



The Effects of Using the Computer Technology Device on Teaching the Serve and Preparing and Improving Satisfaction Motor of Students in Volleyball

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ABSTRACT

This research aims to Organize a computer teaching program to teach the students (The experimental group) the serve and preparing skills of volley ball activity. And to acknowledge the effect of computer technology teaching program on learning the researched skills and improving satisfaction motor. And to know which is the best method (computer technology program or traditional one) to teaching the skills above and satisfaction motor. The study thesis's are there is an effect of computer technology program on learning the serve and preparing skills and improving satisfaction motor of volley ball activity. There is virtue by using the computer technology program compared with the traditional method to learn the skills and improving satisfaction motor concerned. The researchers used the experimental study in this, 30 students non-experiment volley ball game were the subjects in this study . They were assigned into two groups, group A (n-15) served as a experimental group ,which used the computer teaching program, and group B (n-15) served as controlled group, which using traditional method. Both groups were tested pre & post training program which lasted for 12 weeks, three times a week, and the results were analyzed statically, as well. Both groups continue their regular training program. The researchers found the following: The experimental group developed significantly greater than control group of learning the serve & preparing and improving satisfaction motor. The computer teaching program had an effects on the group which achieved it.

Keywords: high speed turning, hard turning, AISI 4340

1. Introduction

Educational process has made great strides towards progress in modern times through the use of different learning styles, and that had a clear impact on this progress and prominent role in the learner access to the best level of performance skills. The motor learning of the most important sports science, which leads the learner to achieve the best performance in most skills collective games, and should be used many types of educational tools that directly affect the educational process according to methods

regulatory purpose of achieving the objective sought by this process is access learner to the best level through the use of instruments and various artistic ways to help the learner to come to know the details of the performance of any skill and volleyball. And despite the fact that learning occurs for each individual in terms of performance and thinking, pronunciation and interaction, so the focus here on learning the mental and kinetic which leads to learn the skills of team sports by students, and the development of satisfaction kinetic they have, and longer Volleyball one of these games.

The concept of satisfaction motor of psychological concepts important for each learner and often seeks qualified instructors to strengthen the value of self or strengthen individual learner satisfaction for himself, thinking that the assessment of the individual learner's self is the key motivation for him. And affects the concept of satisfaction motor to raise many positive emotions of the individual learner, they send a self-confidence which in turn raises the enthusiasm and vitality and fun and that could lead to the ease and speed of learning performance.

That scientific and technological progress in various fields of science and knowledge, which have become an incentive for researchers on further diligence and innovation in various fields of science, including the science of physical education. It became the emergence of computer key role and clear in the development of the educational process, hence the importance of research in the use of computer technology and use it to serve the educational process in terms of helping teaching in the display of educational material and know how to take advantage student article that was displayed to your computer, which helps in learning the skills of ball plane and change and evolution in the two skills, psychological and help students to focus on the minute skill and increase awareness and understanding of motor performance right, and take advantage of the time and effort during the show, which we believe contribute to raising interest of the learner and increase towards learning.

1.2 The research problem

The research problem lies in the lack of the use of modern teaching aids (computer) to help the teacher in the education of various movements and skills through educational units and follow the traditional style in the presentation and teaching motor skills and volleyball skills.

As the methods used to teach skills in a lesson volleyball for students rely on a single source of knowledge which is the explanation and clarification, which is doing teacher so given educational material for students without regard for individual differences in the amount of learning skills, including, as well as supply the neighborhood of the skill to play the teacher and who sometimes exposed to some physical and skill effects, psychological and health, and speed in performance which will reflect negatively on the amount of skill learning performance, and that leads to poor satisfaction motor when students.

Therefore, the use of computers as educational illustrations provoke students feel more motivated desire to learn and increase their self-confidence, and their conviction and satisfaction with their performance skills.

1.3 Research objectives

1 - the preparation and application measure of satisfaction motor on the second stage students in the Faculty of Physical Education.

2-Organize a computer teaching program to teach the students (The experimental group) the serve and preparing skills of volleyball activity.

3-To acknowledge the effect of computer technology teaching program on learning the researched skills and improving satisfaction motor.

4-To know which is the best method (computer technology program or traditional one) to teaching the skills above and satisfaction motor.

1.4 Hypotheses

1-There is an effect of computer technology program on learning the serve and preparing skills and improving satisfaction motor of volley ball activity.

2-There is virtue by using the computer technology program compared with the traditional method to learn the skills and improving satisfaction motor concerned .

1.5 Limits

Second stage students in the Faculty of Physical Education - University of Babylon for the academic year 2011-2012.

