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The effect of the role of social support on learning the skills of throwing and receiving a hoop while performing the cat leap in rhythmic gymnastics

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Abstract

The purpose of this paper is to building a measure of social support for the skills of throwing and receiving the hoop with the performance of the cat leap in rhythmic gymnastics , and identifying the effect of social support on learning the skills of throwing and receiving the hoop while performing the cat leap in rhythmic gymnastics. The two researchers used the experimental method with two equal groups (experimental and control) with two pre-and post-tests. The research population was determined by the applications of the third stage/Kut University College. The research sample was chosen intentionally from the original research population and the number of (32) female students. The researcher chose the sample only female students and the number (16) female students were randomly selected (16) female students were randomly selected. Thus, the percentage of the research sample is (25,806) %, which is an appropriate percentage to truly and honestly represent the research community. As for the sample for building the scale, they were selected from the third stage/ University of Wasit community College of Physical Education and Sports Sciences, numbering (100) female students, and the researcher verified the results with the SPSS system so that the conclusions were to benefit from the social support scale that the researcher built in measuring other societies in the sports games scheduled in the colleges of Physical Education and Sports Sciences, as well as the existence of a relationship There is a moral significance between social support and the development of performance for the skills of throwing and receiving the hoop with the performance of the cat leap, and that diversifying the educational exercises for the two selected skills, repetitions and feedback provided by the teacher and how to invest time and effort in organizing the repetitions, diversifying them and distributing them among the units in a way that suits the level of all students is an educational method. Successful and effective, the researchers recommended the need to provide real support and effective support for such an age group by all parties related to the sport equally, and the need to pay attention to the diversity of skills through the diversity of practice in the forms of learning to perform one skill in a way that is consistent with the nature of rhythmic gymnastics performance, its skills and its tools.

Keywords: Physical Education, rhythmic gymnastics, social support, hoop while, cat leap

Introduction

The development that is taking place in various sports fields is nothing but the result of research, studies and various sciences that have contributed to the wide progress of the sports movement at all levels. Among those sciences that have contributed to this development is sports psychology, which has had a great and clear impact along with the rest of the sciences. The theory and practice of advancing sports are the cornerstone of progress in all sports fields, as psychological preparation represents one of the pillars upon which the educational process is based, as well as other training elements. It aims to help the player or student control his thoughts and emotions in order to achieve the best level of performance despite the difference in competition conditions. Social support is “a source of effective social support that a person needs, as the amount of social support and the level of satisfaction with it affect how the individual perceives the various pressures of life and the methods of confronting him to solve the various problems of life and how to confront them, as support is linked to psychological health and happiness. It also represents the essence of social support, emotional participation”.

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Or the supply of knowledge and information, or the behaviors and actions that the individual undertakes with the aim of helping others in crisis situations, or the material contribution, which the individual may receive from the support of relatives, friends, or family. The development occurring in the technical level of the types of sports games and events in general at the present time did not come by chance. Coincidence is the result of the continuous follow-up by those interested, specialists and researchers in developing the educational process in order to raise the level of performance and achieve results, and the fact that the game of volleyball is one of the team sports that has begun to occupy a great place in the lives of the peoples and nations of the entire world in light of the high level that this game has reached as well as the fun, excitement and suspense it brings, and the sport of rhythmic gymnastics is one of the games that require physical and skill requirements to learn its skills, as the nature of the skills, their abundance and difficulty impose on the school to use psychological and moral support and to use the factor of suspense, excitement and continuous encouragement to learn the skills and learn the various movement formations in them. As a result of the above, the importance of the current research lies in presenting the concept of the role of social support among the research sample and explaining its usefulness in modifying skillful behavior while employing it in educational situations in order to reach the set goals. Hence, the problem of the research lies in the lack of interest in educational aspects and the absence of social support, which is needed by female students who are suffering. From the lack of moral support and encouragement towards a state of self-improvement and thus interaction is generated through social insurance for them, and based on the above, the researcher decided to use social support and its effectiveness in enhancing learning while learning some basic skills in rhythmic gymnastics.

