Design for Scientific RENAISSANCE

ASSR

Effect of two teaching curriculums for the overlapping between exercise scheduling styles on teaching some basic skills in football

Article Info

Received: January 10, 2014
Accepted: Feberary 9, 2014
Published online: March 01, 2014

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ABSTRACT

The aim of this study was to compare the effects of two teaching curriculums for the overlapping between exercise scheduling styles on teaching some basic skills in football. Twenty students from a department of physical education in faculty of basic education\ university of Mustansiriya (age = 236.7 6.39months, stature = 170.55.87cm, mass = 67.96 8.84kg) were randomly assigned to 12 weeks of merge random and alteration styles for first approach or merge random and distributor styles for second approach, teaching once a weak. Participants in the first group performed exercises with random and alteration styles. Participants in the second group performed exercises with random and distributor styles. Post-teaching, both groups experienced improvements in basic skills of football. First group exposed to be better than second group in teaching goal skill (p, 0.05) and no change in post-tests of the rolling and pass. The study concludes that both groups are worthwhile teaching of exercise scheduling styles for improving basic skills in football.

Keywords: **Teaching curriculums, Overlapping, Exercise scheduling styles, Basic skills, Football**

1. Introduction

Football is national game, one that has the potential to fascinate millions of people across the world. Teaching styles and good coach have consistently been shown to improve the basic skills in football and other games (Ahmad and Aumer., 2009). In particular, when using effective instruments and styles which assist the teaching system to be faster than using inactive styles. Experts conducted a number of studies in the past few years, the effectiveness of instructions in motor football skill teaching has been found to depend largely on the exercise scheduling, it induces clear changeable in teaching operation due to re exercise helps to maintain constancy of skills but no skill integration (Nazem., 2010).Moreover, giving learners instructions that refer to the re exercise as is typically done in teaching motor skills has not been shown to be optimal for teaching.

These diverse organizational variables to schedule exercise have facilitated increases in understand how and level of its influence in the creation of the motor program and increases skill complementarily (Mossa*et al*., 2011). Some research in exercise scheduling has investigated the effect of teaching styles (ie. Alteration, Distributor, and random) on performance of skills in different games. Distributor style has improved attack serve in volleyball whereas alteration style was used to improve shot in handball (Noor., 2008; Mahmood., 2011). Hammed (2009) showed that using teaching techniques may result in differences in skills teaching, arguing that an exercise scheduling would produce improvement in the skills of football and results in integration, whereas repetition of the exercise would only maintain constancy of skill.

No study has explored the effect of merge two teaching styles in the same time on teaching football skills. Jassim et al. (2005) attempted to investigate these assumptions, but his study was hampered by an inadequate teaching style and program. The potential improvements from teaching styles as measured by skills teaching would be beneficial to football (Mathem., 2006).The basic skills in football also require high levels of teach(Mossaet al., 2011).

Goal, shooting, and rolling skills require high level of exercise, as well as the ability to efficiently utilize teaching styles (Ahmad and Aumer, 2009). Exercise scheduling has shown to improve these requirements (Nazem, 2010), and Hammed (2009)has recommended the inclusion of distributor and alteration styles in football teaching to reach players to integration. Researcher stated that the important of current study is about the effect of merge random and alteration styles or merge random and distributor styles on teaching football skills. However, The aim of the present study was to compare the effects of two teaching curriculums for the overlapping between exercise scheduling styles on teaching some basic skills in football.

1. Methodology

Using a randomized, between-group design, 20 studentswere assessed for goal, passing, and rolling pre and post 12 weeks of distributor and random teaching styles or alteration and random teaching styles.

2.1 Participants

Participants (N = 20) were university students. The students were randomly assigned into two groups of merge random and alteration styles for first group or merge random and distributor styles for second group. Participants in the first group performed exercises with random and alteration styles. Participants in the second group performed exercises with random and distributor styles. The students were between the ages of 234.7 and 233.4months. The university students were tested during the time of their regular football classes and testing took place during their teaching hours.

All of the students handsome experience with that type of skills. All participants were naïve as to our purpose in the experiment. To know the homogeneity of the study variables, skewness coefficient was used as shown in table (1), where results showed to be homogeneous due to results between (-2.3 and 0.798).

Table (1)
Showed homogeneity of participant variables

Variables	Measure Unit	Mean	SD	Median	Skewness Coefficient
Height	Cm	170,5	5,87	175	2,3-
Weight	Kg	67,96	8,84	68	0,0135-
Age	Year	236,7	6,39	235	0,798

Skewness coefficient value ± 3.

