

# THE IMPACT OF THE USE OF COOPERATIVE EDUCATION STYLE IN LEARNING SOME BASIC SKILLS FOR HANDBALL AND ACADEMIC LEARNING TIME

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## Abstract

The problem of the research was about the lack of use appropriate teaching methods in the middle schools to achieve effective learning, which is supposed to invest as much as possible of the academic learning time during the lesson, and about the importance of that stage.

The goals of research, including (set a curriculum in the cooperative learning style, to learn some basic skills of Handball and investment of the academic learning time. the research sample included (Students in middle second grade in Al Abrar School for Boys).

The researchers used the experimental method and the manner of experimental groups to compare between groups. The research sample has been selected in purposive way represented in students in middle second grade in Al Abrar School for the academic year (2013/2014), totaling 85 students divided into three groups, the study concluded that there are moral differences with statistical significance of the research sample individuals in some basic skills of handball and academic learning time, the study found that it's important to use the cooperative learning style in middle school, because of being effective for the age of this stage, because it adds several factors to the students the most important of them are (self-confidence, self-reliance, love of cooperation, configure intimate relationships with each other).

**KEYWORDS:** Cooperative learning. Academic learning time. Handball. Learning.

## 1. INTRODUCTION

The cooperative learning is considered as one of the alternatives for collective classroom dealing, which can be applied for all ages and all levels, there is no doubt that the process of gathering a large number of students and to educate all of them at the same time is saving of efforts and expenses, but this is at the expense of taking into account the individual differences that are ignored despite its presence in the intelligence, inclinations, the willingness, ability to express and social and cultural backgrounds, it is worth that there are a lot of studies that indicate that the students though their different abilities, they become more interested in their education missions if the groups were interacting with each other, and their attitudes towards the school and the system becomes more positive.

Thus the modern methods of learning considered one of the axes and basic pillars in getting a lesson that physical education process. These methods varied remarkably in order to meet the various levels, sex and desires to achieve stimulant and incentive to learn that take the hands of students to the effective learning.

The invested academic learning time in physical education lesson plays influential role in achieving effective learning like the teaching methods as being exploited most of the lesson time and reduce wasted time from it.

**Research Problem:** Developed countries in the field of physical education are interested in educational institutions as it's broad-based of students and school students, who have to be educated and improve their basic skills of the different games, through the programs and curriculum placed in a scientific thoughtful for various stages of education, which is performed during methodical physical education lessons.

The problem of the research was about the lack of use appropriate teaching methods in the middle schools to achieve effective learning, which is supposed to invest as much as possible of the academic learning time during the lesson, and about the importance of that stage.

### Research Aim:

- Set a curriculum in the cooperative learning style, to learn some basic skills of Handball and investment of the academic learning time.
- Recognize the impact of the cooperative learning method in learning some basic skills of handball and investment of the academic learning time.

**Research hypotheses:** There are moral differences with statistical significance between the pro- and post tests using a cooperative learning style for learning some basic skills of handball and the academic learning time.

## 2. MATERIAL AND METHODS

The researchers used the experimental method and the manner of experimental groups to compare between groups

**Research population and sample:** The researcher selected the research sample in purposive way represented in students in middle second grade in Al Abrar School for the academic year (2013/2014), totaling 85 students divided into three groups as follow (A, B, C) to represent research population, the research sample (30 students) in group B selected by draw lots as the experimental group who subject to the cooperative learning style and academic learning time, however the researchers considered group A as the control group, failed students were excluded for the likeness of the sample.

**Tests Used in the research:** Depending on the curriculum followed by the Ministry of Education, which was issued by the General Directorate of Education of Baghdad province for middle school, and after the researchers briefing on the curriculum for this phase, the following tests have been identified:

Adapting and quick throw test in 30 sec. (Diaa Al Khayat and Nofal Al Hayaly, 2001: 492)

Clapotement in straight line test for 15 m. distance (Diaa Al Khayat and Nofal Al Hayaly, 2001: 506)

Swing from stability test (Jamil Kasem Mohamed, Ahmed Khamis Rady, 272-273)

**Pro – tests:** The researchers conducted the pro- tests of search sample for the skills included in the study, over Al Abrar middle school playfield On Sunday, 02/16/2014, and it has been taking into account the test conditions in terms of time and place of the tests implementation, as well as the used tools and how the tests been performed, so that it similar conditions as much as possible to the post tests conditions.

