

The Effectiveness of the Differentiated Education Strategy According to the two (Sensory-intuitive) Patterns in the Development of the Skills of Defensive Performance in the Volleyball for Students

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Abstract

The progress that covered all areas including the sports field, and in many countries of the world was not coincidental, but adopted those countries many of the elements of progress, and that sport is one of the most important aspects of life and the progress of countries to build human education, physical and mental and so that sport can achieve these goals Less time using modern teaching strategies, and it is known that the skillful defense performance of the student in volleyball is related to learning within the educational institution and is a measure to evaluate the level of skill and defense performance of the learner and scientific achievement, and this investigation largely thanks to the use of the process-based Educational methods and ways and means and activities that help students so, so it could be among the reasons attributed to them this weakness in the technically gifted defensive performance is the continuation of teachers in the use of traditional teaching strategy, despite its effectiveness in certain conditions and situations. The research community determines the students of the fourth stage in the Faculty of Physical Education and Sports Sciences University of Kerbala for the academic year (2017 - 2018) and through the results reached the following conclusions:

- The use of a distinct learning strategy according to the two modes (sensory-sensory) has an effective effect on the development of the aerodynamic skill of the students.
- The results showed that there is a preference for the use of a differentiated learning strategy based on the sensory-sensory pattern.

Keywords: *Education strategy, (Sensory-intuitive) patterns and defensive performance.*

Introduction

The progress that has been made in all areas including the sports field, and in many countries of the world was not by chance but the adoption of many elements of progress, and the fact that sport is one of the most important aspects of life and the progress of nations in building human education, physical and mental and so that the sport can achieve these goals in the least Using modern education strategies and as a sport of volleyball, which is subject to many skill and defensive performance, which is one of the requirements of playing in this sport and in this the face of the concerned and specialists to adopt research and investigation of everything that is new helps in the advancement and development of sport ball.

The aircraft, including the use of a differentiated education strategy. Because it plays an important role in the development and performance of defensive skills and helps the teacher to take into account the individual differences between learners as the researchers recognizes the development of performance according to the style of each student and is it sensory or intuitive any consideration of the learner's preference in the process of education [1].

By following up on the success rates for students in the fourth and previous years, which the researchers learned from the records of the college, he concluded that the performance of defensive skills and for many students does not rise and level of ambition.

It is known that the student's defensive skill performance in volleyball is linked to learning within the educational institution and is considered a measure to evaluate the level of performance of the defense skill of the learner and its scientific outcome, and this investigation by a large percentage thanks to the use of the educational process of the methods and methods and activities that help the student, therefore, one of the reasons for this weakness in the performance of defensive skill is that teachers continue to use the traditional strategy in teaching despite its effectiveness in certain conditions and situations, but the scientific development and increase Student numbers and program development are no longer sufficient to achieve learning goals if we know that the strategy is not taking into account the individual differences of learners [2].

Research Objectives

- Set up learning style metrics (sensory-intuitive) volleyball for students.
- Identify the effectiveness of its differentiated education strategy in developing the student volleyball defensive skill performance.
- Identify the priority of influencing the differentiated education strategy in developing the student volleyball defensive skill performance on the strategy followed by the teacher.

Research Methodology

The researchers used the experimental method by designing the two equal groups (experimental group and the control group) with pretests and posttests that are suited to the nature of the research problem and achieving the desired objectives.

Experimental Design

Table shows the experimental design of the two search groups

Groups		Pretests	Experimental processing	Posttest
Experimental group	Sensuous	Test the accuracy of defensive skill performance	Collaborative Learning Method	Test the accuracy of defensive skill performance
	Intuition		Guided Discovery method	
Control group		Test the accuracy of defensive skill performance	Teacher's strategy	Test the accuracy of defensive skill performance

Community and Sample Search

The research community of the students of the fourth stage in the Faculty of physical education and sports sciences of the University of Kerbala for the academic year (2017 – 2018) and the number of (75) students on three divisions (A-B-C) and excluded students and repeaters and teachers and players number (5) Students and their percentage (6%) Thus the number

of the research community (70) students, as well as the selection of the survey sample in the simple random sampling method (20) students formed a percentage (28%) Members of the community and the choice of the main sample for random search by the lottery by (40) students formed a percentage (57%) From the community divide the sample into two groups, an experimental group (20) students and the officer Group includes (20) as shown in Table (1).