Research problem

One of the duties of education is to strive to form an integrated individual who deals with all aspects of thinking, so that he becomes more knowledgeable and knowledgeable. However, we find something that contradicts this, as a large percentage of educational outcomes are at a level that does not live up to ambition despite the efforts made. In order to advance the educational reality, it is necessary from researching the factors affecting it so that teaching is effective and capable of achieving what is desired. As rhythmic gymnastics contains several basic skills, whether with or without tools, they must be learned and mastered properly and correctly. Among these skills are the skills of throwing and receiving the hoop and performing the cat leap, which are difficult to learn, especially in the early stages of learning, as they require practice, repetition, and psychological support for encouragement and continuity. Attempts to achieve correct performance, so the researchers decided to build a measure of social support in rhythmic gymnastics.

Research objective

- Building a measure of social support for the skills of throwing and receiving the hoop with the performance of the cat leap in rhythmic gymnastics.
- Identifying the effect of social support on learning the skills of throwing and receiving the hoop while performing the cat leap in rhythmic gymnastics.

Research hypotheses

- There are no statistically significant differences between the pre-, post-tests of the experimental, and control groups in the results of the cognitive outcome test and support with rhythmic gymnastics for female students.

Research fields

- **Human field:** Third year female students of the College of Physical Education and Sports Sciences-University of Wasit and Kut University College (2023-2024).
- **Time field:** (11/11/2023) to (10/1/2024)
- **Spatial field:** The indoor sports hall of the College of Physical Education and Sports Sciences-University of Wasit.

Research methodology and field procedures

Research Methodology

One of the things that must be taken into account in scientific research is choosing a sample that represents the original community honestly and truly, as the process of selecting the sample is closely linked to the nature of the community from which the sample is taken, as it represents the part that represents the community of origin on which the researcher conducts the entirety and focus of his work (Al-Hadithi, Khalil Ibrahim: 2003, 107).

Community and sample research

The researchers used the experimental method with two equal groups (experimental and control) with pre-and post-tests. Female students of the third stage / College of Physical Education and Sports Sciences / University of Wasit determined the research community. The research sample was chosen intentionally from the original research community and the number of (32) female students was chosen. The researchers have two girls' divisions: Division (A) representing the experimental group with (16) female students chosen randomly, and Division (B) for the control group with (16) female students chosen randomly. Thus, the percentage of the research sample is (25,806) %, which is an appropriate percentage to represent the research population. A true and honest representation. As for the sample for constructing the scale, they were chosen from the population of the third stage / Kut University College, Kut and Essaouira branches, and they numbered (100) students. The researchers excluded a number of sample members to achieve homogeneity, and those excluded are as shown in Table 1.

1. Female students over the age of (23) years.
2. Female students who failed and deferred.
3. Female students practicing rhythmic gymnastics who are excluded.

Table 1: Shows the research population, its selected sample, and its percentage

Variables	Number	Original research community	Construction sample	Sample exploratory experiment	Research sample	Percentage
Female students over the age of (23) years	1	124	100	10	32	25.806
Failing and deferring female students	1					
Excluded female students practicing rhythmic gymnastics	2					

The researcher conducted homogenization for some variables, as shown in Table 1.

Table 2: Shows the homogeneity of the research community

Variables	Measuring unit	Mean	Std. Deviations	mode	Skewness
Length	Cm	174.68	5.13	175.00	0.06-
Mass	Kg	69.83	6.64	67	0.43 +
Chronological age	Year	20.5	0.56	20	0.89 +

Table 2 shows that the values of the skewness coefficient are limited to (1+), which indicates the homogeneity of the individuals in the research sample in these variables, that is, the moderation of their normal distribution. The researchers

then resorted to verifying the equality of the two research groups in the variables related to the tests of the study variables, as shown in Table 3.