2.0 Theoretical studies

2.1 Computer-learning

Means learning computer "is learning that is by cell mechanism for computer memory, and begins to include production simple written materials are primitive, even up to include group lessons with multiple components, as it must be adapted to suit the characteristics of learners." (Charles: 149) Learner by computer leads a number of educational activities such as reading, observation and listening, and responding to stimuli education through programming knowledge, as well as be informed of the result of its responses immediately, thus contributing to enhancing the learning process and install or modify the direction and encourage learning based on discovery, curiosity, and building learner's self-confidence and abilities. (Imam: 24)

As "The mission computer in the learning process should be no more than a certain for teacher scientific material, and help learners to increase the speed assimilated with paragraphs education and motivation towards learning, although the efficiency of the

designer and his abilities play an important role in investment properties and characteristics of the computer, Colors, speech and music, then the ability to generate traffic in fees, and simulation, as well as the ability to re-information and replicated to the extent required. "(Kamal: 36)

We note that a computerized learning system embodies the important role including the data effectively contribute to the achievement of learning. The tests proved the effectiveness of computer use in the promotion of the teaching process in curriculum and guidance calendar and record-keeping. (Abdullah: 25) It is computer-use patterns as a learning aid explanation and dumping, training and practice and simulation and problem solving, programming and educational games. (Darwashe: 21) And also used a lot of teaching aids in learning movements and mathematical skills, including what used as a means learning purely aims to acquire and learn different skills in sports, including those used as a means safety help learners to perform movements difficult and dangerous. (Khyoun: 157)

Despite the large number of teaching aids, we find it very important to keep up with progress and scientific progress made in all spheres of life, from the use of scientific devices and platforms, helping the teacher or coach to deliver accurate and detailed information on the movement or skill.

The use of such devices and curriculum, does not crash or reduce the role of the teacher or coach in the educational process, but is working on creating a state mixing between all that is new in the practical lessons, and encourages the learner to a love of learning and training as well, through the excitement and thrill, and the application new thing, which is different from the traditional method of prevailing.

2.2 The use of computers in learning motor skills

The computer technology is one way educational visual and auditory (composite) in the educational process, as the View model (Model motor) by explanation and written description, or the photographer, and by means visual, are gaining perception visual psychomotor skills new correctly, in order to create a system guideline when the learner, which can be compared between what was actually what must be done. (Abdel Moneim: 265)

The computer (PC) play a significant role and an important role in the educational process, it can confer on the educational process thrill and vitality, and dimension technically new spared from the traditional way, it helps teachers or coaches and students or players to solve their problems of all kinds, and help them reach their goals and achievement, education and skills, and the transfer of expertise to them. (Ali: 158)

The kinetic display using computer helps to come: (Wajih: 199)

- Increases the speed of motor response and strength of the learner.

- Increases the speed of stimulus for the working muscles to duty motor.
- Helps to find errors.
- Building kinesthetic perception of skill to be learned from the learner.

As well as contribute to the process of recovery and research in motor memory, as it develops the learner quickly retrieve stored information to interact with new and exciting.(Osama 8:)

The computer-assisted learning now occupies an important role in the educational process at all levels, and that it provides a system of educational gains and significant educational, contribute to achieving effective learning through saving time and effort.

2.3 Concept of satisfaction motor:

Occupies concept satisfaction motor important position in sports psychology because of its great importance in helping to determine the type of behavior expected in attitudes future, as well as the satisfaction motor takes dimension significant in the field of physical education and physical activity, as it helps in identifying Preference learner and his motives for exercise activities sports and not others, and is linked to success in the performance of motor activity of satisfaction and pleasure are two of the incentives to pay attention to motors activity, as lead sports activities play a positive role to subscribers both in terms of physical or mental, social or psychological. (Mohammed: 32)

It is certain that the learner accept sporting activities that have a positive direction towards it as well as moving away from the practice of sports activities that have a negative trend towards her. Therefore highlights the importance of satisfaction educated about sporting activities and work to develop positive satisfaction and support in this area, and modify negative for the advancement of satisfaction level sporting activities within the university youth sector in particular, and society in general.

in motor activity, and pointed out that the outcome of participation in physical activity includes support of the continuation of the practice as well as increasing complacency. (Mohammed: 32) As the experiences of success and failure depends on the degree of learner assessment and pride in itself, which affects satisfaction with his performance, and thus raising the level of ambition and vice if he fails to achieve this level. (Abdel Rahim: 22)

According to psychologists that satisfactory performance is linked impulsively learner has the more benefits, benefits and conditions obtained by the learner performance greater impulsiveness and enthusiasm to make a greater effort to performance, so we see a lot of individuals lack of success, happiness and pleasure in their lives because of the circumstances in achieving ambitions set, which lead to the disruption of equilibrium and self-satisfaction, which is reflected in their performance and their level directly. (Salim: 230) And points (salary, 1997) that the burdens and responsibilities of the learner show

through his performance in the development of his personality that are characterized by the amount of his consent for his performance and the success that can made.(Osama: 1)

In most cases can not teacher education colleges sports that ignores aspects psychological and sentimental as it may directly affect the progress of learners and the level of performance of psychomotor skills, feelings learner about his performance reflect the extent of saturation, which imagined that achieved in the lesson, the more the positive whenever satisfied performance and thus leads to a feeling of relief and pleasure in the exercise of various motor activities, man physical unit that psychosocial troubled by troubled him other aspects. (Fatima: 179)