Table 1: Shows community distribution and search samples

Groups	Community	Pilot sample	Players, teachers and repeaters	Sample Main Experience	Notes
A	22	5	2	8	There is an overlap between the sample building and the sample
B	24	10	1	20	There is an overlap between the sample building and the sample
C	24	5	2	12	There is an overlap between the sample building and the sample
Total	70	20	5	40	

Homogeneity of the Sample

Table 2: Shows the homogeneity of the research sample

Variables	N	Measuring unit	Indicators of descriptive statistics			
			Mean	STD.EV.	Median	Skewness
Age	40	Month	45.52	9.721	43.5	0.62
Mass	40	Kg	73.25	4.401	72.5	0.51
Tall	40	Cm	176.2	5.245	175	0.70

Through table (2) shows that the sample were homogeneous and when all the variables involved study and research because all convolution coefficient values (zero) this index shows that the distribution of degrees of the sample distribution moderate and close to the normal distribution.

Tools and Devices used in Research

- Arab and foreign sources and resources.
- Testing, measurement and observation.
- A questionnaire for experts and specialists.
- Electronic stopwatch (number 1) Type (Casio) Chinese-made.
- A Chinese-made camera type (CANON).
- Whistle (No. 1) Type WALF)) Chinese industry.

Procedures of Field Research

Description of the (MBTI) Personal Style Test Scale

Sensory Personality

It is a student personality that is characterized by realism, which tends to the facts and deal with it, and cares about the details and accuracy of things, and depends on the senses, and the student is in a sensory style if his answers to (15) the sensory pattern of (28), according to the Myers-Briggs scale.

Intuitive Personality

The student's personality, which is characterized by meditation and interested in

imagining and visualization, and is interested in the overall image and the creation of an illustrative model based on intuition, and the student is intuitively if his answer on (15) the intuitively type of (28 paragraphs), according to the Myers-Briggs scale.

Scientific Parameters of the Personal Learning Style (sensory-intuitive) Scale

Validation of Scale

In order for the researchers to verify the measure he adopted the virtual truth, by presenting the scale to a group of experts, psychologists and teaching methods. After collecting the data, the researchers used the test (Chi square²). The results showed the validity of the scale.

The value of (Chi square²) was calculated by (13) and value of differences level (0.00) and is smaller than (0.05). There are real differences between the approvers and the disagreeing, and this indicates the validity of the scale.

Stability of the Scale

The researcher was also able to calculate the coefficient of stability by testing and retesting. The scale was applied to a sample of 20 students on Sunday (10/12/2017). The time was 20 minutes for the answer.

The researchers also extracted the simple correlation coefficient (Pearson) between the grades of the students between test (1 and 2) through the statistical law (Pearson) (Correlation value = 0.85), which is greater than the scale value of (0.44).

Table 3: Shows the value of the stability coefficient between the two tests

Test	Stability coefficient	(t) Value*	Statistical significance	Validity of the test	
				Yes	No
Select Profile Style	0.85	4.71	Sig.	Yes	

*Under the level of significance (0.05) and the degree of freedom (18) and make sure moral link used the test (t) as it was worth (4.71), significance and this shows the stability of the scale.

Apply the Scale

The scale was applied to the members of the experimental group on Wednesday, 27/12/2017 at 10.30 am, after clarifying the answer on the scale. The researchers then collected the answer papers and sorted the results according to the paragraphs.

Procedures for Filtering Tests for the Accuracy of Defensive and Tactical Skills in Volleyball

After the researchers adopted the defensive skills of volleyball and the rules of play which are taught in the courses of the students of the fourth stage in the Faculty of Physical Education and Sports Sciences Kerbala University for the academic year (2017-2018) are:

- Defence of transmission
- Defending the stadium
- Single-Block block

After looking at the sources, references and previous studies, the researchers has nominated a series of precision tests for defense and tactical skills and presented them with a questionnaire to poll the opinions of (10) Experts and specialists, to determine the most important tests for the accuracy of the performance of defensive skills by volleyball students, the tests obtained (60%) were nominated More than defensive skills (defending the court, defending the service and the block of the block) and Table (4) shows that.