2.2 Measurements

2.2.1 Rolling skill test

- Purpose: Measure of rolling skill.
- Procedure: Run straight and zigzag, roll a football down in front and then kick it while running.
- Scoring: Measure the time of going and coming with the ball as shown in figure (1 and 2).

Figure (1) shows zigzag rolling

Figure (1) shows straight rolling

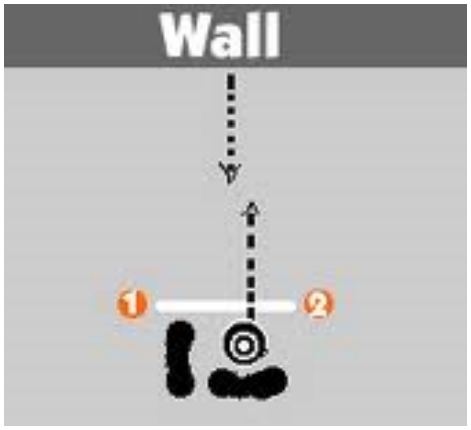

Figure (3) shows shooting ball to the wall test

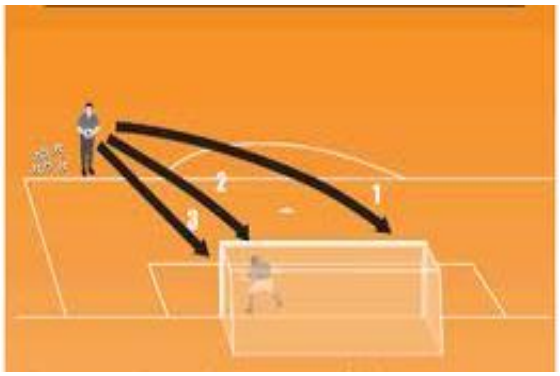

Figure (4) shows goal accuracy

2.2.3 Goal accuracy test

- Purpose: Measure of accuracy of goal skill.
- Procedure: Shot the ball from 3 meters away to goal.
- Scoring: Account of correct shots to the goal as shown in figure (4).

2.3 Pre- tests

Participants were tested pre and post the 12 week straining period. Before testing, participants performed a 5-minutewarm-up protocol consisting of running, jumping exercises, and stretching. This warm-up was chosen because of its positive effects on teaching accuracy. Rolling, goal, and shooting were measured on February 19, 2012 at nine o'clock morning, at indoor of hall of physical education department. Figure (5) appears all tests of present study.