And refers (salary, 2001) that previous experience positive investigated by the learner success and satisfaction in any activity leading to increased susceptibility and the desire for the continuation of this activity, allowing a better chance to improve mathematical skills and a feeling of happiness and satisfaction as a result of achieving the goals. (Osama: 256) I have received several definitions of motor Reza has been known as a "sense of individual ability to perform motor skills sports and satisfaction and happiness as a result of this performance." (Hashim:357) And also means "to accept a self individual's sense of self, a satisfaction of the individual movements and physical qualities and that his conception of the kinetic higher achievement." (Mohammed: 22)

He is also "high degree of complacency of the individual for his performance and the level of ambition and his motor skills diverse and enhance his confidence and make it more independent and not rely on others." (Razak: 70)

Through previous definitions researcher finds that satisfaction is the direction of motor learner about his performance skills high kinetic smoothly and felt a degree of contentment and satisfaction, vitality and activity and improves their self-confidence when the results of a good performance.

2.4 The importance of satisfaction motor in the field of motor sports education

Highlights the importance of satisfaction motor in the field of psychology in general and physical education in particular through the following: (Abdel Rahim: 22)

- 1 - The degree of learner satisfaction program learned reflected negatively or positively on the level of athletic performance.
- 2 - Directions acquired and educated, not innate or inherited, as these trends can be changed or developed through definition of the degree of satisfaction with the performance in the game.
- 3 - that the degree of satisfaction of the learner's performance affect the outcome of competitions involving more than the impact of the result in the course of his fear of exercise activities difficult.

3.0 Research methodology and field procedures

Researchers used experimental method style groups Equal (experimental and control) to its relevance to the nature of the problem.

3.1 Research community and appointed:

Determine research sample students of the second phase in the Faculty of Physical Education - University of Babylon for the academic year (2011-2012) , (125) students, representing all members of the community, divided as follows:

- 1 - Exploratory sample: (15) students.
- 2 - Sample Preparation Scale: (100) students
- 3 - Sample experiment Chairperson: consisted of (30) students who did not exercise effective formerly was among them from sample preparation measure, has been divided the sample into two groups (control group and experimental group) by (15) students per group, applied the experimental group tutorial through the use of computers in learning skills the serve and preparing while control group applied the traditional curriculum of the college to learn two skills.

3.2 Experimental design to search:

For the purpose of testing hypotheses experimental design was chosen in a manner groups Equal and that includes the control and experimental groups, and pre and post test for both groups as shown in Figure (1).

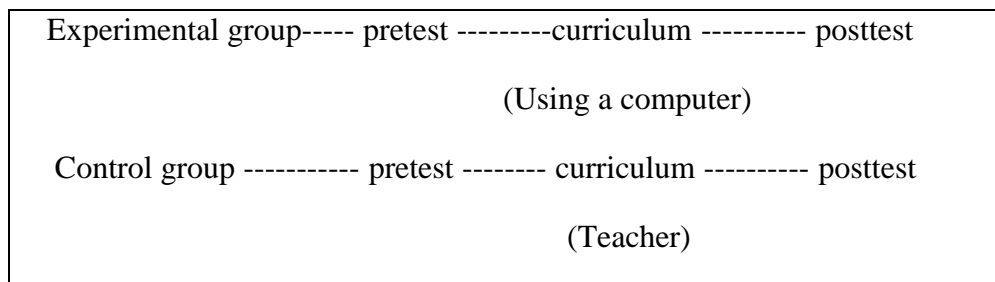


Figure (1) illustrates the experimental design to search

3.3 Means and tools and devices used:

- Sources and Arab and foreign references.
- Form calendar technical performance tests for Mhartin. (Appendix 1)
- The measure of satisfaction motor. (Appendix 2)
- Volleyballs legal number (10).

- A metal tape measure to measure the length.
- Balance to measure the weight of medical.
- Scientific calculator handy type (Sharp).
- Video camera type (Sony) (1).
- Calculator Laptop (7) Type DELL.

3.4 Field research procedures:

3.4.1 Identify skills:

After reviewing the skills that are given to students studying volleyball within the curriculum of the second phase in the Faculty of Physical Education and with the help of Instructor skills were selected the serve and preparing for adoption in the search.

3.4.2 Identify tests:

3.4.2.1 Technical performance of the tests two skills:

Adopted researchers in the selection of tests for performance technical the serve and preparing skills volleyball, studies and previous research conducted on samples similar to sample as the researcher building virtual skill through calendar three Chiropractors, as the researcher filmed tests and distributed to Messrs. three reviewers for the purpose of evaluating the research sample in the technical performance of these two skills. And through the division of skill into three sections (section Preparatory (3) degrees, Section President (5) degrees, the final section (2) Two degrees).

3.4.2.1.1 Describe the technical performance of the tests two skills:

1 - test evaluating the technical performance (technique) to serve tennis fronting. (Nahida: 55)

- The goal of the test: Performance Evaluation Technical skill serve tennis fronting volleyball.
- Instruments used: volleyball court legal, volleyballs legal number (3) and a performance evaluation form.
- Performance Specifications: The student laboratory performance serve tennis skill selected from the transmitter (9) meters to the stadium the other hand that the ball has crossed the network, trying to drop it in the opposite half of the pitch.
- Performance requirements:
- Each student three consecutive attempts.