Suggested curriculum in accordance with the cooperative style and academic learning time.

To achieve the scientific research goals, the researcher prepare a curriculum in accordance with the cooperative style and academic learning time to the research sample included 12 educational units (appendix1), by two educational units weekly every module takes (45) minutes for handling, clapotement and swing with hand ball skills, curriculum according to the cooperative style and academic learning time was implemented on the experimental group of the research during the second semester of the academic year (2013-2014) for the period from 16/02/2014 up to 01/04/2014 in Al Abrar middle school playfield for Boys, the module was divided on as follow:

1. Preparation Section: The total time of the preparatory department (10) minutes and includes:

A. The introduction and public warm-up: The students are pulled up in a standardized format and took their absence then give general exercises for whole body's organs, the duration of this part is (5) minutes.

B. Private warm-up: in this part give special exercises for body's parts working in performance and focus on the muscles that has the overload during skills performance process in the module, as well as the use of balls in the performance and the duration of this part (5) minutes.

2. Basic Section: in this part the curriculum is implemented through applying the exercises to learn handling, clapotement and swing skills and its duration is 30 minutes, it's included two parts:

A. learning part: in this part which takes 10 minutes it is focused on the cooperative style through dividing students into groups, the researcher used this method of the cooperative styles it is:

The use of the positive interdependence principle.

It is one of the important elements in the success of the collaborative work between the same group members, as it is important that the educated feel that they need each other, and that one is a complement to the other and in the absence of any member of the group, the work will not be done, which make the group achieve the needed level through butting common goals, the researcher noted that this method made the students never to be absent from the lesson, and give bonuses to a distinct group to be a motive for the rest of the students, as well as through a set of the roles for each member of the group so that each learner realizes that he is indispensable in the group, and without him the required work can't be done, and this is performed by raising the motivation of group members to participate actively during the implementation of the activity.

B. Practical Part: in this part exercises related to the skills in the research are performed by the students, as they are making corrections to errors of skill performance of the teacher as well as the students themselves, according to the distribution of their cooperative roles and to give feedback to the students, the duration of this part (20) minutes.

3. The final Part: is in this section calm and relaxation exercises are given and then some advice and guidance for students and module termination, and the duration of this section (5) minutes.

**Post tests**

The researcher conducted post tests on Tuesday 01.04.2014 in the external playfield of Al Abrar middle school for Boys, after the completion of the implementation of the curriculum with its all modules which was (12) units, and the researcher provided the same conditions with which the pro-tests.

### 3. RESULTS AND DISCUSSION

Showing results of skills pro- and post tests of the research group, analyzed and discussed.

**Table 1: Shows the means, standard deviations, (T) calculated and tabular value, of the pro- and post tests of the research sample:**

Variables	Pro – Tests		Post Tests		Calculated (T)	Tabular (T)	significance
	M	S	M	S			
Adapting and quick throw test (30 sec.)	6.55	2.56	8.00	3.00	3.62	2.09	Moral
Clapotement in straight line test (15 m.)	12.60	2.52	11.25	2.12	3.94		Moral
Swing from stability test	0.75	0.96	3.75	0.96	7.348		Moral

Under statistical significance (0.05) (N-1)

Through what is displayed in Table 1, which shows the means and standard deviations and testing (T.test) for experimental group about the performance level of handling, clapotement, and swing skills in the pre and post tests, and the results showed significant differences for students in the post tests, and the researcher attributed that to that this improvement came as a result of the effectiveness of the cooperative style used through the activation of technical performance and that because of the effectiveness of the cooperation between the research group in the skills in the research, where Salah Aharashi 2001 touched this matter, saying that "cooperative learning helps to raise the level of self-esteem, as it encourages students to change their ideas and opinions as well as feedback from others, it also enhances self-confidence by discussing student affairs with his colleagues, it also enhances and supports peer learning because there is a lot of students who are learning with the help of their peers than they learn from their teachers, and the collaborative work helps student to take responsibility from the moment they were divided into groups through the discussion of roles, also it helps every student to carry responsibility to learn and his colleagues learning in the group "(Salah Aharashi 2007), and (Al Sheikh 1993) pointed that "one of the cooperative learning advantages is the association of achievement and student positive learn with other members of his group he belonged to, on the contrary of the traditional style, which is its principle solitary performance or competitive among students per class "(Samy Saleh El-Sheikh, 1993: 93) and by this the research hypothesis is achieved.

