

Effect of
**using collective
competitive learning style**
ON
**LEARNING SKILLS
OF PASSING AND RECEIVING IN**
Handball
For Girls Of Preparatory Stage

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Abstract

This research aims to identify the effect of using collective competitive learning style on learning skills of passing and receiving in handball for girls of preparatory stage. And the researcher used the experimental method using experimental design of two groups, one of them is experimental uses collective competitive learning style and the second is control uses the traditional method with pre measurement and post measurement of each group. The main sample of research included 40 girl which were chosen in random and they were divided into 2 groups one experimental and the other is control, each of them is 20 girl. Teaching program has been applied on them for 4 weeks it included 8 lessons 2 lessons a week. The researcher used the survey reference, physical and

skill tests and physical measurement for data collection. The most important result is that the collective competitive learning style was more effective on learning the skills of the whip pass and receiving in handball for girls of preparatory stage than the traditional style and it exceeded in improving percentage. The most important recommendation is that we should use the collective competitive learning style in learning skills of the whip pass and receiving in handball for girls of preparatory stage and preparing educational programs using collective competitive learning style to learn the main skills in handball which haven't been applied yet on girls of preparatory stage and providing physical education teacher with teacher's guides that explain how to perform handball lessons using collective competitive learning style showing the role of teacher and learner.

Key words

Collective competitive learning style
Passing and receiving
Handball

Introduction

The attention to the educational process and the work on its improvement are considered important things which all communities concern with, due to the role of education in the progress and advancement of societies. Specialists seek to find new teaching methods by which they can overcome the typical traditional methods in education, make the student positive participant in the educational process not receiving information and facts negatively, and create interactions between pupils. This interaction occurs in the presence of an atmosphere of competition or cooperation, because they are considered manifestations of mutual relations between students and

motivate work. Competition motivates pupils to excel on their colleagues and achieve specific learning targets.

Collective, competitive learning is a cooperative learning strategy where is students divided into educational homogeneous groups. four members in each group, and each group is chosen on the basis of academic performance "one high and one low and two middle-achievement". And that competition is the first activity and the broader scope of cooperative learning, competition occurs within a cooperative text, competitors need to cooperate to recognize the nature of the conflict between them and determine who won and who lost and

know the rules governing their behavior during the competition, and whenever the Cooperative basis is strong whenever the competition was more effective. competitions should be with a clear beginning and end ,a specific method for selecting the winners , a clear set of rules and elements that control the interaction between students through the identification of the time of the competition or the number of attempts allowed with the promise of giving the highest degree to the fastest learner with a requirement for accuracy and mastering work [1] [6].

Education progress and be more effective in groups than in individual situations, learning is a social process in which the learner grows through interactions with others and be more active and demand on the educational process. Learning activities in groups are more effective in helping students on the achievement, acquiring skills and correct errors through cooperative and competitive interactions with each other [20].

Passing and receiving skills go together and can not be separated except to clarify pedagogically process. Both are affecting and affected by each other, and considered the base rule upon which build the rest of the offensive motor skills, there is no dribbling the ball or deceiving or scoring unless preceded by passing and receiving, and the error during their performance means lost possession of the ball and moving the team from striker to defender [16].

With the advent of modern educational theories calling attention to the learner's positivity and participation in the educational process, and attention to the interaction between the teacher and students and between students and educational material it has become the main responsibility of the teacher is to work on the organization of educational situations and guiding students to do the activity necessary to achieve the desired objectives and therefore appeared Instructional Strategies that are interested in pupil's activity and collective competitive learning strategy is one of those which allows students to work in small groups compete with each other and each member has a positive and effective role for the collection of information and skills in order to achieve excellence on the other groups.

The research problem is concentrated in that the teacher faces per class group of students different in the skill level (superior - medium - weak) and because of the burden placed on the teacher can not cope with such individual differences.

Because of the importance of passing and receiving skills in exceeding handball teams, where proficiency enables the attacking team to reach with the ball to throw the opposing team and assists in the implementation of the offensive tactical plans and score goals and win games. From here appears the importance of mastering scrolling and receiving skills, as they within handball curriculum to first prep students in the

first term. So researcher felt that it was important to conduct this study, which may contribute to the upgrading of the skill level of first prep students in passing and receiving skills.

From the researcher's knowledge through exploration in libraries and the World Wide Web he did not find sufficient studies on collective competitive learning style in learning motor skills in general, and in learning handball skills in particular, which called to conduct this study.

Research aim : This research aims to identify the effect of using collective competitive learning style on learning passing and receiving skills in handball for preparatory school girls.

Hypotheses :

* There are statistically significant differences between the average scores of pre and post measurements of the control group in learning passing and receiving skills in handball for preparatory school girls in favor of the post measurement.

