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EVALUATION IMPLEMENTING COOPERATIVE LEARNING IN PHYSICAL EDUCATION COLLEGE PROGRAMS TO BASIC HANDBALL SKILLS LEARNING IN UNIVERSITIES IRAQI

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Abstract

The current study evaluated the implementing 0f cooperative learning strategies on the learning of basic handball skills by physical education college programs. Also, it looked at which of these strategies was most successful. A control group (N=30) and an experimental group (N=30) were then formed from the group of individuals who had been recruited. Traditional education was used for the control group whereas cooperative learning was used for the experimental group. Findings from the one-way ANOVA and independent sample t-tests were used to assess them. The findings revealed that 0f this strategy were useful in learning basic handball skills by physical education college programs. Furthermore, the results showed that the experimental group's performance using a cooperative approach was superior to the control group's performance using a traditional strategy.

Keywords: Cooperative Learning, Traditi0nal Learning, Basic Handball Skills Learning, Universities Iraqi.

1.1 Introduction

The learning in the physical education classr0om is typically based on traditional learning. There is a lot of time set aside by the physical education lecturer to identify the class's curriculum. Acc0rdingly, learners must listen t0 the lecture inactively and th0ughtfully. Hence, they f0rce to use the traditional meth0d to learn basic skills (Serdyukov, 2017). The lecture attempts t0 assist learners t0 get quickly to learning using an instructi0nal strategy like co0perative learning (Brame, Director & Biel, 2016).

According to Sung, Chang, and Liu (2016), a traditional instructi0nal strategy causes individual perf0rmance in the class learning. Moreover, traditional learning also has many impacts on learning. It seems that CLS is a p0tential s0lution to learn (Fekri, 2016). Indeed, CL is a strategy of learning, stimulates

social skills through learners' contact, and to improve the basic skills learning. CLS gives possibilities for students to improve effective teaching. Nevertheless, it offers possibilities for students to exercise physical abilities and to learn more successfully from peers in traditional class. However, it assists social relations among learners through interaction among team individuals (Dawson, 2008). Much researcher's application the best ways to learn the basic physical skills. They discussed the balance between CLS and traditional learning. Furthermore, CLS adv0cates attraction heavily on the intellectual eff0rt of developmental psychologists Lev Vygotsky and Jean Piaget, both of wh0m stressed the central role of social interacti0n in the teaching 0f the classroom. Traditional education is primarily built on individual learning and emphasizes the reciprocal relationship between lecturers and students, as well as between students and curriculum. Also, by improving new education pedag0gy c0ntaining the applicati0n of some new educati0n the0ries such as teaching by disc0very, s0lving pr0blems t0gether, more debate, in the classr0om, etc., CLS education the0ry is c0nsidering the recipr0cal effect am0ng learners. CLS is a type of education meth0dology that highlights the mutual finding and co0peration between learners in the classroom. Vijayaratnam (2009) "have c0nsidered a cooperative learning strategy which de-emphasizes c0mpetition and as an alternative which inspires learners to work t0gether and to be successful as a gr0up". Learners to bec0me successful should co0perate and encourages enj0yment of other colleagues d0ing best. A cooperative learning strategy had a p0sitive impact for b0th learners and lecturers. Their teaching 0utput may develop because they should also learn fr0m their peer in the team; thereby developing their kn0wledge of the material, and this is the case f0r the 0ther learners who hear the inf0rmation in c0lleague's language.

1.2 Statement of the Problem

There are many studies examined the influence 0f different techniques 0f CLS on vari0us c0nstituents of the physical skills. Some studies have c0mpared CLS and the traditional teaching meth0d. Moreover, no research has examined the influence of CLS and traditional learning strategy on the acquisiti0n of basic handball skills. Hence, the current study aimed to expl0re the impact of co0perative learning strategy and traditional method on basic handball skill development by physical education college students in the universities of Iraq. It has pr0ven that all learners can take, benefit fr0m the CLS, including handball

learners. Since CL can improve the learning it als0 promotes friendships and respect am0ng various teams of learners. Indeed, the greater the diversity within a group, the greater the benefits for each student. In addition, to perf0rm a variety of teaching tasks, colleagues teach to rely on each 0ther positively (Henard & Leprince-Ringuet, 2008). In reality, lectures play a vital role in traditional learning methods because they merely ask students to regurgitate what they have already heard. In addition, there is no classroom interaction amongst colleagues' students in this approach. It's easier for students to discover a role in a team when they're learning together. Another problem with the old method is the lack of originality among learners and their dependence on the learner. It is difficult for them to resolve the issue in a teaching environment without the assistance of the lecturer, as the lecturer-centered strategy. In Physical Education College in universities of Iraq, the most of lectures are likely t0 use the teacher-centered appr0ach After completing their physical education class studies at the university level, the majority of students forget what they were taught, as they are so reliant on their lectures.

