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The impact of method of individualizing education using multimedia to psychological stability and learning the dribbling and passing skills of football for students

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Abstract

The study aimed to. Identifying the effect of educational units according to the method of individualizing education using multimedia on psychological stability and learning the skills of dribbling and passing football for students, the experimental approach was used to design the two equal groups for its suitability and the nature of the problem. The research sample included first-stage students in the College of Physical Education and Sports Sciences - University of Kerbala, divided into two groups, with a rate of (28) students for each group. Post-tests were conducted for the educational units, and a number of conclusions were reached, the most important of which are, the results showed that there is an improvement in psychological stability and learning the skills of dribbling and passing of football for the two research groups (experimental and control). The members of the experimental group outperformed the control group in the post-test in the variables of psychological stability and learning the skills of dribbling and passing of football for students.

Keywords: Individualizing education, psychological stability, dribbling and passing

1. Introduction

The educational process is based on an important goal, which is the transfer of knowledge and information from the teacher to the student in the appropriate manner. A good teacher is the one who can diversify the use of different methods and methods and provide everything new in his field to raise the state of boredom and boredom that accompanies students during their learning of skills resulting from their use of the method unified for all students if we know that the student is greatly influenced by the methods and methods followed by the teacher and that teaching is, it is "a series of decision-making aimed at translating the educational objective into attitudes and experience with which the student interacts and gains from the results of behavior through methods and strategies of teaching and various means used by the teacher, and it refers to what happened in terms of learning for students, so the evaluation of teaching depends on the extent of its impact on students through acquisition Information and experiences from the teacher to the student in any manner or method. (Mouska moston, 1981, p.7) [1].

The issue is not any education, but what is required is education of a new type that prepares the learner and society for the realities and dynamics of a new era in record time with the best teaching methods and strategies, starting from the era of the technological revolution, where technology in all its forms and types was considered a demand and a basic support for this era in which we live, its circumstances and its variables. Good methods in scientific education in recent years and it will be a means of linking the different channels of research in education.

Football is one of the most important activities due to its diversity in its performance, skills, and movement repetitions (defensive, offensive), and as a whole, it depends on the student's abilities to achieve the best, in addition to the student's psychological stability (self-confidence), which directly effects On their performance knowing that weak psychological stability causes many problems and failures, and through the foregoing, the importance of research is highlighted in studying the method of individualization of education and its role in

psychological stability, which is essential work in achieving psychological safety and also its importance in learning the skills concerned with the study through the units Education that provides the opportunity to learn.

1.1 Research problem

The researchers noticed that the method followed, the command method in learning football skills, depends on one source, which is the teacher, who explains on his part, followed by a presentation of the model without the student's actual participation in the educational situation, and this is not compatible with the development in educational technology in terms of its use to improve the educational process at the present time. This is in addition to the increase in the number of students and what necessarily follows from the increase in the variation in individual differences between students, which increases the burden on the teacher and his need for more effort to teach skills, the work according to the method used by the teacher determines what the student has in terms of capabilities and capabilities, and as a result, there is a lack of self-confidence, and this is reflected in the psychological stability of the students. Therefore, the researchers wanted to use the method of individualizing education through educational units prepared in order to develop psychological stability as well as learn the skills of dribbling and passing the ball. Foot in order to reach effective results for the educational process.

1.2 Research objectives

- Identifying the effect of educational units according to the method of individualizing education using multimedia on psychological stability and learning the skills of dribbling and passing football for students.
- Identifying the preference of influence in the post-tests between the experimental and control groups in psychological stability and learning the skills of dribbling and passing football for students.

1.3 Research hypothesis

- There is a positive effect of the educational units according to the method of individualization of education in psychological stability and learning the skills of dribbling and passing football.
- There is a preference in the effect between the two research groups (experimental and control) on psychological stability and learning the skills of dribbling and passing football for students in favor of the experimental group.

1.4 Research fields

The human field: First-stage students in the College of Physical Education and Sports Sciences - University of Kerbala for the academic year (2022-2023).

Time field: from 20-10-2022 to 20-1-2023.

Spatial field: Classrooms and outdoor playground in the College of Physical Education and Sports Sciences - University of Kerbala.

2. Research methodology and field procedures

2.1 Research Methodology

The researchers used the experimental approach to achieve the objectives of the research and its suitability to the research procedures and requirements.