Table 4: The relative importance of the tests shows the accuracy of the candidate skills

Defensive skills	S	Candidate tests	Number of experts	Number of approvers	Relative importance	Acceptance for nomination	
						Yes	No
Defend the service	1	Test the accuracy of the reception of volleyball balls	10	2	20%		×
	2	Test the accuracy of service reception skill in area (1) and (5)	10	8	80%	√	
	3	Test the accuracy of service reception skill	10	4	40%		×
The defense of the stadium	1	Test the accuracy of the skill of defending the court from the center (6)	10	7	70%	√	
	2	Test the accuracy of the defense skill of the stadium in the rear zone	10	3	30%		×
	3	Test the accuracy of the defense of the stadium behind the block	10	4	40%		×
Individual Block	1	Technical performance and precision of the Block	10	3	30%		×
	2	The accuracy of the block barrier	10	9	90%	√	
	3	The accuracy of the block Skill from one web site	10	4	40%		×

Experimental Experiment for the Tests of the Accuracy of Defensive and Tactics Skills

The researchers carried out the pilot experiment on a sample of students in the College of Physical Education and Sports Sciences, University of Kerbala (20) students at the hour (10.30) noon until 12 noon on Monday, 25/12/2017).

The Scientific Foundations for the Tests of the Accuracy of the Performance of Defensive and Rhetorical Skills

First, Validation of the Test

The degree of validity is the most important factor for the quality of tests and measurements ,[3] and has won the test accuracy of skills for students of the fourth

stage, the Faculty of Physical Education and Sports Sciences one of the types of honesty is a virtual honesty, which is one of the most common and used in the field of physical education and sports science by identifying all Components of the tests in a questionnaire form and presented to the experts and specialists * to know their agreement on them.

Second: The Stability of the Test

For the determination of the use of any test for a specific purpose, indicating "the amount of confidence we can place in the results of our tests". In order to ensure that the test has a reliable degree of stability, On Monday (25/12/2017) and at (10:30Am) to (12 Pm)in volleyball court at the Faculty of Physical Education and Sports Sciences, Kerbala

University, and then re-test on the same sample on Monday (8/1/2018). At the same time and place in the first test, the researchers used the simple correlation

coefficient (Pearson) after that, the researcher's extracted value (t) and that moral link to learn, and then found that all tests enjoy a high degree of stability [4].

Table 5: The stability coefficient of the tests shows the accuracy of the defense and the tactics

Type of test	Stability coefficient	(t) value*	Statistical significance
Test the accuracy of service reception skill in area (1) and (5)	0.84	4.37	Sig.
Test the accuracy of the skill of defending the court from the center (6)	0.81	3.91	Sig.
Test the accuracy of the block skill	0.86	4.77	Sig.

*The value of (t) calculated is greater than the tabular value of (2.093) at the level of significance (0.05) and the degree of freedom (19).

Third, Objectivity Testing

The objective of the test means that "the arbitrators do not differ in the judgment of a

particular object or subject"[5]. For the purpose of ascertaining the objectivity of the tests, the researcher attempted to conduct the second experiment on Monday (8/1/2018).

Table 6: Shows the Pearson correlation coefficient values (objective coefficient) of the investigated skills

Type of test	Objective coefficient	(t) value*	Statistical significance
Test the accuracy of service reception skill in area (1) and (5)	0.91	6.04	Sig.
Test the accuracy of the skill of defending the court from the center (6)	0.88	5.17	Sig.
Test the accuracy of the block skill	0.90	5.84	Sig.

*The value of (t) calculated is greater than the tabular value of (2.093) at the level of significance (0.05) and the degree of freedom (19).

Educational Units for Experimental Groups

First

The program consists of educational units (12) units of education (2) units per week using the strategy of teaching distinct to the experimental group only (20) students.

Second

The subjects taught were the skills taught by the student in (6) weeks and the existence of (2) units of education per week, as the time of educational unit (90) minutes.