The learner-centered technique is the superior solution, as learners may study and learning themselves. The learner-centered strategy is a CLS. Accordingly, learners are resp0nsible for each 0ther's teaching. Nonetheless, they are encouraged to think in terms of 'positive interdependence,' as they will be working in a team. As a result, the acquisition of fundamental skills is simplified when learners interact with the target skill. Acc0rding to fekri (2016), "cooperative learning strategy increases the motivation, reduces the stress, and also creates a positive affecting classroom climate". Accordingly, the current study examined whether instruction based on CL and traditional learning may help learners improve their fundamental handball skills.

1.3 Research Questions

The current study was an attempt to answer the following questions and hypotheses, based on the study's stated purpose:

RQ1. Is there any significant difference between the effects of traditional learning meth0d and cooperative learning strategies for physical education college student’s acquisition of basic handball skills development?

RQ2. What type of strategies (traditional & cooperative) is more useful f0r physical education college student’s acquisiti0n of basic handball skills development?

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1.4 Research Hypotheses

H01. There is no significant difference between the effect of cooperative learning strategies and traditional learning for physical education college student's acquisition of basic handball skills development.

H02. Traditional learning and Cooperative learning strategies have the same effect f0r physical education college student's acquisition of basic handball skills development.

2.1 Literature Review

C0ncerning the effect 0f traditional learning and cooperative learning on 0f basic handball skills devel0pment, in this section discusses some of the research that has been undertaken on these types of learning. Baker and Clark (2011) disc0vered that traditional learning and cooperative learning students in had m0re physical skills exercised 0pportunities and presented a m0re full extent 0f physical activities in a gr0up or pair w0rk than in lecturer-fr0nted classes. They came to the conclusion that a cooperative learning technique could provide possibilities for pre-adjusted input with a focus on meaning in low-anxiety situations, internationally changed data, and intelligible output. In a f0llow-up study, Fekri (2016) "has c0mpared CLs with traditional meth0ds and found that:

1) Enhances the measure of skill students use,
2) Increases the quality of the skill students use,
3) Balances the learning opportunities for all of them
4) Produce a less threatening learning climate for skill use."

Furthermore, Wallhead and Dyson (2017) investigated the effects of implementing a cooperative learning technique in order to better understand how teachers and students interact to co-construct knowledge during cooperative learning. Results revealed that the cooperative learning strategy tasks pr0vided a pedag0gical structure where learner interacti0ns generally aligned with the didactic aims 0f the tasks in the classroom. In an0ther paper, Bodsworth, and Goodyear (2017) the purp0se of this work was to expl0re the barriers and facilitat0rs to purp0seful techn0logy integrati0n when using the CLS model in physical education. Cooperative learning strategy can help students to learn 0ptimally; practiti0ners should engage in a cooperative pr0cess of learning and develop their practices. Finally, Dyson and Strachan (2017) explained that alth0ugh many types of studies verifying the benefit of cooperative learning strategy 0ver the traditional strategy of learning, very few

researchers have conducted direct comparisons between the efficacy and value of physical education and other prominent cooperative learning strategies. The lecture believed co-operative learning assisted her learners to meet the f0ll0wing aims: impr0ving basic skills, actively participating, improving game strategies, respecting one's c0lleagues, developing c0mmunication skills, accepting resp0nsibility, and having fun. Students reported that cooperative learning promoted the development of motor skills, participation, communication, having fun, and cooperating skills, as opposed to survival skills, and recognition memory of the learners, as well as the meaningful development of the students' basic skills and knowledge.

3. Methodology

3.1Participants

60 out of 150 physical education college students from the sec0nd stage in university Misan, Iraq, were rand0mly selected as the main participants 0f the current work. Their age ranged from 19-23 years 0ld. Then, the selected participants equally divided int0 two gr0ups, i.e., an experimental gr0up and control group (N=30).

3.2 Instrumentati0ns

Three main tests used in the present work. First, to check the level 0f general passing, shooting, dribbling pr0ficiency 0f the participants at the beginning 0f the study, and find 0ut a hom0genous sample. Placement Test Singh (2007) utilized. Using the Specific skill Test Battery f0r Male Handball Players, the internal c0nsistency 0f the test calculated and rep0rted to be (.79), which was reas0nably satisfact0ry. Additionally, to ensure its validity, it was reviewed by two professionals in physical education, and their comments were integrated into the follow-up edition of the goals work. The purpose of this work was to investigate whether trainees' knowledge of fundamental handball skills was homogeneous. Three multiple-choice test items comprised this pretest. Additionally, two experts in the subject assessed the test items to confirm their authenticity. Additionally, its trustworthiness was established by the administration of a college-level physical education course. As a post-test, the second instrument was a skills examination. The sole distinction between this test and the pretest was that the results of the skills assessment.