2.2 Community and sample research

The researchers identified the research community by the intentional method, which is represented by students of the first stage of the morning study in the College of Physical Education and Sports Sciences - University of Kerbala for the academic year 2022-2023, whose number is (105 students) divided into four divisions (A, B, C, D), and the research sample was selected Randomly and by lottery method, with (56) students divided into two groups, experimental and control, as the experimental group, represented by Division (B), is taught in a method of individualization of education, and its number is (28) students, while the control group, represented by Division (C), learned in the manner followed by the teacher - the prince The number is (28) students, after excluding the students who practice football, who are (4) students, and thus the sample constituted a percentage of (53.33%) of the research community.

2.3 Devices and tools used

2.3.1 The methods used in the research

- (Arab and foreign sources.
- Observation and experimentation.
- Questionnaire form.
- Test results registration form.
- Statistical methods.

2.3.2 Tools and devices used in the research:

- Football field.
- (10) footballs.
- Whistle.
- Stopwatch.
- (12) signs.
- Computer lab.
- Laser discs.
- Posters.
- Projector – dachu.

2.4 Research Procedures

2.4.1 Preparing the Psychological Stability Scale

The psychological stability scale was prepared based on the existential theory in explaining psychological stability. The researchers also adopted the researcher (Marwa Al-Zubaidi) scale (Al-Zubaidi, Marwa Shaheed, (2012) ^[2] in proportion to the research sample. The scale consisted of three domains and each domain had (14) items, and the scale consisted of (42 items) Appendix (1) Each paragraph has five alternatives based on the Likert method. The scale preparation procedures were carried out on a sample of first-stage students whose number was (45) students. The researchers conducted the exploratory experiment on 25/10/2022, and it became clear that the scale's instructions and paragraphs are clear, and after completing the procedures, it was applied to the sample on 26/10/2022. The tabular value of (2.04) and after completing the scale procedures, the scale is ready for application for students of the College of Physical Education and Sports Sciences - University of Kerbala.

2.5 Identifying some basic skills and testing them

The researchers relied on the curriculum for first-stage students in the College of Physical Education and Sports Sciences, University of Kerbala, and two skills were nominated, namely (dribbling and passing) in football, after which the researcher determined two tests for the two skills

subject of the study, noting that they are standardized and approved tests in previous studies for the purpose of identifying their description Refer to the sources. (Thamer Mohsen & others, 1991, p. 44) ^[11], (Furat Jabbar Saad Allah, & H.H. Val Khorshid, 2011. P. 216) ^[4].

2.6 The exploratory experiment

The exploratory experiment was conducted on a sample consisting of (10 players) who were chosen randomly (lottery) on 2/11/2022 and they are outside the research sample. This experiment was repeated after seven days and its purpose was. (Safety of devices and tools, identifying the time taken for each test, extracting the scientific foundations, the efficiency of the assistant work team).

Table 1: It builds the scientific basis for the tests used in the research

| N | Test | Reliability | T calculated | Objectivity | T calculated |
|---|--|-------------|--------------|-------------|--------------|
| 1 | Dribbling the ball between (5) poles back and forth for a distance of 20 meters, and the time is running out | 0.88 | 3.38 | 0.86 | 3.90 |
| 2 | Passing the ball towards three overlapping circles drawn on the ground from a distance of (15m) | 0.90 | 3.69 | 0.90 | 4.44 |

2.8 The main Experiment

After completing the procedures represented in defining the basic skills in football and adopting tests to measure skillful performance, the researchers carried out the basic experiment as follows.

2.8.1 Homogeneity of the research sample

Before starting the implementation of the educational units, the researcher sought to verify the homogeneity of the sample. Table (2).

Table 2: The homogeneity of the research sample:

| N | Variables | Unit | Mean | Median | Std. Deviation | Skew ness |
|---|-----------|------|-------|--------|----------------|-----------|
| 1 | Length | Cm | 1.76 | 1.75 | 0.06 | 0.94- |
| 2 | Mass | Kg | 65.77 | 64 | 5.57 | 0.43 |
| 3 | Age | Year | 21.33 | 21 | 1.18 | 0.91 |

Table 3: Shows the equivalence of the experimental and control groups

| Variables | Unit | Control group | | Experimental group | | t value calculated | Sig type |
|-------------------------|--------|---------------|----------------|--------------------|----------------|--------------------|----------|
| | | Mean | Std. deviation | Mean | Std. deviation | | |
| Psychological stability | Degree | 120.34 | 4.89 | 119.944 | 4.285 | 0.325 | Non sig |
| Dribbling | Second | 13.54 | 0.90 | 13.56 | 0.80 | 0.091 | Non sig |
| Passing | Degree | 4.168 | 1.12 | 4.30 | 1.01 | 0.48 | Non sig |

The tabular value of (t) with a level of significance (0.05) and a degree of freedom (52) was (2.02).