Table 3: Shows the equality of the two research groups

Tests	Experimental group		Control group		T value Calculated	Type Sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Social support	78.33	2.09	76.60	2.79	1.92	Non sig
Throwing and receiving the hoop	5.13	1.20	5.06	1.12	0.15	Non sig
Cat leap	5.12	1.02	5.06	0.99	0.17	Non sig

Tabular score = (2.04) at a significance level of (0.05) and a degree of freedom (30).

Research methods, devices and tools used

In order for the researchers to be able to complete their research to the fullest extent, it is necessary to use the tools and means that help in this. These are all the means and tools that the researchers will use at every stage of the research, and they are as follows:-

1. Arab and foreign sources and references.
2. Collars
3. Observation.
4. The interview.
5. Performance
6. Performance evaluation.
7. Social Support Scale Appendix No (1).

Field research procedures:

For the purpose of determining the education of female students at the College of Physical Education and Sports Sciences/University of Wasit. The researchers identified the students' performance and then applied the social support scale, through which the factor of excitement and encouragement for the students could be determined. After it was presented to a group of experts and specialists in the field of psychological measurement, testing, and mathematical measurement, the researchers obtained complete and 100% agreement on the validity. The measure of the development of the level of education among female students.

Exploratory experiment

The researchers conducted the exploratory experiment on 2/11/2023 on (5) female students from the Department of Physical Education and Sports Sciences / Kut University College from outside the research sample. They were chosen randomly. Its purpose was to identify the obstacles and difficulties that the researchers faced while applying the scale to individuals. Research sample and identify the time taken by students to answer the scale.

Main experience

After completing the procedures that qualified the researchers to carry out their basic experiment, which confirmed the validity of the scale for social support among third-year female students at the College of Physical Education and Sports Sciences/ University of Wasit, who numbered 32 students on Sunday 12/11/2023, the researcher then proceeded to empty the data and conduct statistical processing on her.

Statistical methods

The search data was processed through the Statistical Package for the Social Sciences (SPSS).

Results and Discussion

Results

Table 4: Shows the arithmetic means, standard deviations, and (t) value calculated between the pre-and post-tests for the social support scale and the artistic performance (throwing and receiving the hoop with performing the cat leap) for rhythmic gymnastics and for the experimental group.

Tests	Pre-test		Post-test		T value Calculated	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Social support	78.33	2.09	118.60	5.15	24.04	Sig
Throwing and receiving the hoop	5.12	1.02	7.06	0.92	31.00	Sig
Cat leap	10.25	2.51	14.18	2.25	20.40	Sig

Tabulated t value = (2.13) at significance level (0.05) and degree of freedom (15).

Table 5: Shows the arithmetic means, standard deviations, and (t) value calculated between the pre-and post-tests for the social support scale and the artistic performance (throwing and receiving the hoop with performing the cat leap) for rhythmic gymnastics and for the control group

Tests	Pre-test		Post-test		T value Calculated	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Social support	76.60	2.79	92.00	3.799	12.56	Sig
Throwing and receiving the hoop	5.06	0.99	6.12	1.08	17.00	Sig
Cat leap	10.18	2.25	12.43	2.22	20.12	Sig

Tabulated t value = (2.13) at significance level (0.05) and degree of freedom (15).

Table 6: Shows the arithmetic means, standard deviations, and the value of (t) calculated between the posttests of the social support scale and the artistic performance (throwing and receiving the hoop with performing the cat leap) for rhythmic gymnastics and for the experimental and control research groups.

Tests	Pre-test		Post-test		T value Calculated	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Social support	118.60	5.15	92.00	3.79	16.09	Sig
Throwing and receiving the hoop	7.06	0.92	6.12	1.08	2.62	Sig
Cat leap	14.18	2.25	12.43	2.22	2.21	Sig

Tabulated t value = (2.04) at significance level (0.05) and degree of freedom (30).