- The student gets lab-on (zero) in the case of the fall of the ball out of bounds or in the case of transmission performance in a way that is agreed upon.

- Registration: The three Chiropractors Chiropractic three attempts for each student lab and gives them three degrees from both denominated note that class calendar final per attempt is (10) degrees, selected the best score for each ingredient and through extraction arithmetic mean of the best three scores are calculated final grade for each student laboratory and as shown in Figure (2).

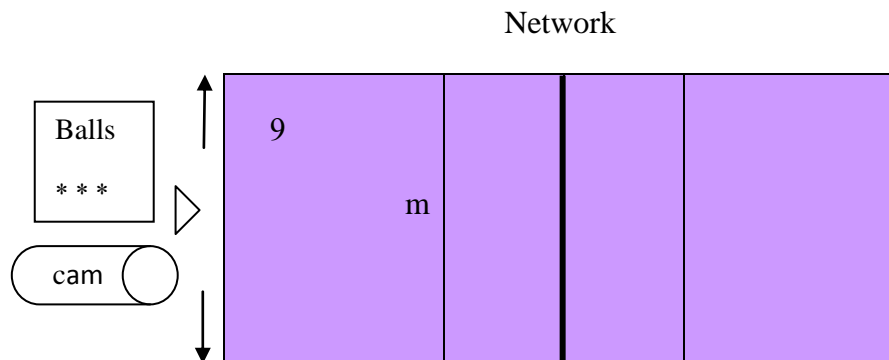


Figure (2) illustrates evaluate the technical performance of serve tennis skill

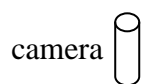
2- Evaluate the technical performance test (technique) to the skill preparing. (Nahida: 58)

- The aim of the test: evaluate the technical performance of the skill preparing.

- Tools used: legal volleyball court, volleyballs (3) form a predefined calendar.

- Method Performance: The student laboratory performance skill preparing in the selected area of the preparation, ie, from the center (3) trying to perform a skill preparing correctly and three attempts, provided that does not affect the ball and body player network, or through court competitor, as shown in Figure (2 below).

- Registration: assessed by three Rulers three attempts for each student laboratory, and gives them three degrees for every ingredient, note that the final score Calendar per attempt (10) degrees. And then choose the best score for each ingredient, and by extracting the arithmetic mean of the three best scores, the final grade is extracted for each student lab.



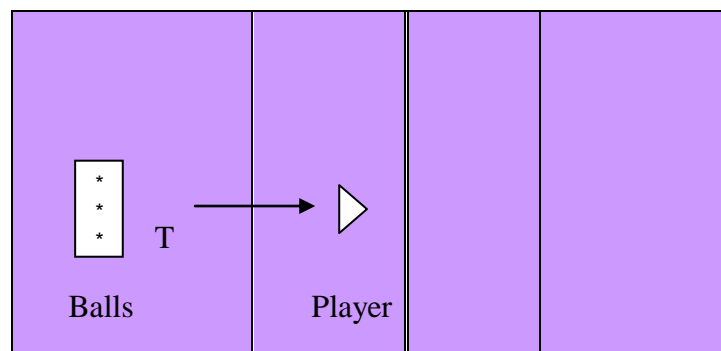


Figure (3) Calendar shows the technical performance to the skill preparing Volleyball

3.4.2.1.2 Scientific bases of two tests:

Confirmed the veracity of tests through the articles on a group of experts and specialists have received the rate agreement (100%), and to see stability tests were used test method and re-testing on the sample exploratory itself the (15) students, reaching Pearson correlation coefficient between the results of two applications The first and the second, which was conducted after (4) the first day of the application (0.86) for the skill serve, and (0.80) for the preparing overwhelming skill values which demonstrate good stability tests.

The objective tests have been calculated from the extraction coefficient of correlation between the results of arbitrators calendar for Mhartin where coefficient substantive skill serve(0.80), but the overwhelming skill preparing (0.77) which transactions are also acceptable.

3.4.2.1.3 Calendar skills form:

Adopted researchers Form Calendar (Appendix 1) prepared by (Nagham 2004) (Nagham: 92) in calendar technical performance of some skills volleyball, which divided the skill where into three sections (preparatory, major, closing), where grants section Preparatory (3) degrees , and Section President (5) degrees, and the final section (2) degrees.

3.4.3 Preparation procedures measure of satisfaction motor:

Researchers felt the adoption of a measure of satisfaction motor (Mohammad Hassan Allawi) prepared mainly for the Egyptian environment, which consists of (30) items fit the scale of the application on the secondary and university levels.

In order to make it fit for the Iraqi environment and in the field of sports, the researcher the following steps:

1 - to modify the wording of some paragraphs of the measure in line with the nature of the game in the sports field.

2 - Prepare instructions to answer on the scale.

3 - the average scale on a group of experts and specialists in this field, has got all the paragraphs approval Experts 100%, after making some adjustments to some of them.

