



A comparing Study Between International and Local Thinking in Learning the Skill of Set in Volleyball

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ABSTRACT

The researchers have found that all responsible persons in field of learning are concentrating on learning only with care about some many variable issues that affect the education and training, one of these issues is the styles of thinking for the trainees, this research concern about these styles of thinking for trainees who are the sample of this research, notable what related with passing over the head in volleyball. The researchers used the depictive style by method of comparisons due its compatible with the problem of the research, first they specify the scale and test for the sample (12 female students) applied from the second stage of Physical education college for girls in Baghdad University, then testing the two style of learning the international style (8) students and (12) for the local style. Then applying the depended curriculum method of the college and testing these girls by listing the in lists of names and their scores to know their skill of passing over the head in volleyball, the researcher have concluded that : the trainees get improved and accepting many skills in this action.

Keywords: Volleyball, Skills, Trainees, Style of thinking, Curriculum.

1. Introduction

Volleyball is a team sport in which two teams of six players are separated by a net. Each team tries to score points by grounding a ball on the other team's court under organized rules (Nahida, 2010). The set is usually the second contact that a team makes with the ball. The main goal of setting is to put the ball in the air in such a way that it can be driven by an attack into the opponent's court. The setter coordinates the offensive movements of a team, and is the player who ultimately decides which player will actually attack the ball. Motor learning is the scientific study of players and their growth in sport and exercise. Motor learning experts identify principles and guidelines that professionals can use to help adults and children participate in, and benefit from sport and exercise activities (Wajeeh & Ahmad, 2001).

Motor learning has two main objectives, how learning factors affect an individual's physical performance and understanding how participation in sports affects a person's thinking development (Maithem, 2007). When a sport learning expert begins to work with an individual athlete or team, he or she will usually conduct what is called thinking styles. This is styles designed to help an athlete improve their mental and physical skills at the same time (Wajeesh & Ahmad., 2001). The trainees are different in their styles of thinking, therefore it's so important to know how to specify the learning styles to be acceptable for the kind of thinking of the trainees, the trainees with an international style watch the whole method comprehensively no matter of the details , they may lose some of the elements but understand the major ideas of the process then that could help him in improve and develop the whole process, while the local style trainees are accurate and curious about all simple details till they be lost in routine searching for details (Thokan and Suhaila., 2007).

Due to the long experience and wide knowledge of volleyball and modern alternatives of training and dynamic learning, they have found that all responsible persons in field of learning are concentrating on learning only with care about some many variable issues that affect the education and training, one of these issues is the styles of thinking for the trainees, this research concern about these styles of thinking for trainees who are the sample of this research, notable what related with set skill in volleyball. Several studies have compared less successful players to successful players in terms of learning skills.

These studies exposed that the more successful players had higher levels of self-confidence, better concentration, and had higher levels of thinking when they used learning skills. These players also showed more positive thoughts and more determination than the less successful players (Nadia & Wejdan, 2009). Some subjects that coaches and players find useful for using a thinking skills training program are to learn set skill in volleyball. These skills need to be learned and practiced daily for the volleyball players in order to expect any kind of improvement from the player (Samer, 2010). The aim of current study to knowing the prevailing styles of learning and preceding a comparison between the female trainees of international and local styles in the skill of set in volleyball.

2. Methodology

The researchers used the depictive style by method of comparisons due its compatible with the problem of the research.

2.1 Subjects

Second stage students in the college of physical education for female / Baghdad University, 2012-2013, 155 students, as six sections, sample was chosen intentionally because of the lack of experience for the beginners, section D was selected randomly and by lottery.

2.2 Procedures of Study

After long surfing in variable Arabian and foreign sources and briefing on many tests and method of collecting data, the two researchers have done a form for scale and tests that were showed to professional experts to specify the best of (70%) ratio, finally the researchers depended on the following:

2.2.1 Scale of styles of thinking

Sternberg has applied this scale to know the different styles of thinking, this includes the tool of defining the style and eight items to describe the style as follow:

First: Read the item and apply one of the seven choices (1- is not applied on me never 2- it isn't applied on me apparently 3-its applied on me to simply 4- its applied on me to some degree 5- its applied on my good 6- its applied on me highly 7- its applied on me very highly).

Second: Collecting the degrees for each item and divide on (8) and get the sound number.

Third: Compare with our criteria to know how much does the result of the trainee match with the style.