Discussions

Through the previous results that were presented and analyzed for the pre-and post-tests in Tables (4, 5 and 6), it appeared that there were statistically significant differences between the pre-and post-tests and in favor of the post-tests and for the experimental group in the results of social support, where the researchers attribute that the experimental group achieved superiority and this is due to the fact that The experimental group supported by social support and the amount of reinforcement supplies provided by others, including teachers and peers, carry meanings of moral reinforcement, as the interactive experimental group became generous, including social ties, until it gave the group members emotional support as they performed the skills. Others provide them with assistance and are a refuge for them, especially when the educational activity presented is difficult. To them (45:5) "Social support plays an essential role in eliminating a view shrouded in shyness and modesty and helps students engage in the expanding circle of society. Therefore, support plays an essential role in bringing students to real participation within the classroom or class (55:2) In addition, social support is actions, feelings, and behavior towards others to provide help and assistance, and in return, the student's sense of self will increase his self-esteem when he is embraced with the aim of real help and support and standing with him at all times and providing care and guidance to him, because social support must be support. Active in achieving the desired ambition and goal directed to him (11:3).

The researchers also attribute the development of the experimental group in the two skills chosen for the research to dividing the students into several groups and forming social skills among them, such as cooperation, exchanging opinions, and then decision-making (56:4). It is an essential factor that helps learning". The researchers believe that dividing the students into small groups, each of which works separately, creates a state of competition between members of the groups in learning and mastering the skill to be learned, in addition to that the selected skills under study require working in a group spirit when performing them inside the hall because The cooperative learning method increases the learner's motivation because it provides enjoyment during the learning process in addition to raising the psychological barriers between the learner and the subject teacher (63:1). In addition to the members of this group practicing the exercises prepared by the teacher, as well as the many repetitions performed by the members of this group, this is consistent with what was noted (9:6) that "repetition leads us to learning according to the theory that says that the successful response is the most repeated and recent response," in addition to that the exercises were consistent with the level and effectiveness of the members of the experimental research group, as they relied primarily on gradual learning from easy to difficult, which led to enhancing the acquisition of the technical

performance of the two skills and developing their skill performance, and this is consistent with what was pointed out, "For the purpose of obtaining learning, there must be attempts at practicing the exercise, and that the most important variable in motor learning is the motor practice and the exercise itself".

The researchers also emphasize the active and effective role of students during learning within the group. It also works to activate and revitalize the previous information they have, which forms the basis for subsequent learning by forming connections between them. It also helps to organize and arrange the content of the learned academic material, in addition to consultation between members of one group. It provided them with an opportunity to express their opinions, dialogue, consult, learn about different opinions, exchange and evaluate ideas and information, determine what is right and wrong in them, and make decisions regarding them. It made students monitor their understanding of the educational material and ask questions to themselves and to their colleagues within one group, and then they became more aware of their thinking and had the ability to adjust their steps to reach results correct (5:7).

The researchers believe that the female students in the educational unit showed different enthusiasm through effective and collective participation among themselves in order to achieve their best skill level as a result of the social support and the feeling of trust and reassurance that occurred between them within each group, as well as the role of the leader in assuming responsibility in terms of "support." The social process of cooperating with peers, receiving their appreciation, and making decisions has strong positive effects on direct learning" (55:8).

Also, the reason for the development in the experimental group is due to the preparation of educational units that were appropriate and compatible with the students' abilities and levels, in addition to the progression, diversification, and excitement in the exercises used in the educational units, as the process of repetition and diversity in the questions that were asked in each educational unit helped to consolidate performance. This is correct in the mind of the student, as the goal that the educational curriculum seeks is to develop and improve the level of performance in a way that is compatible with the abilities and capabilities available to each student in the group for the purpose of acquiring learning and reaching a good level of performance of the skill to be learned. Among the basic steps of learning is that educational programs be designed in light of Students' Capabilities and Needs (22,8) "In addition to the use of repetition and diversity of exercises during educational units was one of the reasons leading to progress in results, as the basic and necessary rule in learning skills is paying attention to the number and diversity of performance attempts." The more repetition of a skill, the more automatic it becomes. The tension decreases and the movement becomes more perfect and efficient" (10:4).