2.8.4 Implementation of the curriculum

The researchers adopted the method of individualization of education in preparing and applying the educational units to the members of the experimental group and proceeded to apply them to the research sample on the day (15/11/2022), where the duration of the work was six weeks, at the rate of two units per week, and thus reached The number of educational units is (12) educational units and the duration of one of them is (90 minutes). The researcher took into account the appropriateness of the exercises and the harmonious abilities and capabilities of the students, taking into account that there is no difference between the two groups in the parts of the educational unit except for the main section.

First: The mechanism of work of the experimental group:

The mechanism of the experimental group's work: It is represented by the introduction through the presentation on the computer screen, in continuous succession, without the

2.7 Scientific Foundations

- 1. Reliability:** The reliability of the test was calculated using the test and re-test method on the sample of the exploratory experiment, and after extracting the reliability coefficient, the researchers resorted to using the significant correlation (t). That is, the test is significant, which indicates the reliability of the test, Table (1).
- 2. Objectivity:** The researchers used the scores of two arbitrators, as the simple Pearson correlation coefficient was calculated, and the objectivity of the two tests showed, knowing that the tabular value is under the level of significance (0.05) and the degree of freedom (8) was (0.63) Table (1).

Table (2) shows that the values of the Skew ness coefficient range between (± 1), which indicates the homogeneity of the research sample.

2.8.2 Pre-tests for the research sample

The researchers conducted pre-tests on the research sample, which is the experimental (B) division and the control (C) division, on (9/11/2022). The psychological stability scale was applied to the students of the first stage, and the researched skills tests were applied on 10/11/2022 after preparing all the test requirements.

2.8.3 Equivalence of the research sample

The researchers conducted equivalence between the two groups in the pre-tests, which included (psychological stability, skill tests), and Table (3) shows this.

intervention of the student during the presentation it includes the title of the lecture, preparation and welcoming the student, then the general objectives, then the main list, which contains the skills to be studied.

Scientific content: In this part, the student appears on the screen the scientific content that follows the student's path, succession, exit, and application of exercises, all according to the student's level (high, medium, low) and the content for each skill consists of (introduction - performance method - video of the skill - pictures of the skill - exercises for the skill - questions for evaluation).

Second: The control group's work mechanism

And it is through the teacher's explanation of the correct performance method for each part of the skill, with a model presented to it by the teacher or the student, then the students are asked to perform the skill and repeat it according to the

teacher's directions.

2.8.5 Post-tests: Post-tests were conducted after completing the implementation of the educational units, and they were as follows.

1. The scale test was on (19/1/2023) in the classroom at the College of Physical Education and Sports Sciences - University of Kerbala
2. The test of the two skills took place on (20/1/2023) in the college stadium, when the questionnaires were collected and unloaded into special forms for the purpose of processing them statistically.

2.9 Statistical Methods

The researchers used the following statistical methods.

- Mean
- Median
- Std. Deviation
- Skew ness
- T test

3. Presentation, analysis and discussion of the results

3.1 Presentation, analysis and discussion of the results of the pre and post tests of the two research groups (experimental and control) in psychological stability and learning the skills of dribbling and passing in football

3.1.1 Presenting, analyzing and discussing the results of the pre and post tests for the two groups (experimental and control) in the psychological stability scale

Table 4: It shows the results of the pre and post test for the experimental and control groups in psychological stability

| Groups | N | Pre- test | | post test | | t value | | Sig level |
|--------------|----|-----------|----------------|-----------|----------------|------------|---------|-----------|
| | | Mean | Std. deviation | Mean | Std. deviation | Calculated | Tabular | |
| Control | 28 | 119.944 | 4.285 | 126.435 | 3.88 | 5.23 | 2.02 | Sig |
| Experimental | 28 | 120.34 | 4.89 | 151.03 | 6.78 | 25.9 | | Sig |

At the level of significance (0.05) and 27 degrees of freedom. The results showed in Table (4) that the calculated (t) value is greater than the tabular (t) value under the significance level of 0.05 and the degree of freedom (26), which indicates the existence of significant differences between the pre and post

tests and in favor of the post test.