2.2.2 Testing the set skill

- Purpose: to know the skill of the trainee in passing through over the head.
- Description of the performance. The testing trainee do passing from behind the line (180)cm from the wall against the line on the wall (2)m from ground, then ball back to him again and repeat the exercise for many times for (30)seconds.
- Scoring: counting the correct hits within the 30 seconds multiply by (3).

2.3 The two reconnaissance experiments

These experiments were done for the test and the scale on a (10) students out of the main sample to know the difficulties and problems of the test and how much was the test compatible with the style of thinking of the trainees , also to know the validity of the used tools, the results were satisfying.

2.4 Specifying the sample according to style of thinking

In order to classify the sample into international and local thinking, the two researchers used the scale to specify the method of thinking for the trainees for the main sample on 10/2/2013 in one of the halls of college of physical education for female in Baghdad university, according to the obtained results, the (20) students sample of ratio of (12.9%) as (12) student as local style of thinking and (8) for the international style. Also two researchers have found the equivalent of the variable of research (skill of passing through above head). See table (1).

Table (1)
Shows equivalent of the variables

Test		International Style	Local Style	Value of (t) accounted	Value of (T) tabulated	Level of evidence
Passing through above head	S	9.31	9	0.24	2.10	Randomly
	A	2.98	2.73			
(*) At freedom degree(18) and significant level of (0.05)						

2.5 Implementing the test

After proceeding the scale of thinking styles for the sample, the depended curriculum method of the college was applied by the teacher of the lesson for four weeks, two training units per week as (90) minutes for each unit. Researchers enrolled the names of the trainees in forms and the scores of each trainee at 13/2/2013 to know the difference in style of thinking for the trainees.

2.6 Statistical analysis

Mean; Standard Deviation; Percentage; T-test for two independent samples (Mohamad, 2002).

3. Results and Discussion

Table (3) shows that there is no incorporeal difference between the two styles, (t) = (0.16), and it's higher than tabulated (t) is = (2.1) at freedom level of (18) and evidence level of (0.05).

Table (2)
show arithmetic mean and standard deviation for passing from above the head for international and local thinking

Styles of thinking	S	A	N
International	14.52	4.03	8
Local	19.83	3.37	12

Table(3)
Shows the differences in results between the two styles of thinking

Test	Value of (T) counted	Value of (T) tabulated	Type if evidence
Set skill	0.61	2.10	Not incorporeal
(*) At freedom degree(18) and indication evidence of (0.05)			

One of the most important findings of the study, was no statistical differences between the two styles the international and local styles of thinking for the trainees, all styles of thinking are acceptable and correct for learning and we can't describe any of the as a negative style or good style because each style has its advantages and disadvantages (Thokan and Suhaila., 2007), female students of local style of thinking focusing on details of learning curiously but the other group of trainees watch the whole method of learning comprehensively with seeking in details (Adnan., 2004). Although the above mentioned analyzing, the students have learned the skill of passing from above the head in volleyball and that is attributed to the method of learning that match the style of thinking for the trainee, that what confirmed by (Thafir , 2002) that (one of the natural phenomena of learning is that it should be a development and improvement in the method of learning (Thafir., 2002), interaction between style of learning and style of the trainee's thinking in passing from above could resulted in best results, styles are not habits impossible to get rid of it or modify it or learn it (Thafir., 2002).

4. Conclusions

Researchers concluded that there is an improvement of learning for the both style of thinking (international and local) for the female trainees in skill of passing through above the head in volley ball and the female trainees do not differ in their abilities of learning. Therefore, the interaction between the two styles of thinking with methods of teaching to learn the skill of passing through over the head in volleyball. In addition, no of female students of local thinking was higher than that of international style.

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Appendix (1)
Shows the scale of thinking's style.

1. Scale of the international style

- 1- I prefer works and tasks that don't require me to know details.
- 2- I care about general concept of a matter.
- 3- During work I like to know who am I .
- 4- I tend to general items of the subject.
- 5- I'd rather cases that make me focus on general topics more than specific things.
- 6- I tend to subjects that let me concern about the details.
- 7- I care little about details.
- 8- I prefer to work in projects related to general subjects.

2. Scale of local style

- 1- I prefer to deal with specific questions and
- 2- I prefer to deal with apparent problem.
- 3- I like to analyze the problems into elements.
- 4- I like to gather information of the subject.
- 5- I like problems required watching its details.
- 6- I care about elements more than whole situation.
- 7- When I write something I concern about details more than entire picture.
- 8- I like keeping facts and information even they are not included in the subject.