The results of measuring ratios of invested academic learning time, analysis and discussion

**Table 2 measurement of pro- and post ratios of academic learning time for research groups.**

Group	Parts	Pro		Post	
		Crude Degree	Ratio	Crude Degree	Ratio
Control Group	practice of physical activity	43	14.93	46	15.97
	Information receive	58	20.13	60	20.83
	Information evaluation and help	21	7.30	25	8.68
	Waiting	136	47.22	124	43.05
	Moving to take place	23	7.99	25	8.68
	Other	7	2.43	8	2.77
Experimental Group	practice of physical activity	40	13.88	90	31.25
	Information receive	57	19.79	35	12.15
	Information evaluation and help	22	19.79	35	12.15
	Waiting	133	46.18	60	20.83
	Moving to take place	26	9.02	18	6.25
	Other	10	3.47	6	2.08

Through table (2) we note that the percentage of time to practice physical activity in the module of the two groups the control and experimental one of the pro- measurement were respectively (14.93, 13.88), while in the post measurement appeared in a row as well (15.97, 31.25), and through the comparison of the results, we find that there is a development in the proportion of investment of module time in the practice of physical activity for the experimental group at the expenses of the control group, the researcher attributed this result that the determination of the teacher's orders of stating and stop the activity and maintain complete control, system and consistency and to identify the intervals between repeat and another, and other aspects of complete control on the decisions of module behavior by the teacher made the proportion of time spent by students in the waiting period is relatively long, which negatively affects the ratio of exercise physical activity time, and this is what clearly appeared in the proportion of the waiting time, which appeared in the pro- measurement of control and experimental group respectively (47.22, 46.18), while appeared in the post measurement in a row as well (43.05, 20.83), also regarding to the

proportion of time to move to take place and that appeared for the pro measurement respectively (7.99, 9.02), while appeared for the post measurement respectively (8.68, 6.25) and this is consistent with what cited by Adnan Darwish who has stressed that "one of the disadvantages of traditional lessons in physical education is making students stand a long time to wait for their turn in the performance of kinetic duty, which causes some of the deficiencies in the students target " (Adnan Darwish 0.1989: 188) also agreed with Ali al-Dairi and Ahmed Bataineh where he stated that "the error correction period is for some period of boring because it applies activity for all students, not for the student at fault " (Ali al-Dairi and Ahmed blanket, 1987: 99).

On the other hand, we note the improvement of ratios with what mentioned of the competitive style more than cooperative style that the competition is characterized by the continuity in kinetic activity and non-stop except in cases related to this competition law which reduces the proportions of time spent in the waiting and in favor of the practice of physical activity.

As for the percentage of the time of reception of information it has appeared in the control and the experimental group for the pro- measurement were respectively (20.13, 19.79), while appeared in the post measurement (20.83, 12.15) and by comparing the findings of pro- and post measurement, we find that there is no difference showed between the two measurements for the group control, while the percentage appeared higher for the experimental group and the researcher attributed this result to the experimental group student receives information from the teacher on the one hand and from his group to which he belongs on the other hand, the student will be in the midst of competition between himself or with the rest of his teammates, that making him under significant effect of psychological cases related to competition, which makes him cares about these cases more than a receiving information and this is what showed a decrease in the percentage at this time, while it did not show any cited differences at the time ratios to provide helpful information in the control group, and about the lack of a clear difference appearance in the proportion of other things, it's because of that these things are not linked with lesson's manner or style but it's limited to accidents or need a certain something which is not common for all students, but often occurs individually.

#### 4. CONCLUSION

1. The appearance of a significant correlation relationship between cooperative learning and performance of offensive skills in Hand ball.
2. The use of cooperative learning style and academic learning time lead to improve the performance of handling, clapotement, and swing skills level.

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