3.3 Procedures

They separated the students into two groups once they had selected them. To ensure that each group is equally proficient, a pretest consisting of three tests was performed following group selection. Then, the basic handball skills learned to the experimental group in nine weeks. While the control group acquired basic handball skills through traditional methods of instruction, which included a detailed description of how to locate, perform drills, and exercises from the curriculum. The researcher checked before the posttest that the teachers employed the right strategies, such as cooperative learning practices, throughout the therapy. As a result, the performance of the two groups was compared following the posttest. Indeed, the means of the experimental groups were evaluated in order to determine the most effective technique for improving fundamental handball abilities.

3.4 Data Analysis

To evaluate differences between the two groups following the instructions, one-way ANOVA was used to measure the difference between the two groups, as well as an independent sample t-test to compare the experimental group's performance regarding strategy.

3.5 Results and Discussion

The experimental subjects performed significantly better on the test than their counterparts in the control group, as shown by the one-way ANOVA (F (2, 29) = 49.07, p= 0031.05).

Table 1. The one-way ANOVA results

S0urce of Variance	SS	df	MS	F	Sig
Within gr0ups	366.53	58	3.88		
Between gr0ups	415.58	2	410.22	50.11	.0026
T0tal	782.11	60			

Additionally, a post-test analysis was undertaken to ascertain the location of the difference when the F value was significant. We concluded from post-hoc analyses that there were substantial differences between cooperative and traditional strategies, but not between the experimental and control groups. Thus, the initial study issue was resolved and the initial hypothesis was rejected.

However, an independent sample t-test was conducted to compare the groups' performance on the posttest and to provide a response to the second question and hypothesis. Table 2 summarizes this finding.

Table 2. Independent sample t-test results

F	Sig	T	DF	Sig. (2-tailed)	Mean Difference	Std.Err0r Difference	L0wer	Upper
Equal variances assumed	167	0.483	1.556	58	.002	.436	.387	-4.752 -.799
Equal variances n0t assumed			-1.556	-3.586	.004	.436	.387	-2. -. 837

a. Levine's Test f0r t-test f0r Equality 0f Means.
b. Equality 0f Variances 95% C0nfidence Interval 0f the Difference.

In accordance with the data in Table 2. According to the p-value of Levene's Test for Equal variances, there was no statistically significant difference between the variances of the two groups (0.483). Because of this, the statistics from the first row should be used. As shown in the first row, students who were taught handball by traditional methods learned the fundamentals faster than those who were taught it through cooperative methods, with a p-value of 0.002. Thus, based on the t-test results, the experimental group instructed in cooperative learning outperformed the experimental group instructed in traditional strategy learning, establishing the answer to the second question and rejecting the second null hypothesis.

4. Conclusion

The results of the present work revealed that CLS were imp0rtant in basic handball skills evolution by physical education college students of the university, Iraq. Indeed, when evaluating the effectiveness of CLS, the independent sample t-test revealed that the experimental group performed better than their counterparts in the control group who were taught using the traditional strategy. The findings of the present work are in line with the previ0us studies by Wallhead and Dyson (2017), Dyson and Strachan (2017) wh0 sh0wed that CLS have a significant effect on learners' pr0ficiency. Additionally, the findings of this study corroborate those of Casey and Goodyear (2015), who discovered a significant accomplishment gap between learners who trained to use CLS and those who learned to use conventional learning

strategies. The findings of the present work are also in line with the previ0us studies of Dyson and Strachan (2016) wh0se study revealed that students learned to utilize the cooperative learning strategy perf0rmed best than th0se learned to use the c0nventional strategy.

The current work's findings have a number of pedagogical implications for the enhancement of instructional and curricular design. To begin, learners of physical skills must grasp the nature and purpose of cooperative learning. Thus, physical education instructors must work to raise their students' understanding of the benefits of various cooperative learning strategies. In physical education college educational settings, this cooperative learning technique is critical for students to understand how new skill features were used in real-world situations and everyday interactions.

In the Iraqi context, students with good physical skills may serve as informants for learners who have less success with physical skills learning in terms of employing various aspects in various circumstances. Indeed, physical skills instructors must be more cognizant of the value of cooperative learning strategies, regardless of whether students are aware of the objectives of observing the various applications of new features in real-world settings rather than focusing exclusively on the instructional curriculum. However, it sh0uld be n0ted here that the improvement 0f new physical skills learning strategies to develop c0mmunicative ability in regular classes sh0uld be taken into c0nsiderationby material and curriculum designers in universities, Iraq.

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