The first educational unit was implemented at 10:30 am on Monday, February 26, 2018. The last educational unit was implemented at 10:30 am to 12:00 pm on Wednesday 4/4/2018. On the college playground (the fenced arena) in the Faculty of physical education and sports sciences - Kerbala University. The appropriate educational units were included to develop the skillful defensive performance of each skill in accordance with the learning style of each student (sensory - intuitive). Difference between group members.

Equivalence of the Two Groups

Table 7: Shows the parity between the control and experimental groups in the investigated variables

Variables	Measuring unit	Experimental group		Control group		(t) value	Level of significance	Type of significance
		Mean	STD.EV.	Mean	STD.EV.			
Accuracy of skill performance defense of the stadium	Grade	66.5	6.50	63.5	6.09	1.50	0.79	Non sig.
Accuracy of the performance of the skilled defense of the service	Grade	65.4	8.24	63.0	7.32	0.97	0.42	Non sig.
The accuracy of the skill performance of the block	Grade	54.8	4.57	54.8	5.65	0.00	0.33	Non sig.

The table shows that all levels of significance of all variables are greater than the significance level (0.05) of the indication of the equality of the two groups in all variables.

Pretest:

The researchers gave the first two introductory units on (9/1/2018) on Tuesday at 10:30 for the control group and the second

on 10/1/2018 on Wednesday at 10:30 am for the experimental group. The researcher started performing the performance tests on the research sample at 10:30 am to 12 noon

on Monday, 15/01/2018, and on the second day from 10:30 am till 2:00 pm (16/1/2018) to complete the tests on the research sample and record them by three arbitrators and within a special form, in order to be addressed statistically.

Individual Identification Units Experimental Group

The researchers gave two identification units for the experimental research sample at 10:30 am on Monday, 19-2-2018, during which he explained how to apply the units for the guided discovery, as well as the researcher at (10.30) on Wednesday (21-2) 2018) explaining how to apply cooperative learning units / JEXO.

Main Experience

The researcher applied the educational units to the members of the experimental research group.

The first educational unit was implemented at 10:30 am on Monday, 26/2/2018. The last educational unit was implemented at 10:30 to 12 noon on Wednesday, (4/4/2018).

Posttests

After completion of the implementation of the educational programs included (12) educational unit on the members of the experimental group, the researcher carried out telemetry on the members of the two groups and the same conditions and specifications of tribal measurement on Monday (16/4/2018) and at (10.30) The defensive skill of members of the experimental and control group until (2 PM).

View the Results of Tribal Testing Teams and Dimensionality to Members of the Control Group Skills Researched and Analyzed

Table 8: Shows the difference between pretest and posttests of control group members of the skills studied

Variables	N	Pretests		Posttests		(t) value*	Level of significance	Type of significance
		Mean	STD.EV.	Mean	STD.EV.			
Performance skill defending of the court	20	66.5	6.50	71.2	8.31	5.70	0.00	Sig.
The performance of a skilled defense service	20	65.4	8.24	72.2	10.4	8.57	0.00	Sig.
The performance of the block	20	54.8	4.57	62.5	6.78	8.10	0.00	Sig.

*Tabulated value test (t) at the level of significance (05.0) and the degree of freedom (19) is equal to (2.093).

Through the table (8) shows that there is variation between the different circles computational variables values (defense court skill, defend service skill, skill block) between the two measurements of the control group.

View the results of pre testing teams and dimensionality for members of the experimental group (sensory-intuitive) skills researched and analyzed:

Table 9: Shows the difference between pretest and post measurements of experimental group members of the skills studied

Variables	N	Pretests		Posttests		(t) value*	Level of significance	Type of significance
		Mean	STD.EV.	Mean	STD.EV.			
Performance skill defending of the court	20	63.5	6.09	79.4	7.57	26.5	0.00	Sig.
The performance of a skilled defense service	20	63.0	7.32	78.0	7.94	35.2	0.00	Sig.
The performance of the block	20	54.8	5.65	72.9	7.26	19.9	0.00	Sig.

*Tabulated value test (t) at the level of significance (05.0) and the degree of freedom (19) is equal to (2.093).

Table (9) shows that there is a difference between the values of the computational

variables of the variables (the skill of defending the field, the skill of defense of the

service and the skill of the block of resistance) between the pretest and the post members of the experimental group.