* There are statistically significant differences between the average scores of pre and post measurements of the experimental group in learning passing and receiving skills in handball for preparatory school girls in favor of the post measurement.

* There are statistically significant differences at a level between the average scores of post measurement of the control group and post measurement

of the experimental group in learning passing and receiving skills in handball for preparatory school girls in favor of the post measurement of the experimental group.

Materials And Methods

Approach : The researcher used the experimental method with an experimental design for two groups, one is experimental using collective competitive learning style and the second is control using the traditional method with pre and post measurement for each group for its appropriateness for the nature and research procedures.

Society and the Research Sample: The population of the research was first prep girls from Almalek Faisal prepschool for girls in Sinbellawin for the school year 2011/2012. The sample was 50 schoolgirls randomly selected, and 10 girls were excluded to conduct surveys and selected, and 10 girls were excluded to conduct surveys and thus the sample became 40 schoolgirls divided into two groups, one experimental and the other control ,each group 20 schoolgirls.

Homogeneity of the sample:

The researcher found homogeneity for the research sample in key variables and the physical and skillful tests under discussion table 1.

The Table 1 indicates that the skew coefficients to the sample in basic variables and physical and skill under discussion ranged between - 0.034 and

1.69 and these values confined between ± 3 , which confirms the homogeneity of the sample search in key variables and physical and skill under discussion.

Data Collection Tools and Forms:

Through the informed scientific literature and previous studies related to the subject matter [2, 3, 7, 8, 10, 13, 19, 21, 22, 23], the researcher suggested data collection methods and tools according to the nature of the research as follows:

Basic measurements:

- Age "years" - total length "cm"
- weight "kg".

Physical Tests: The researcher surveyed the previous and related studies in Handball to determine the physical tests and concluded the following physical tests:

* Running 30 meters from the fixed beginning to measure the transition speed (second).

* Sergeant's vertical jump to measure the strength distinctive speed of the two legs (cm).

* Throw 800 grams handball to measure the strength distinctive speed of the arms (merer).

* Zigzag running in Baro method 3 × 4.75 meter to measure fine body agility (sec.)

* Pending the trunk before and down from the stand to measure flexibility (cm).

Skillful Tests :

The researcher surveyed the previous and related studies in Handball to determine the skillful tests and concluded the following skills tests:

* scrolling and receiving on the opposite wall for 30 seconds from a distance of 3 m.

* scrolling and receiving the ball on a smooth wall for 60 seconds from a distance of 1.5 m.

* passing and receiving the ball 10 times on the wall from a distance of 1.5 m.

* passing and receiving on a square 100 x 100 cm from a distance of 2 m from the wall for 30 seconds .

Table (1)

Homogeneity for the research sample in Basic variables and the physical and skillful tests

Variables	UM	Mean	Median	SD±	Skewness
Age	Year	21.95	13	0.55	- 0.034
Tall	Cm	155.37	145.50	5.59	0.15
Weight	Kg	55.32	53	10.53	1.22
Jogging 30m from fixed beginning	Seconds	6.78	6.77	.93	0.63
Zigzag running	Seconds	31.02	30.76	1.52	0.73
Vertical jumping	Cm	20.20	20	4.58	0.30
Throwing800g handball	M	8.14	7.90	1.71	0.19
bending the trunk before and down from the stand	Cm	4.82	3	6.93	1.69
passing and receiving on a square30secs	Number	11.27	12.50	3.65	- 0.318
passing and receiving on a wall	Number	33.22	33.50	7.07	0.062
passing and receiving the ball 10 times on the wall	Seconds	15.54	15.47	4.10	0.904
passing and receiving on a wall30 seconds	Number	4.12	4	3.10	0.461

UM = Unit of measurement; SD = standard deviation; SC = Skewness coefficient

Forms, Tools and Equipments used in the research :

- * forms for registration and unloading data.
- * a measure tape.
- * wood ruler.
- * medical balance to measure the weight
- * Ristamitr device to measure the length.
- * Stopwatch - Plastic Cones – Gear- Handballs.
- * a handball of 800 gm - a smooth wall.

The pilot study : The researcher conducted this study in the period from Sunday 10/09/2011 to Thursday, 10/13/2011 on 10 girls of first prep students in almalek faisal prep school for girls in Sinbellawin, sample similar to the reseach sample and out of the research basic sample, and the objectives of this study were:

* Determine the places in which the basic experiment and tests will be held.

* Make sure of the tools and measuring devices and the proper application of the tests.

*The appropriateness and suitability of tests for the research sample.

* Preparing (8 assistance) and inform them of the research aspects and how to conduct the tests and measurements under discussion and record the results.

