (5) spikes blows in the diagonal direction, the order in the center (5), and (5) other spikes blows Towards the straight direction the rank in the center (1).

Registration method

- Points for each correct smash hit in which the ball lands on the mattress.
- Points for each correct smash hit in which the ball falls in the planned area.
- Two points for each correct smash hit in which the ball falls in areas (A-B).  
(Zero) for each failed smash.

**Educational Curriculum**

"A plan that must be followed, and the physical education program is a set of planned experiences that its participants practice through sporting events." (3:199)

And through the theoretical study of scientific references and similar and previous studies and with reference to specialists in the field of volleyball and teaching methods, an educational curriculum was developed to learn some of the crushing skill of volleyball according to my competitive style in a cooperative learning manner that is consistent with the age characteristics, tendencies and needs of middle school students.

The curriculum included administrative and organizational activity, general and private warm-up, then ball-sensing exercises, then doing the educational activity (explaining and presenting the skill), then the applied part (application of the skill in the form of competition between groups or in the form of cooperative groups) and finally the closing activity.

**Curriculum time plan**

The curriculum was divided into eight educational units for each method, at the rate of two educational units per week, each of which is (45) minutes long, and for each method. Accordingly, the implementation of the curriculum took eight weeks, at a rate of (16) units. therefore, the researchers implemented the educational curriculum for the period from 1/10/ 2022 to 10/1/ 2023. then the teachers applied the curriculum to the selected sample using my method (competitive and cooperative).

As the two new methods were applied to the research sample in the main section only, and for a period of (25) minutes for the educational unit set for this educational curriculum: and within the prescribed quota for the curriculum by the Ministry of Education.

The researcher followed the following steps:

1. Teaching the experimental group the educational material covered by the research according to the competitive method and the cooperative method
2. Teaching the control group the educational material covered by the research according to the method used

As for the educational units, the following steps were followed in applying them to the research groups.

- a) At the front of the unit: teachers record attendance and prepare the necessary tools.
- b) Warm-up: both public and private.
- c) Educational Activity: It is the part in which students are taught the basic skills, as the teacher presents the new skill through oral explanation, in addition to presenting the practical model for the given skill.
- d) Practical Activity: Students apply what they have learned of motor skills in the educational activity.
- e) Closing activity: In this part of the unit, teachers give cool-down exercises and then leave.

### Pre-tests

The researchers conducted pre-tests for the research sample for the skills included in the study, and the experimental group was given two educational units before the test for the purpose of introducing students to the skill, and the pre-test was conducted for the skill of spiking.

### Post-tests

Post-tests were conducted at the end of the skill learning period, if the test was conducted by the experimental group and the control group for the spiking skill after the end of the educational units.

### Statistical means

The statistical system (SPSS) was used.

**Table 1:** The statistical system (SPSS) was used.

Groups	Mean	Std	Skewness	t
Control Group	4.11	1.963	0.321	9.874
Experimental Group	9.02	1.398	0.973	21.144

The researchers attribute this result to the effectiveness of the collaborative learning method used in the curriculum developed by the researchers, to which the experimental group was subjected, to improve the skillful performance of the students, as this method gives the student greater freedom than the commanding method, and even makes him an actual participant in making decisions that are implemented in the educational unit. In addition to the development of social conditions between him and the rest of the students in the educational unit, which in the end is in the interest of reaching the desired goals of this unit, and this is confirmed by (Louis Schmier) "The cooperative learning is for the student to have the main role in the learning process and not to rely on the teacher, but the teacher in This situation is given by giving feedback and its role is defined here, and the students here learn best what they care about themselves and link them in their daily lives.(4: W, D)

Kanga Spencer (1993) <sup>[5]</sup> also noted this aspect by saying, "Cooperative learning is a collective action that appeared in the last two decades, and that students in certain educational stages, including the preparatory stage, enjoy the interaction that is obtained through cooperative learning and prefer it over other types of learning." Values such as negotiation, participation, and collective responsibility." (5:B,C).

Laura Marti also agrees with this, which confirms that "cooperative learning helps motivate students to a greater degree than commanding (traditional) learning, and it gives students a kind of pleasure in work and more confidence and ability to achieve support and encouragement from group members." (6: W,D).

And the student, under the cooperative learning method, has authority over his thoughts in terms of changing them and directing them to the direction required by him, and not as dictated to him from the ideas of the subject teacher, as (Salah Al-Harashi 2001) <sup>[7]</sup> touched on this matter by saying, "Cooperative learning helps to raise the level of self-esteem as it encourages students to change their opinions and ideas as well as feedback from others. It also enhances self-confidence by discussing the student's matters with his colleagues. It also enhances and supports peer learning, as there are many students who learn with the help of their peers more than they learn from their teachers, and cooperative work It helps the student to take responsibility from the moment of dividing them into groups, through the discussion of roles, and ending with writing reports. It also helps each student take responsibility for his own learning and the learning of his colleagues in the group.

This indicates (Sheikh 1993) <sup>[8]</sup> that "one of the advantages of cooperative learning is the student's achievement and learning link positively with the rest of the members of his group to which he belongs, in contrast to the traditional method whose principle is unilateral or competitive performance among students of the same class." (93:8). Al-Hila (1999) <sup>[9]</sup> points out that "cooperative learning strategies are based on synergy between members, that synergy that is directed by well-planned goals that involve individuals and groups working to perform the tasks entrusted to them, while this synergy or mutual dependence is not available among students in traditional learning groups." (351:9).

The researchers also attribute the result of the competitive learning method used in the curriculum set by the researchers, to which the experimental group was subjected, to which it was of high adequacy, which rose in level over the level of the control group, which was subjected to the traditional method, because this method makes the student put in competition with a colleague or all of his colleagues, which He makes excellence by winning the competition an important goal for him, which pushes him to improve his performance in a relatively short time, since any delay or indolence means losing the competition that will put him in an embarrassing position among colleagues, as Stones 1986 confirms: "The effort focused on competition in order to excel is a factor that counts from the heart of human nature, and on this basis, the competition shown by the student is a sound educational direction. (10:211)

Abd Ali Al Jasmani states that "the competition that occurs between students is an attempt by each of them to achieve the required progress. It is in itself a dynamic reinforcement element that shows excitement in learning and behavior (11:423)

Also, the clarity of both the general objective and the specific objective of the learner in the educational unit using the competition method is considered one of the important things that push the learner to benefit from the educational unit in a very large way, as (Romesovsky) indicated, "The competition is part of the educational program or the academic content, and therefore you must mention the objective The general and the specific objective should be clear, and the competition instructions should be brief in order for the learner to gain as much learning as possible." (231:12)

### Results

- The performance of the spiking skill improved for the experimental group that was subjected to the educational approach using the cooperative method.

- The performance of the spiking skill improved for the experimental group that was subjected to the educational curriculum using the competitive method.
- Fluctuation in the performance improvement of the spiking skill for the control group that was subjected to the educational curriculum using the traditional method

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