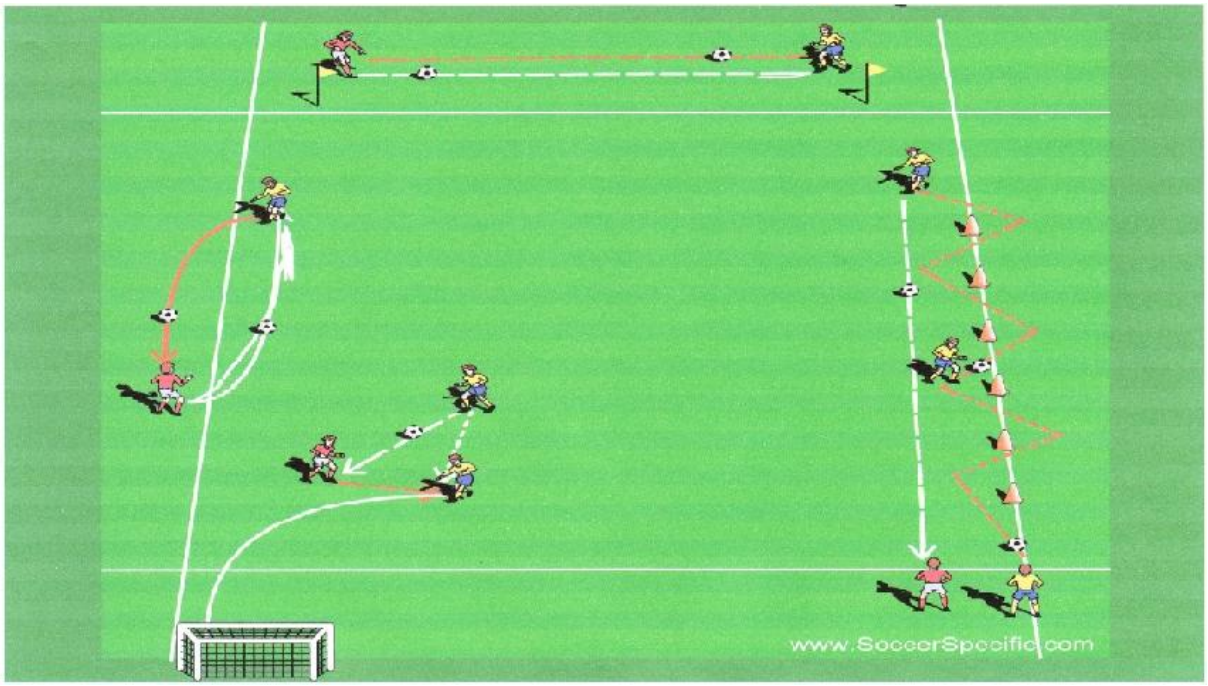

Figure (5) appears all tests of present study

2.4 Teaching approach

Researcher prepared two teaching approaches one of them consisted of overlap distributor and random styles, whereas second approach consisted of merge alteration and random styles. Teaching approach was started on February 26, 2012.Each approach included 12 teaching unit, teaching one a weak. Time of each teaching unit was 90 minutes. Total of teaching time was 1080 minutes. Parts of teaching were conducted as following.

- Primarily part (15 minutes) was involved absence recorded, general prepare, and specific prepare (physical exercises).
- Main part (60 minutes) was assigned into (15) minutes for teaching part and (45) minutes applying part.
- Final part (15 minutes) included small match and cool down exercises. Table (2) shows parts of teaching approach.

Table (2)
Shows parts of teaching approach

Parts of teaching unit	Time of teaching unit	Account of units a weak	Total time\ minutes	Percentage
Primarily	15 minutes	12 units	180 minutes	16.67%
Main	60 minutes		720 minutes	66.66%
Final	15 minutes		180minutes	16.67%
Total	90 minutes		1080 minutes	100%

2.5 Post-tests

Pose-tests were conducted on May 20, 2012, researcher followed the same conditions which were done in pre-tests.

2.6 Statistical analysis

Mean, median, standard deviation, person, skewness coefficient, dependent T-test, and independent T-test were conducted to deal with the results of present study.

3. Results & Discussion

After 12 weeks of teaching, there were significant increasing($P<0.05$) in the rolling skill was reported among the students of two groups when comparing pre-test with post-test. However, when comparing pre-test with post-test of first group, significant change ($P<0.05$) was noted in the rolling skill (Table 3) and the same thing in second group (Table 4). On the other hand, significant increase ($P<0.05$) in passing skill was observed among the first and second group students. Significant difference in goal skill groups when comparing pre and post-tests.

Table (3)
Shows tests of first group

N	Tests	Mean		SD		Different	DD	T-test	Significant
		Pre	Post	Pre	Post				
1	Rolling skill	16,12	15,15	2,36	2,13	0,97	0,38	8,08	S
2	Passing skill	8,1	9,1	1,28	0,99	1	0,52	6,09	S
3	Goal skill	7,1	10,4	1,3	1,62	3,3	0,54	19,41	S

Tabulate T = 1.83, Significant level (0.05), Freedom degree (9)

Table (4)
Shows tests of second group

N	Tests	Mean		SD		Different	DD	T-test	Significant
		Pre	Post	Pre	Post				
1	Rolling skill	18,56	15,52	4,04	1,1	3,04	3,5	2,76	S
2	Passing skill	7,7	8,9	1,76	1,44	1,2	1,22	3,15	S
3	Goal skill	8,7	13	2,11	2,53	4,3	3,4	4,01	S

Tabulate T = 1.83, Significant level (0.05), Freedom degree (9).

Our main aim in this experiment was to compare the effects of two teaching curriculums for the overlapping between exercise scheduling styles on teaching some basic skills in football. The results of this study show that teaching approach can positively affect basic skills performance in football students, with significant difference between styles. Rolling, passing, and goal skills improved for both teaching groups. The improvement in skills indicates that merge two styles at the same approach results in increase the level of skills performance. More important, the exercise scheduling not only affected performance temporarily, that is, when it was present during teaching; it also had a relatively permanent, or learning, effect, as proved by performances after a 12-week.Schmidt (2000) showed that teaching acquisition can be occurred more when overlap two styles such as alteration exercise and random exercise than alone. Dafer (2002) found that merge of teaching methods and styles increases experience of learners due to it helps to give full explain about lesson demands and learner needs. Mustafa (2003) confirm that exercise scheduling are beneficial to acquisition the information during learning motor skills.