3.1.2 Presentation and analysis of the results of the pre and post tests in the skill of passing football, the two research groups

Table 5: It shows the results of the pre and post tests and the experimental and control groups of passing skill / degree

| Groups | N | Pre- test | | post test | | t value | | Sig level |
|--------------|----|-----------|----------------|-----------|----------------|------------|---------|-----------|
| | | Mean | Std. deviation | Mean | Std. deviation | Calculated | Tabular | |
| Control | 28 | 4.30 | 1.01 | 5.34 | 0.89 | 7.31 | 2.05 | Sig |
| Experimental | 28 | 4.168 | 1.12 | 6.59 | 1.42 | 6.05 | | Sig |

At the level of significance (0.05) and 27 degrees of freedom. The above table shows that the calculated (t) value is greater than the tabular (t) value, which indicates the existence of statistically significant differences between the pre and post

tests in passing skill and in favor of the post test.

3.1.3 Presentation and analysis of the results of the pre and post tests in the skill of dribbling in football for the two research groups

Table 6: It shows the results of the pre and post tests for the experimental and control groups in the skill of dribbling / second

| Groups | N | Pre- test | | Post test | | t value | | Sig level |
|--------------|----|-----------|----------------|-----------|----------------|------------|---------|-----------|
| | | Mean | Std. deviation | Mean | Std. deviation | Calculated | Tabular | |
| Control | 28 | 13.56 | 0.80 | 12.88 | 0.77 | 8.49 | 2.05 | Sig |
| Experimental | 28 | 13.54 | 0.90 | 12.00 | 1.07 | 20.41 | | Sig |

At the level of significance (0.05) and 27 degrees of freedom. Also, the results in the above table showed that the calculated (t) value is greater than the tabular (t) value, which indicates the presence of statistically significant differences between the pre and post tests in the rolling skill and in favor of the post test.

3.1.4 Discussing the results of the pre and post tests for the two research groups in psychological stability and learning the skills of dribbling and passing football

Through what the tables (6,5,4) showed that there are significant differences between the pre and post tests and for the two research groups (experimental, control) in the experimental group, the researcher attributes this to the fact that the educational units helped the learners to reach advanced stages, according to the gradual exercises as they are One of the important foundations on which the method of individualizing education is based is where the trainings were

organized in an educational sequence so that each step in this sequence leads to the next step and this led to their progress towards the ultimate goal of education. In addition to the ability of the computer to provide immediate reinforcement for the correct answer to the tests after each educational unit, the researcher believes that the adoption of innovative methods and the diversity of presentation methods for motor skills in a way that depends on suspense and increases motivation for learning among students will bring about a change in the desire to learn better than relying on skill presentation. By the teacher through the direct explanation and application of the skill only.

Increasing the positive and effective interaction between the teacher and the student through the questions he poses at the end of the lesson and their discussion of them made the students want to participate, which led to raising their level of skills in dribbling and passing football. The researcher also attributes these results to the effectiveness of using

multimedia as it provided the learner with new entrances. To acquire information in an individual way with the return and retrieval of this information in proportion to his personal capabilities, Wafiqa Mustafa indicated that the use of the computer helps to stimulate the learner's senses, as she indicates that replaying and retrieving information through multimedia increases his ability to think, meditate, and search for information (Salem, Wafiqa Mustafa, 2001, p. 271) [5]. It should also be noted that the student's acquaintance with the technical steps and any of the two skills, whether through written texts and illustrations, and the direct application of the skill contributed to the process of mastering the two skills and performing them better, and the use of feedback, whether from the device or the teacher, had a great impact In terms of identifying the level of performance and the degree of learning that he has reached, which drives him to make more effort and time to learn. (Al-Sheikh, Muhammad Youssef, 1984, p. 159) [6].

As for the members of the control group, the researcher

attributes this improvement to the method used, which is controlled by the teacher of the subject in terms of explanation and the method of presentation of the subject in the way he deems appropriate for the students' abilities and physical capabilities, but it lacks giving a role to the student and the only controller in the conduct of the course of work is the teacher, too. Among the factors of this improvement is the commitment of students and the desire to learn, which contributed to the increase in the rate of learning and the improvement of the ability to perform skills, which in turn improves the results of the tests for the group that learned the method used by the teacher.