3.4.3.1 Exploratory experiment:

In order to ensure the clarity of instructions scale and clarity of paragraphs for students, and to identify the time taken to their answers, and identify the conditions applying scale and the accompanying difficulties or obstacles, was applied measure on a sample exploratory consisting of (15) students of the second stage in the Faculty of Physical Education randomly selected, was clear from this experience that the standard instructions and clear paragraphs and that the average time it takes to answer the measure reached paragraphs (10) minutes.

3.4.3.2 Measure on a sample application setup:

To perform a statistical analysis of the vertebrae measure in order to choose paragraphs valid and exclude paragraphs invalid based on the strength discriminatory and consistency of procedure, as well as to extract indicators of validity and reliability, has been applied standard on sample preparation's (100) students in the period from 20/11 until 25/11 / 2012.

3.4.3.3 Correct measure:

Sample corrected Answers on a measure of satisfaction motor using the patch key motor designed for this purpose. Has calculated the total score based on the total weight of the answers to the vertebrae measure of (30) items. Has ranged over the grades for students between (86-134) a mean of (112.47) degree and a standard deviation (13.43) degrees.

3.4.3.4 Analysis paragraphs:

Researchers follow two methods in the analysis of the two paragraphs scale:

First: discriminatory power:

To detect the discriminatory power of the paragraphs of the satisfaction scale method was used two extremes, as this method is one of the appropriate methods to distinguish paragraphs. Has arranged scores college obtained by students after correct scale descending, then selected proportion (27%) higher and lower grades for *تمثلا* two extremes and the exclusion of proportion (46%) Central, and on this basis which included a terminal (27) students.

For the purpose of calculating the coefficient of discrimination each paragraph of the measure of (30) items used (t-test) for independent samples by statistical bag of Social Sciences (SPSS) and promised value (T) statistical indicator function to distinguish

paragraphs. It was found that all the paragraphs of the scale possesses discriminatory power, so have been accepted, and the table 3.1 shows

Table 3.1: shows the values of (T) and internal consistency coefficient of paragraphs measure of the degree of sample construction

paragraph number	Value T	Correlation coefficient	paragraph number	Value T	Correlation coefficient	paragraph number	Value T	Correlation coefficient
1	4.62	0.24	11	2.85	0.41	21	2.19	0.54
2	3.21	0.41	12	4.68	0.29	22	4.43	0.32
3	2.31	0.22	13	3.34	0.36	23	6.47	0.57
4	4.74	0.35	14	4.03	0.31	24	3.16	0.34
5	3.38	0.36	15	2.98	0.43	25	3.80	0.44
6	3.47	0.38	16	4.17	0.50	26	5.73	0.29
7	4.11	0.43	17	3.71	0.44	27	2.21	0.51
8	2.83	0.52	18	4.38	0.36	28	3.65	0.44
9	5.66	0.37	19	5.05	0.42	29	4.23	0.36
10	3.40	0.52	20	4.60	0.55	30	3.75	0.34

- Value T when the degree of freedom (52) , and the level of significance = 0.05 tabular = 2.01

- The value of the correlation coefficient when the degree of freedom (98) , and the level of significance = 0.05 , tabular = 0.19

second : the internal consistency of the paragraphs:

Is used to determine the extent of the homogeneity of the paragraphs in the measured behavioral phenomenon measured. To extract this indicator was used Pearson correlation coefficient between the degree of each paragraph and the overall degree of statistical measure by the bag (spss). Table 3.1 shows the correlation coefficients. As is clear from the table that all the paragraphs are statistically significant and consistent feature of procedure.

3.4.3.5 Certified scale:

Honesty is one of the indicators and the basic concepts important in the evaluation of measurement instruments, has adopted two types of honesty to ensure the veracity of the scale, namely:

First: virtual honesty:

This truth has been achieved when the display scale a group of experts and specialists in the field of educational psychology and sports psychology and volleyball.

Second: Believe configuration hypothesis:

Has been achieved through the discriminatory power of the extraction paragraphs way groups Terminal, as well as through the creation of the internal consistency of the vertebrae when the correlation coefficients were extracted degrees each paragraph college class of scale as previously passed.

3.4.3.6 Measure of stability:

To verify the stability of measure of satisfaction was used two methods are:

First: retest method:

The idea of this method to apply the test on a sample of subjects and then re-applied to the sample itself after a period of time and under the same conditions. And then calculate the correlation coefficient between the results of the first and second tests, was re-measure on a sample application exploratory experiment itself after the first two weeks of the application, and by reliability coefficient by finding the correlation between the results of the first and second two applications using the Pearson correlation coefficient. Where the reliability coefficient (0.84) a high reliability coefficient.

Second: Cronbach alpha method:

To extract the consistency in this way, the equation was applied Cronbach Alpha on the results of a sample setup of (100) students using statistical bag (SPSS), and the value of reliability coefficient scale according to this method (0.86), a high reliability coefficient.