Those findings show that the overlap teaching styles can indeed have an effect on learning. Moreover, the results demonstrated that those advantages are restricted to all stages of learning and are also seen in experienced performers. The merge among alteration and distributor styles results in reduce fatigue because of rest periods between repetitions which help to give a time for the student to select a correct behavior (Mazin, 2005).

No significant ($P<0.05$) difference in the rolling and passing skills was reported among the two groups players when comparing post and post-tests. However, a significant difference ($P<0.05$) in the goal skill was observed among two group students in post and post-tests as shown in table (5).

Table (5)
Shows post-tests of both groups

N	Tests	Mean		SD		T-test	Significant
		Mean1	Mean2	SD1	SD2		
1	Rolling skill	15,15	15,52	2,13	1,1	1,39	No
2	Passing skill	9,1	8,9	0,99	1,44	1,03	No
3	Goal skill	10,4	13	1,62	2,53	7,87	S

Tabulate T = 2.1, Significant level (0.05), Freedom degree (18).

Table (5) demonstrates there were no differences between two groups in rolling and passing skills. There were differences in outcome sizes between two groups in goal skill, suggesting that the two styles of teaching could have different magnitudes of effect on the performance variables measured. Results of post-tests between two groups showed that first group improved in goal skill better than second group which used distributor and random exercises in their approach, whereas close outcomes appeared in rolling and passing skills of two groups.

4. Conclusion

The study concludes that both groups are worthwhile teaching of exercise scheduling styles for improving basic skills in football. Post-teaching, both groups experienced improvements in basic skills of football. First group exposed to be better than second group in teaching goal skill (p, 0.05) and no change in post-tests of the rolling and pass.

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Appendix (1) shows exercises names and their descriptive

N	Exercise name	procedure	Tools
A1	Ball Rolling	Rolling the ball by out of foot	Ball and signs
A2	Ball Rolling	Rolling the ball by inside of foot	Ball and signs
A3	Ball Rolling	Rolling the ball by up of foot	Ball and signs
A4	Ball Rolling	Rolling the ball straightly	Ball
A5	Ball Rolling	Rolling the ball zigzag	Ball and signs
A6	Ball Rolling	Rolling the ball by two feet	Ball and signs
B1	Ball Passing	High and long passing	Ball and signs
B2	Ball Passing	Low and short passing	Ball and signs
B3	Ball Passing	Ground ball passing by inside foot	Ball and signs
B4	Ball Passing	Ground ball passing by out foot	Ball and signs
B5	Ball Passing	Ground ball passing by up foot	Ball and signs
B6	Ball Passing	Dabble pass	Ball and signs
C1	Put down the ball	Put down the ball by up chest	Ball and signs
C2	Put down the ball	Put down the ball by thigh	Ball and signs
C3	Put down the ball	Put down the ball by inside foot	Ball and signs
C4	Put down the ball	Put down the ball by out foot	Ball and signs
C5	Put down the ball	Put down the ball by up foot	Ball and signs
C6	Put down the ball	Put down the ball by down foot	Ball and signs
C7	Put down the ball	Put down the ball by any part of the body	Ball and signs
D1	Goal	Goal by head	Ball, signs, and goal
D2	Goal	Goal by foot	Ball, signs, and goal

Appendix (2) shows teaching unit of first group (alteration and random)

Teaching parts	Time	Parts	exercises	Time of part	applying	Explain	Notes
Main	60 min	First	C4 +A1+A2+ A5+B3	60 second	2 students	Rolling among 6 signs far away each sign 1.5m	Repeat second applying after complete first one but after 50 second
		Second	B3+C6	60 second	2 students	Distance among student and other 10m	
		Third	B1+C6	60 second	2 students	Distance among student and other 15m	
		Fourth	B6+D2	60 second	2 students	Distance of goal 15m	

Appendix (3) shows teaching unit of second group (distributor and random)

Teaching parts	Time	Parts	exercises	Time of part	applying	Explain	Notes
Main	60 min	First	C4 +A1+A2+ A5+B3	60 second	2 students	Rolling among 6 signs far away each sign 1.5m	Repeat second applying after complete first one but after 60 second
		Second	B3+C6	60 second	2 students	Distance among student and other 10m	
		Third	B1+C6	60 second	2 students	Distance among student and other 15m	
		Fourth	B6+D2	60 second	2 students	Distance of goal 15m	