3.2 Discussing the results of the post-tests for the two research groups in psychological stability and learning the skills of dribbling and passing football

3.2.1 Presentation and analysis of the results of post tests in the psychological stability of the two research groups

Table 7: Shows the means, standard deviations, and the calculated and tabulated t-value in the psychological stability of the post tests

| Variable | Experimental | | Control | | t value Calculated | t value Tabular | Sig level |
|-------------------------|--------------|----------------|---------|----------------|--------------------|-----------------|-----------|
| | Mean | Std. deviation | Mean | Std. deviation | | | |
| Psychological stability | 151.03 | 6.78 | 126.435 | 3.88 | 17.39 | 2.02 | Sig |

Through the above table, it is clear to us that the value of (t) is greater than the tabular one under the level of significance (0.05) and the degree of freedom (54), which indicates a significant difference in the post-test and in favor of the

experimental group.

3.2.2 Presentation and analysis of the results of the post-tests in the skill of dribbling for the two research groups

Table 8: It shows the mean and standard deviations in the dribbling skill test for the two groups

| Variable | Experimental | | Control | | t value Calculated | t value Tabular | Sig level |
|-----------|--------------|----------------|---------|----------------|--------------------|-----------------|-----------|
| | Mean | Std. deviation | Mean | Std. deviation | | | |
| Dribbling | 12.00 | 1.07 | 12.88 | 0.77 | 3.73 | 2.02 | Sig |

Table (8) shows that the calculated (t) value is greater than the tabular peak (t) under the level of significance (0.05) and the

degree of freedom (54), which indicates a statistically significant difference in favor of the experimental group.

Table 9: It shows the means and standard deviations in the passing skill test for the two groups

| Variable | Experimental | | Control | | t value Calculated | t value Tabular | Sig level |
|----------|--------------|----------------|---------|----------------|--------------------|-----------------|-----------|
| | Mean | Std. deviation | Mean | Std. deviation | | | |
| Passing | 6.59 | 1.42 | 5.34 | 0.89 | 4.18 | 2.02 | Sig |

Table (9) shows that the calculated (t) value is greater than the tabular peak (t) under the level of significance (0.05) and the degree of freedom (54), which indicates a statistically significant difference in favor of the experimental group.

4. Discussing the results

From the researchers point of view, the superiority of the experimental group in the posttests in psychological stability is due to the method of individualization of education, including the inputs it includes, including multiple learning, and it provides sufficient opportunity for the learner through freedom to give his opinion, ideas and discussions about the material to be learned, meaning that the confidence that this method gives It makes the learner able to present his ideas and information to the interface of the situations in which the learner is, remembering (Farida Ibrahim) "The best model for learning is to be through vision. Nevertheless, the activation and acceleration of education will happen if the information is presented and processed through more than one sense. (Ibrahim, Farida, 1987, p. 92) [7].

The researchers also attribute the differences in favor of the

experimental group to the positive effect of the content of the educational units, as this method increases the experiences of the learners as it pushes them to positively participate in the educational process and follow the activity of the lectures in a more profound way related to their interests that stems during learning, and this is what is not available in the traditional method (used).

Also, the use of multimedia educational units helps to create an atmosphere of interest and attention among the learners, as well as understanding each part of the two researched skills (dribbling, passing) in football and learning them easily. Learner negativity and increase his positive participation, the researcher also attributes this progress in the performance and the two skills to what was included in the educational units of consecutive serial images, as they had never learned in such a way, as they watched and practiced more than once and discovered the work themselves with the teacher's guidance to them, which led to their acquisition of learning experiences.

(Gentry) mentions that multimedia is one of the systems that uses most of the advanced and available technological means, which creates a good learning environment by engaging the

learner's senses, stimulating his motives towards learning, helping him to organize scientific thinking, and making him proceed in the educational process according to his desire, speed, and capabilities.

Also, feedback was a necessary axis for each learning process, and it is very important to control the modification of the movement path and the motor behavior of the learner the learner's knowledge of the results of his learning helps him to succeed in learning and increase his production in terms of quantity and type. (Daoud, Mahmoud & Saleh, Saeed, 2011, p. 22)^[9].

5. Conclusions

1. The results showed that there was an improvement in psychological stability and in learning the skills of dribbling and passing in football for the two research groups.
2. The experimental group outperformed the control group in the post-test in the variables of psychological stability and learning the skills of dribbling and passing football for students.
3. The work mechanism, according to the method of individualizing education, had a great impact on learning events.
4. The educational units and the exercises they included led to the interaction of the learners and increased the demand for performance, which contributed to the development of the two skills concerned with the study.

6. Recommendations

1. The need to apply the method of individualizing education using multimedia in learning the skills (dribbling, passing) in soccer for students.
2. The need for the availability of modern means of learning is a reason for excitement and suspense in the work during the educational units.
3. Allowing the learners to perform the skills and games in a manner commensurate with their abilities and potentials.

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