3.4.4 Software used in computer

One was filmed for national team players and who introduced the technical performance of my skills Send tennis fronting numbers volleyball. It is shown skill in an integrated manner from technical aspects and then entered the film photographer in a computer after converting collaboration with (Office range of computers) and according to the program (3d Max), which displays the form photographer with an explanation and AVI for parts skill sound is clear, and the student can re- Showing skill or any part thereof for the purpose of comparison with the performance and get feedback to correct its mistakes.

3.4.5 Tests and tribal homogeneity and equality of the two samples:

Been applied tests Tribal my skills transmitter and numbers volleyball as well as test satisfaction motor by Group Search experimental and control groups after the implementation of two Education two essential, have been evaluating the technical performance (technique) and the accuracy of Chiropractors with scientific expertise, and a way of scientific observation, depending on the form Calendar stomach in advance and both two skills, by

granting degrees calendar specific to each section of the skill of the three, as they are giving each player a laboratory three attempts to implement test the technical performance (technique), and choose the best attempt of each ingredient, and after collecting three attempts the best and divided, and then extract the middle arithmetic. It was also measured lengths and weights of students of the two groups in order to ensure homogeneity of the two groups in these variables due to their impact on the results of the experiment.

The researchers used the(t- test) for two independent samples to calculate the difference between the results of the two groups in the variables, results confirmed the homogeneity and equality of the two groups as a result of the lack of statistically significant differences between them, as shown in the table 3.2. The homogeneity in the Age did not take into consideration because the students in one classroom and thus age very close, as well as the exclusion of large owners ages them.

Table 3.2: shows the homogeneity and equality of the two groups in the research variables

Variables	the controlled group		Experimental group		Value (t) calculated	Value (t) the tabular	the statistical significance
	S	A	S	A			
Height	175	3.55	176	4.27	1.36	2.05	Not Function
Weight	67	5.13	68	4.42	1.52		Not Function
Serve tennis	4.05	0.76	4.74	0.71	1.21		Not Function
Preparing	4.38	0.92	3.87	0.89	1.04		Not Function
Kinetic satisfaction	110.03	4.65	107.44	5.38	1.86		Not Function

Degrees of freedom = 28 indicative level = 0.05

3.4.6 Implementation of the curriculum:

Was applied curriculum vocabulary (Appendix 3) by the two groups and under the supervision of researchers, as follows:

- Receive the experimental group learning process and feedback Mhartin by watching model photographer on the display screen of the computer accompaniment explanation of the skill displayed voice teacher with surrounding steps educational them, and methods of assistance and emphasis on slow motion and segmentation skill, and after the end of the specified time period for part tutorial, students perform exercises for skill to be learned, and student corrects performance according to the form displayed with remarks directed by the teacher for each student, to correct performance and give him a ride to optimal performance.

- The control group, they receive the learning process and feedback through Mhartin supply neighborhood for Mhartin by subject teacher and under the supervision of a researcher and applying the same approach.

- Took the implementation of the curriculum (6) weeks divided (3) weeks of skill serve, and (3) weeks of skill preparing overwhelming, and by two units Education week, bringing the total units educational skill serve (6) modules, and the total educational units for skill preparing landslide (6) modules, and by two Education units per week, and thus the total curriculum units (12) units for both two skills.

- Time module (90) minutes.

3.4.7 Posteriori tests:

Dimensional testing in two skills and satisfaction motor after the completion of the application of the curriculum of the two groups at the same conditions apply tribal tests.

3.4.8 Statistical methods used in the research:

The researcher used the following statistical methods in the bag statistical software (SPSS) and using a computer:

The arithmetic mean, standard deviation, t-test for two independent samples, t-test two interrelated samples, the Pearson correlation coefficient.

4 . Results and analysis and discussion:

4.1 Show the results of the difference between the pre-test and post Mhartin the control group students and analysis:

Been extracted circles and standard deviations for the technical performance test results for skills Serve tennis fronting and preparing the control group students. For the purpose of identifying the fact the difference between the pre-test and post the Mhartin been using the t-test of the samples asymmetric, The results show the presence of statistically significant differences between the tests before and after and in favor of tests posteriori Both two skills, and the table 4.1 shows the results.

Table 4.1: shows significant differences between pre and post testing of the technical performance for skills Serve tennis fronting and preparing the control group students

Test	Tribal		Subsequent		T calculated value	the statistical significance
	S	A	S	A		
Serve tennis fronting	4.05	0.76	6.63	0.68	4.62	Function

Preparing	4.38	0.92	6.18	0.88	4.21	Function
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Value (t) the tabular = (2.14) at significance level (0.05), when the degree of freedom (14)

4.2 Show the results of the difference between the pre-test and post Mhartin the experimental group students and analysis:

Also unearthed circles and standard deviations for the technical performance test results for skills Serve tennis fronting and preparing among students in the experimental group. For the purpose of identifying the fact the difference between the pre-test and post the skills been using the t-test of the samples asymmetric, The results show the presence of statistically significant differences between the tests before and after and in favor of tests posteriori Both two skills, and Table 4.2 shows the results.