* Experimenting the standard paper used and make sure girls understand it`s content.

* Determine the appropriate number of frequencies ,the groups and rest periods.

* Determine the number of educational steps and competitions that can be applied during the allocated time for educational and applied activity during the 20-minute lesson.

The Educational program with a collective competitive learning style:

The educational program was prepared after viewing and reading the specialized scientific refrences and related studies [2, 3, 5, 7, 8, 10, 13, 14, 16, 19, 21, 22, 23], and through the pilot study carried out by the researcher he was able to reach to the educational steps and applied competitions appropriate to the research sample to learn skills of receiving and passing in handball and in light of the results of the survey the educational program is designed to be in 4 weeks and taught twice a week within the educational and applied activity in the lesson 20 minutes.

pre-measurement:

The researcher conducted pre-measurement on the research sample in Basic, physical and skill variables under study in the period from Monday 24/10/2011 to Thursday 27/10/2011.

Implementation of the Basic experiment:

The basic study was conducted in the period from Monday 31/10/2011 until Tuesday 29/11/2011. For about a month over 4 weeks and included 8 lessons, 2 lessons per week on Mondays and Tuesdays of each week where field training students be in school on Mondays and Tuesdays of each week in a separate field training period and daily in the relevant period.

post measurement :

After finishing the educational program post measurement was conducted for the two experimental and control groups on Wednesday 30/11/2011, Thursday, 1/12/2011 in the skill variables under study.

Statistical treatments :

After data collection and tabulation, it was statistically treated by the statistical program SPSS V.17 using the mean, median, standard deviation, coefficient of torsion, T-tests, Pearson simple correlation coefficient, and percentage of improvement.

Results And Discussion

It is clear from Table 2 there are significant differences at the level of 0.05 between the pre and post measurements for the control group and in favor of post measuring, as the value (t) Tabulated at level 0.05 = 1.72 which is less than the value of (t) calculated that confined between 7.10 and 17.36

and improvement rate limited between 7.46% as the smallest percentage in test 10 times passing in less time from a distance 1.5 m on the wall & 51.57% as the largest percentage in the test of pass and receive the ball on a smooth wall 30 s from a distance of 3m.

The researcher says that the improvement in post measurement is due to regularity of control group schoolgirls in the implementation of the traditional approach where that continue training is one of the core principles that lead to an improvement in the level of performance skills, and the traditional method impact can not be overlooked where the verbal explanation is available and making a model of the skill by the teacher and then provide a set of educational steps and gradient exercises and the role of the learner is to perform and follow and obey the teacher's orders and imitate the model provided by the teacher or fluent student then repeat performing the skill by the learner and accompanied by debugging with guidance for aspects of technical and legal performance by the teacher. This is leading to learn properly and then a positive effect occurs in the skill level of performance.

The method of the command (the traditional way) in which the teacher explains and Shows models and the student emulates the form presented by the teacher as much as possible and through the exercise of the skill the teacher roaming through the lesson to observe student performance, and

thus diagnosis difficulties they may face during the implementation of the skill learned and correct wrong performance and provide feedback in multiple forms for students [12].

This agrees with the results of previous studies [2, 15, 19], which pointed out that the traditional method, which relies on verbal explanation and practical performance of the model led to accommodate and learning psychomotor skills, and thus verify the truth of what came first hypothesis of research hypotheses procedurally.

It is clear from Table 3 there are significant differences at level 0.05 between pre and post measurements for the experimental group and in favor of post measuring, as the value (t) Tabulated at level 0.05 = 1.72 which is less than the value of (t) calculated that confined between 5.55, 12.98, and improvement rate limited between 17.36% as the smallest percentage in test of 10 passings in less time from a distance 1.5 m on the wall & 120% as the largest percentage in the test pass and receive the ball on a smooth wall (30 seconds) from a distance of 3 m.

Researcher due improvement in the post measurement of the experimental group to the collective competitive learning style that works on achieving the higher degree. Where students learn the skill in the group, then groups compete with each other by providing a range of applied training in the form of competitions between groups, and the group that has more points is the

winner on the other groups, teacher's role in this method is to distribute the students to groups, and tell each group that it competes the other group, and to determine the most achievement, and compares the degree of each group with the degree of other group, also tells the students that the purpose of the position is to learn skills to be learned in order to achieve a higher degree of the other group, and this method is characterized by positive mutual dependence between members of the same group to achieve the goal.

This agrees with the results of previous studies [4, 9, 11, 17, 18, 20] which pointed to the positive and effective impact of competitive collective learning style, and thus have been achieved the truth of the second hypothesis of research hypotheses procedurally.