Conclusions and Recommendations

Conclusions

Through presenting, analyzing and discussing the results of the pre-and post-tests, the researchers concluded

- Benefiting from the social support scale that the two researchers built to measure other societies in the sports games scheduled in the colleges of physical education and sports sciences.
- There is also a significant relationship between social support and the development of performance for the skills of throwing and receiving the hoop with the performance of the cat leap in rhythmic gymnastics.

Recommendations

Through the conclusions reached by the researchers, they recommended the following:

- The need to provide real support and effective support for such an age group by all parties related to the sport in an equal manner, and the need to pay attention to the diversity of exercises through the diversity of practice in the forms of learning to perform one skill in a way that is consistent with the nature of performing rhythmic gymnastics skills.
- The responsible authorities in sports institutions must pay attention to the special competencies of the student players and surround them with material and moral care because they are considered an effective social support element for continuously improving the level of performance and achieving high levels.

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Appendix (1)

Social support scale

No.	Paragraphs	Always	Sometimes	often	Rarely	Never
1	I enjoy the presence of my female colleagues whom I can refer to in developing my skills and knowledge in rhythmic gymnastics					
2	My self-confidence increases when performing skills when my teacher encourages me					
3	Through interaction between peers, my self-confidence in acquiring and learning skills in rhythmic gymnastics is enhanced					
4	I feel excited and excited while watching rhythmic gymnastics championship performances					
5	The more the teacher is an educational and educational artist in his instructions, the more time and effort he saves on motor skills					
6	Feedback from my teacher accelerates the development of rhythmic gymnastics skills					
7	I feel very happy when I receive verbal and physical interaction from my colleagues, which stimulates my motivation towards learning					
8	I accept help and advice from my colleagues in the rhythmic gymnastics hall					
9	The role of social support for me accepts the difficult work and duty of performing basic skills					
10	Interaction and integration with members of my team increases my contribution inside the hall					
11	The more I wanted to learn to perform motor skills, the less tired and bored I became					
12	When education becomes mind-blowing on analysis and discovery through quality over quantity, my education is based on active learning					
13	Through the positive reinforcement I receive from the surrounding environment, I reach the correct response					
14	Through the solidarity and social cooperation that occurs during and outside the lecture, I feel social security and self-confidence					
15	There is anxiety that overwhelms my colleagues when I am not present in the lecture					
16	Fear and haste dissipate into reassurance and stability whenever there are instructions and directives that undermine my fears and dissipate them towards learning basic motor skills.					
17	I feel happy when the Individual Games Division is interested in holding tournaments between colleges and universities					
18	My teaching method makes me perform the skills with ease					
19	I feel love and happiness when I receive educational guidance and guidance from various teachers					
20	Accept the advice and methods given by teachers. Support enhances the social aspect and educational and skill development in rhythmic gymnastics.					
21	I feel the growth of my abilities and positive energy when I hear the teaching instructions and directions during the lecture.					
22	Whenever the environment surrounding us in the gymnasium is enhanced with material effects and devices, I feel extremely happy					

23	I feel happy when I talk about my skillful performance with my family and colleagues					
24	I seek to achieve the behavioral goal of the skills to be learned so that I receive serious attention and care					
25	My self-confidence increases whenever I get words of encouragement from my teacher					
26	Whenever my peers are with me in the lecture, I feel social support with them					
27	I receive support and encouragement from my colleagues and teachers when I need them					
28	The learning effect is achieved by repeating the skill to be learned and enhancing the teaching response					
29	I am happy that my family stands with me while I perform the skill I want to learn					
30	The amount of social support I received while performing motor skills affected my perception of life events					
31	I receive aid in all its forms, including ideas, experiences, and capabilities, within the limits of aid and support					
32	The low level of social support for me in the hall leads to a weakness in my ability to confront events					