Table 4.2: shows significant differences between pre and post testing of the technical performance for skills Serve tennis fronting and preparing among students in the experimental group

Test	Tribal		Subsequent		T calculated value	the statistical significance
	S ⁻	A ±	S ⁻	A ±		
Send tennis fronting	4.74	0.71	7.92	0.83	6.35	Function
Preparation	3.87	0.89	7.58	1.14	4.26	Function

Value (t) the tabular = (2.14) at significance level (0.05), when the degree of freedom (14)

4.3 Show the difference in test results posteriori for skills between the control group and the experimental and analysis:

For the purpose of identifying significant differences in tests posteriori between control groups and experimental in the technical performance of my skills Send tennis fronting and setup was used (t-test) for independent samples, The results show the presence of statistically significant differences between the two groups in favor of the experimental group that used computer technology in the learning process, The table 4.3 shows the results.

Table 4.3: shows significant differences in dimensional tests between the experimental and control groups in the technical performance for skills Serve tennis fronting and preparing

	the controlled group	Experimental group	T calculated	the statistical significance

Test	S ⁻	A ±	S ⁻	A ±	value	
Send tennis fronting	6.63	0.68	7.92	0.83	3.26	Function
Preparation	6.18	0.88	7.58	1.14	3.15	Function

Value (t) the tabular = (2.05) at significance level (0.05), when the degree of freedom (28)

4.4 Show the results of the difference between the pre and post test for satisfaction motor of the control group students and analysis:

Extract researcher circles and standard deviations for the test results satisfaction motor among control group students. For the purpose of identifying the fact that the difference between the pre and post test was used (t-test) of the corresponding samples, results have shown the presence of statistically significant differences between the pre and post tests and for tests posteriori, and Table 4.4 shows the results.

Table 4.4: shows significant differences between pre and post test for satisfaction motor among students in the control group

Variable	Tribal		Subsequent		T calculated value	the statistical significance
	S ⁻	A ±	S ⁻	A ±		
satisfaction motor	110.03	4.65	114.83	3.88	2.37	Function

Degrees of freedom = 14 the tabular value = 2.14 indicative level = 0.05

4.5 Show the results of the difference between the pre and post test for satisfaction motor of the control group students and analysis:

Extracted circles and standard deviations of the results of test satisfaction motor among students in the experimental group. For the purpose of identifying the fact that the difference between the pre and post test was used (t-test) of the corresponding samples, results have shown the presence of statistically significant differences between the pre and post tests and for tests posteriori, and Table 4.5 shows the results.

Table 4.5: shows significant differences between pre and post test satisfaction motor among students in the experimental group

Variable	Tribal		Subsequent		T calculated value	the statistical significance
	S ⁻	A ±	S ⁻	A ±		
satisfaction motor	107.44	5.38	121.66	4.16	4.02	دالة

Degrees of freedom = 14 the tabular value = 2.14 indicative level = 0.05

4.6 Show the results of the difference in a posteriori tests between the control group and the experimental satisfaction motor and analysis:

For the purpose of identifying significant differences in tests posteriori between control groups and experimental in satisfaction motor was used (t-test) for independent samples, The results show the presence of statistically significant differences between the two groups in favor of the experimental group that used computer technology in the learning process, and the table 4.6 shows Results.

Table 4.6: shows significant differences in dimensional tests between the experimental and control groups in the satisfaction motor.

Variable	the controlled group		Experimental group		T calculated value	the statistical significance
	S ⁻	A ±	S ⁻	A ±		
satisfaction motor	114.83	3.88	121.66	4.16	3.98	Function

Degrees of freedom = 28 the tabular value = 2.05 significance level = 0.05

4.7 Discussion of Results:

The results showed significant differences in dimensional tests in the technical performance for skills Serve tennis fronting and preparing between the experimental and control groups in favor of the experimental group that used computer technology in the learning process. Attribute the researchers reason these differences to use computer in the curriculum, which facilitated the process of understanding and accommodating and recognize two skills, through gradient evident in the presentation of two skills portions three (preparatory, primary, final), as the use of illustrations, which fell into the vertebrae curriculum computer-assisted, has enabled the student learner understanding and recognizing and accommodating to the nature of the movement, as well as the fragmentation of the movement.

As this device, allows the student View technical performance (technique) of the skill required to learn, and display slowly, so that he can understand the parts detailed her, as well as commentary accompanying the show, all these factors contributed to the education of members of the research sample rapidly somewhat, and that's what confirmed by the results, which led to improved performance skills through increased desire and excitement, as well as the economy in the time and effort spent by the teacher.

As attributes researchers reason for this development also, to use exercise and private accredited duplicates which has performed research sample during the educational units and within the curriculum, increasing the process of acquiring learning, as sources confirmed that duplicates many exercised by the learner during the practical application help to acquire

learning. The reason for this is also superiority, to use special exercises both two skills as part of the educational curriculum, and suitability to the level of the sample, and physical capabilities and this is reflected on the proper functioning of the two skills. Also helped to develop the satisfaction motor and student self through the practice of sensation and feeling of success when performing skills correctly, because the success of the student experience working on strengthening satisfaction has a positive.