It is clear from Table 4 there were statistically significant differences in all tests of skill, where the value of (t) tabular at level 0.05 = 1.68 which is less than the value of (t) the calculated and which has been narrowed down between 2.14, 3.35, and the difference between the 2 averages was limited between 6.35 as the largest value in the test of passing and receiving ball on the wall for (1 minute) from a distance of 1.5 m & 2.85 as the smallest value in test of passing and receiving the ball on smooth wall for a period of (30 s) from a distance of 3 m, and the differences were statistically significant in tests of skill under discussion in

favor of the post measurement of the experimental group.

The researcher, however, pointed that competitive collective learning increases the desire to learn and complete the work and working to increase the effort by the student in the task that competed with others, and urges students to learn and gain knowledge and skills and applied them in the other educational situations, as it raises interest with educational material and provide them with opportunities that keep pace with their abilities.

The player's ability to scroll and receipt in all cases, whether easy or hard , stability or movement with required speed and accuracy one of the most important reasons outweigh the teams in handball. the team whose members fluent masterly rapid scrolling

is one of the teams that are difficult to overcome, fluent scroll enables the attacking team from reaching the ball to the nearest location of the target making it easier to win. in addition , the ability to keep the ball by scrolling makes team on the offensive situation threatens discount the longest period of the game, as being able to achieve victory over those teams that lacks master slider and receipt from different directions and distances [5] [14].

This agrees with the results of pervious studies [4, 9, 11, 17, 18, 20] which pointed to the positive and effective impact of competitive collective learning style, and thus have been achieved the truth of the third hypothesis of research hypotheses procedurally.

Table (2)

Significant differences and the Improving of percentage between pre and post -tests for the control group of skills variables under consideration

N = 20

Variables	UM	Pre-test		Post-test		Means difference	(t) value	Improvement (%)
		Mean	SD±	Mean	SD±			
passing and receiving on a square30secs	Number	11.40	4.09	14.95	5.22	3.55	7.10	31.14
passing and receiving on a wall 60 secs	Number	31.90	6.56	46.55	9.54	14.65	17.36	45.92
passing and receiving the ball 10 passing on the wall	Seconds	15.81	4.91	14.63	4.71	1.18	9.78	7.46
passing and receiving on a wall30 seconds	Number	4.75	3.04	7.20	3.65	2.45	11.60	51.57

(t) Table value on $p=0.05 = 1.72$. UM =Unit of measurement; SD =standard deviation.

Table (3)

Significant differences and the improving of percentage between pre and post -tests for the experimental group of skills variables under consideration

N = 20

Variables	UM	Pre-test		Post-test		Means difference	(t) value	Improvement (%)
		Mean	SD±	Mean	SD±			
passing and receiving on a square30secs	Number	11.15	3.26	19.25	3.91	8.10	7.56	72.64
passing and receiving on a wall 60 secs	Number	34.55	7.48	52.90	9.19	18.35	12.98	53.11
passing and receiving the ball 10 passing on the wall	Seconds	13.07	2.78	10.80	1.96	2.26	5.55	17.36
passing and receiving on a wall30 seconds	Number	3.50	3.12	7.70	4.07	4.20	6.08	120

(t) Table value on $p=0.05 = 1.72$. UM =Unit of measurement; SD =standard deviation.

Table (4)

Significant differences and improving of percentage between the post test for the experimental and control group variables in the skill

N = 40

Variables	UM	Pre-test		Post-test		Means difference	(t) value
		Mean	SD±	Mean	SD±		
passing and receiving on a square30secs	Number	14.95	5.22	19.25	3.91	4.30	2.94
passing and receiving on a wall 60 secs	Number	46.55	9.54	52.90	9.19	6.35	2.14
passing and receiving the ball 10 passing on the wall	Seconds	14.63	4.71	10.80	1.96	3.83	3.35
passing and receiving on a wall30 seconds	Number	7.20	3.65	10.05	2.72	2.85	2.79

(t) Table value on $p=0.05 = 1.68$. UM =Unit of measurement; SD =standard deviation.

Conclusion

** The use of collective competitive learning style and traditional style individually have a positive impact on learning receiving and whip pass skills in handball for prep school girls.*

** Collective competitive learning style was more influential in learning receiving and whip pass skills in handball for prep school girls from the traditional method and was the highest in rates of improvement.*

Recommendations

** The need to use a collective competitive learning style in learning receiving and whip pass skills in handball for prep school girls.*

** Preparation of educational programs using the method of collective competitive learning to learn the basic skills in handball, which is not experimentation for prep school girls.*

** Provide physical education teachers with a guide demonstrates how to implement handball lessons using the method of collective competitive learning and explaining the role of the teacher and the learner.*

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