View and Analyze the Results of the Posttest Teams between the two Research Groups

In order to achieve the objective of the fourth study, the researcher sought to extract the values of the arithmetic mean, the standard deviation and the value of (t for the independent samples) for the members of the research groups (experimental and control). The telemetry and Table (10) shows this.

Table 10: Shows the difference in the posttest of the control and experimental groups of the variables investigated

Variables	N	Experimental group		Control group		(t) value*	Level of significance	Type of significance
		Mean	STD.EV.	Mean	STD.EV.			
Performance skill defending of the court	20	63.5	6.09	79.4	7.57	26.5	0.00	Sig.
The performance of a skilled defense service	20	63.0	7.32	78.0	7.94	35.2	0.00	Sig.
The performance of the block	20	54.8	5.65	72.9	7.26	19.9	0.00	Sig.

*Tabulated value test (t) at the level of significance (05.0) and the degree of freedom (19) is equal to (2.093).

Table (10) shows that there is a difference between the values of the computational variables of the variables (the skill of defense of the field, the skill of defense of the service and the skill of the block of resistance) between the post-dimensional measurements of the two groups of control and experimental, and this confirms that there is a significant difference between the circles calculations in the post (posttests) of the two groups.

Discussions

Table (8) shows that the results of the pretest and post tests for the control group for the skill of defending the transmitter and defense of the stadium and the wall of the resistance were significant in the skills studied because the level of significance is smaller than (0.05). Table (9) shows the evolution of the educational units in the differentiated education strategy used by the researcher on the experimental sample, which is more positive than the strategy used in teaching because it takes into account the individual differences between the learners and also takes into consideration the teaching according to the personal pattern of each student.

As Haidar Salman Mohsen notes in his message, "Cooperative learning helps to learn as it contributes to finding a chance for the learner to make mistakes and learn from his mistakes, as well as to engage in ongoing discussions among learners in cooperative groups, all of which lead to the stability of education"[6]. And that collaborative learning in the ways and means that increase the excitement and excitement contributed to increase the incentive to achieve what is

required of students in the implementation of skills. As well as the teacher's knowledge of different methods in the process of teaching and any methods more influential in the organization of education and delivery to the learner [7]. The discovery process is a process of thinking that requires the individual to reorganize and adapt the information stored in him so that he can see a new relationship unknown to him so that the student can create a guess or guess. The learning process is one of the most wonderful ways to help the student discover Ideas and solutions themselves from what generates a sense of satisfaction and a desire to practice education [8].

The guided discovery provides learners with sufficient instructions to ensure that they have valuable experience to ensure that they are able to use their mental abilities to discover general concepts and principles, provided that learners understand the purpose of each step of discovery and provide an educational approach that allows students to develop their knowledge through practical experiences directly.

The researcher attributed the evolutionary cause of the method and method of presentation to the study material that fits the sensory style and is suitable for the intuition pattern.

This has made the student more willing to accept the subject and receive the skill information and is more eager to learn, All this made the learner positive and active in his educational positions, because the thrill and excitement in the activities of mobility within the educational groups make the student responsible in his duty to his peers

and motivate him to be a leader in his group in the exercise on the shoulders and must be positive participation between individuals. The co-operative group. In the sensory mode, the main part of the lesson lies with the student as well [9]. The researcher attributed the reason to the educational units used by the teacher of the material and designed by the researcher in the skills investigated is a reason for the development of the sample of the research, and the researcher relied on the achievement of the educational process within these units on the scientific sources and pictures of exercises within these units and each by type.

Based on what was mentioned in the discussion of the results, the positive results achieved in the aerodynamic skill of the experimental group to teach the students according to the process of preference in the

process of education and commensurate with the style of each person, that is the educational process is appropriate for each one of them and also take into account individual differences between them.

Conclusions

- The use of the differential learning strategy according to the two modes (sensory-sensory) has an effective effect on the development of the aerodynamic skill of the students.
- The results showed that there is a preference in the use of differentiated education strategy according to the pattern (sensory - sensory) effective influence in the development of aerodynamic defense performance of students on the strategy adopted by the teacher.

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