5 . Conclusions and Recommendations:

5.1 Conclusions:

1 - proved the efficiency of computer-based tutorial to teach students the experimental group for skills Serve tennis fronting and preparing of volleyball.

2 - a computer-based educational program a positive influence in the development of satisfaction motor among students.

3 - there is a preference in the educational impact of the program using a computer compared presentation style neighborhood in the development of motor satisfaction, and teach students the experimental group for skills Serve tennis fronting and preparing of volleyball despite the proven effectiveness of the usual style in the education control group students the same two skills.

5.2 Recommendations:

1 - Use a computer an educational tool in modern education perform other basic skills volleyball.

2 - universal tutorial to a computer on the faculties of Physical Education in Iraq in teaching volleyball skills.

3 - take advantage of the special capabilities and software available to a computer in teaching performance skills to most sports as well as the possibility of investing in the motor analysis.

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Appendix:

Appendix (1)

Technical performance evaluation form (technique) for two volleyball skills

Rectifier Name: Venue:

Scientific Title: Date:

N	Attempts Name	First			Second			Third		
		t 3	r 5	h 2	t 3	r 5	h 2	t 3	r 5	h 2
1										
2										
3										
4										
5										
6										

Appendix (2)

measure of satisfaction motor in its final form

N	Phrases	Apply to a very large extent	Apply significantly	Moderately apply	Apply to a low degree	Apply to a very small degree
1	Apply significantly colleagues believe that my abilities to good movement.					
2	I can learn motor skills easily.					
3	I have the ability to maintain equilibrium.					
4	I have the ability to run fast.					
5	I can jump high to a convenient height.					
6	I do movements that require agility.					

7	My good abilities to learn new motor skills.					
8	I keep a steady my equilibrating.					
9	I have the ability to move swiftly and lightly.					
10	I can throw the ball the plane to a very great distance.					
11	I keep my equilibrating stand on one foot for a reasonable period.					
12	I can move quickly on some of the barriers (inhibitions).					
13	I have the ability to participate in some activities kinetic without fear of falling on the ground.					
14	I can bend easily extend my body.					
15	I can perform a physical movements better than some of my colleagues.					
16	I can perform violent physical movements.					
17	I can swim long distances.					
18	I participated in some physical activities that require a high level of motor skills.					
19	I can participate in physical activity for a long time without feeling tired.					
20	I have the ability to move my body efficiently in different directions.					
21	I have a clear confidence in my abilities motor.					
22	I'm very satisfied about my motor abilities.					
23	I can save my balance while walking.					
24	I have the ability to move gracefully during a game of volleyball.					
25	I can perform some graceful movements when I want to.					
26	I can estimate distances between me and other colleagues.					
27	I do relaxed my body when I want it.					
28	I can use both arms and legs at the same time when it is required.					
29	I can jump front wards for a long distance.					
30	I can make continuous physical exertion for a long time.					

Appendix (3)

(A) Selected model of teaching lesson of front tennis serve skill in volley ball .

Aim : Teaching front tennis serve skill group no: 15 students

Teaching method type : computer feedback lesson time : 90 min

N	Lesson segment	Time	Primary teaching lesson units
1	Section preparatory	20min	Warm-up and create a public body and a private physical exercise skill
2	Preparing phase	60Min 25min	<ul style="list-style-type: none"> - Show and explain skill by computer and displays the performance model photographer. - Guidance and instructions.
	Typical phase (Applied)	35min	<ul style="list-style-type: none"> - Go to the stadium and a warm-up balls (Sense ball) transmission of the skill. - Send exercises on the wall (4m). - Send exercises alternating between two students the distance between them (6m). - Send exercises alternating between two students the distance between them (9m). - Send exercises from the baseline on the network. - Send exercises across the network between two students alternately. - Variety Serve exercises.
3	Final section	10 min	<ul style="list-style-type: none"> - Down up - Giving instructions and guidelines for the performance of the players for this skill by the trainer. - To be off.

(B) Selected model of teaching lesson of preparing skill in volley ball .

Aim : Teaching preparing skill group no: 15 students

Teaching method type : computer feedback lesson time : 90 min

N	Sections of the unit	Time	Initial vocabulary module
1	Section preparatory	20min	Warm-up and create a public body and a private physical exercise skill

2	Section President Educational aspect	60min 25min	<ul style="list-style-type: none"> - Show and explain skill by computer and displays the performance model photographer. - Guidance and instructions.
	Applied section	35min	<ul style="list-style-type: none"> -The model showing the skill several times before Learners. -Give a demonstration on how to give Information to the players (feedback) through Computer . - Exercise prepare By hands of the highest among the students the distance between them (4-6 m). - Exercise prepare By hands of Top-shaped arc between two students the distance between them (4-6 m) A third student between them trying to grab the ball. - A student two circles, each circle leader stands in the middle and passes the ball By hands the students to sequentially. - The performance of the skill center (3) without the ball to get to know or get a feel for the exact location of the preparation. - The performance of the skill center (3) after passing the ball by coach to the player who is in the center (3)
3	Final section	10min	<ul style="list-style-type: none"> -Calm and relax the body -Small game -Leave