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The effect of exercises according to a distinctive model in learning the skills of set and spiking in volleyball for students

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Abstract

The purpose of this paper is to Preparing skill exercises according to a distinctive volleyball model for students, identifying the effect of skill exercises according to a distinctive model in learning the skills of set and spiking volleyball for students, and identifying the superior effect between the experimental and control groups in learning the skills of set and spiking the volleyball for students. The nature of the problem at hand determines the method used, so the researcher used the experimental method by designing two equal groups (experimental and control) with pre- and post-tests, which is consistent with the nature of the problem and the objectives of the research. The research community was determined by the students of the second stage of the College of Physical Education and Sports Sciences - University of Karbala for the academic year (2023-2024), who numbered (86) students representing (4) sections. The research sample, numbering (40) students, was selected from the research community by a simple random method. By lottery, (20) students from Division (B) were chosen to represent the experimental sample, and (20) students from Division (C) were chosen to represent the control sample. Thus, the percentage of the main sample was (46.51%), in addition to choosing (10) Students from Division (D) to represent the sample of the exploratory experiment. One of the most important results reached by the researcher is that: The contribution of exercises using the distinguished model in learning the skills of set from above and spiking the diagonal and straight smashes in volleyball, and the post-tests outperformed the pre-tests in both the number and multiplication skills as a result of the exercises used. One of the most important recommendations recommended by the researchers is that: Emphasis on the use of distinctive models in teaching skill performance in team games in general and in volleyball in particular.

Keywords: Distinctive model, spiking volleyball, learning skills

Introduction

The world has recently witnessed great development in various fields of life, including the field of the educational process through the use of various objective scientific methods and educational means in a planned manner aiming to help learners learn to perform skills better, faster, and with less effort, and to follow everything that is new and creative in Mathematical sciences are a necessity that must be taken into consideration when planning the educational process in order to achieve the best good results.

Exercise is a major component of all sports and the origin of all kinetic skills, as it achieves special purposes in correcting the learner's kinetic path, through which the correct structure is reached by refining the movement and avoiding errors, in order to stabilize the skill performance and demonstrate it in an ideal manner.

The kinetic model is an ideal performance of movement, especially for learners, as it has an effective role in overcoming many of the problems facing the educational process. If the model is available, it facilitates the initial recognition of errors in the partial kinetic path of the skill and then the total, and thus the performance of the skills is in accordance with the correct kinetic path.

The game of volleyball is one of the various group games taught in colleges of physical education and sports sciences, and its various basic skills are many, some of them defensive and some offensive, such as the skill of set and the skill of spiking, which have a large and effective role in the game of volleyball. The skill of set is one of the important and effective skills in the game. Mastering volleyball and learning it accurately and thoroughly helps learners build the correct attack for the team. The skill of spiking is also one of the important

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basic offensive skills in the game of volleyball, as learning this skill well will contribute to the team’s continuous success and scoring points. It is complementary to the skill of set. If any error occurs, the team will lose points and thus lose the match.

The importance of research came in preparing an educational program according to a distinctive and effective model and introducing it into the educational units with the aim of reaching the stage of success in learning the skills of set and spiking with volleyball for students.

Research problem

One of the first factors influencing the educational process, which those in charge of the educational process aim to achieve is to bring students to an advanced state of skill performance, and applying any skill and mastering it correctly depends on a set of exercises, and the vocabulary of volleyball is diverse as it contains many basic skills, including The skills of set and spiking with volleyball, and applying these two skills requires exercises by performing a model to achieve accuracy of performance. Given that the researcher is a practitioner of this game and follows educational units and conducted meetings with volleyball teachers, it turns out that there is a significant weakness among students in learning the skills of set and spiking with the ball. The plane, and through this, the researcher decided to develop an appropriate solution by preparing exercises according to a distinctive model that provides learners with a sufficient and great opportunity to learn. From all of the above, the problem of the study leads us to the following question: Does using exercises according to a distinctive model have a positive or negative effect on some abilities? Compatibility and learning the skills of set and spiking with volleyball for students?

Research objective

- Preparing skill exercises according to a distinctive volleyball model for students.
- Identifying the effect of skill exercises according to a distinctive model in learning the skills of set and spiking volleyball for students.
- Identifying the superior effect between the experimental and control groups in learning the skills of set and spiking the volleyball for students.

Research hypotheses

- There is an effect of skill exercises according to a distinct model in learning the skills of set and spiking volleyball for students.
- There is a preference in effect between the experimental and control groups in learning the skills of set and spiking the volleyball for students.

Research fields

- **Human field:** Students of the second stage in the College of Physical Education and Sports Sciences - University of Karbala for the academic year (2023-2024).
- **Time field:** (23/11/2023) to (12/1/2024).
- **Spatial field:** The indoor sports hall at the College of Physical Education and Sports Sciences - University of Karbala.

Research methodology and field procedures

Research Methodology

The nature of the problem at hand determines the method used, so the researcher used the experimental method by designing two equal groups (Experimental and control) with pre- and post-tests, which is consistent with the nature of the problem and the objectives of the research.

Community and sample research

The research community was determined by the students of the second stage of the College of Physical Education and Sports Sciences - University of Karbala for the academic year (2023-2024), who numbered (86) students representing (4) sections. The research sample, numbering (40) students, was selected from the research community by a simple random method. By lottery, (20) students from Division (B) were chosen to represent the experimental sample, and (20) students from Division (C) were chosen to represent the control sample. Thus, the percentage of the main sample was (46.51%), in addition to choosing (10) Students from Division (D) to represent the sample of the exploratory experiment.

Sample homogeneity

The researcher verified the homogeneity of the research sample in variables (height, mass, chronological age), as shown in Table (1).

Table 1: Shows the homogeneity of the research sample in the variables (Length, mass, chronological age)

No.	Variables	Measuring unit	Mean	Std. Deviations	Median	Skewness
1	Length	Cm	172.625	4.600	172	0.408
2	Mass	Kg	72.925	4.486	72.500	0.284
3	Chronological age	Year	20.800	0.758	21	0.792-

The results of Table (1) show that the values of the skewness coefficient calculated for all variables were smaller (± 1), which indicates the homogeneity of the sample members in all these variables.

Means, tools and devices used in the research

Methods of data collection: The researcher used the following data collection methods

- Arab and foreign sources and references.
- Testing and measurement.
- Observation.
- Personal interviews.
- The questionnaire.

- Forms for recording test results for all dependent variables.

Tools and devices used

The researcher used the following tools and devices:

- The volleyball court is legal.
- Volleyballs (20).
- A measuring tape with a length of (15) m.
- Plastic rings (10).
- Signs number (6).
- Training ladder (2).
- Chair number (1).
- Whistle number (4).

- DV discs (4).
- Stopwatch (2).
- Two (2) portable personal calculators (Dell).
- Medical scale, type (Bremed).
- Japanese-made Sony video camera.
- Display screen and data show.

Field research procedures

Determine the technical performance tests for the skills of set and spiking in volleyball

To evaluate the skills of set and spiking the volleyball and choose the appropriate division for the stages of technical performance, the researcher relied on previous sources and studies in choosing the evaluation form prepared according to the three skill sections, which are (preparatory, main, and final), as each of the three sections has specific grades, noting that the final grade There are (10) marks for evaluation, as the preparatory section had (3) marks, the main section (5) marks, and the final section (2) marks. The researcher presented this form to (7) experts and specialists within the field of volleyball, and it was agreed upon by 100%.

Description of the technical performance test for the skills of set and spiking in volleyball

First: Testing the skill of set from above in volleyball.

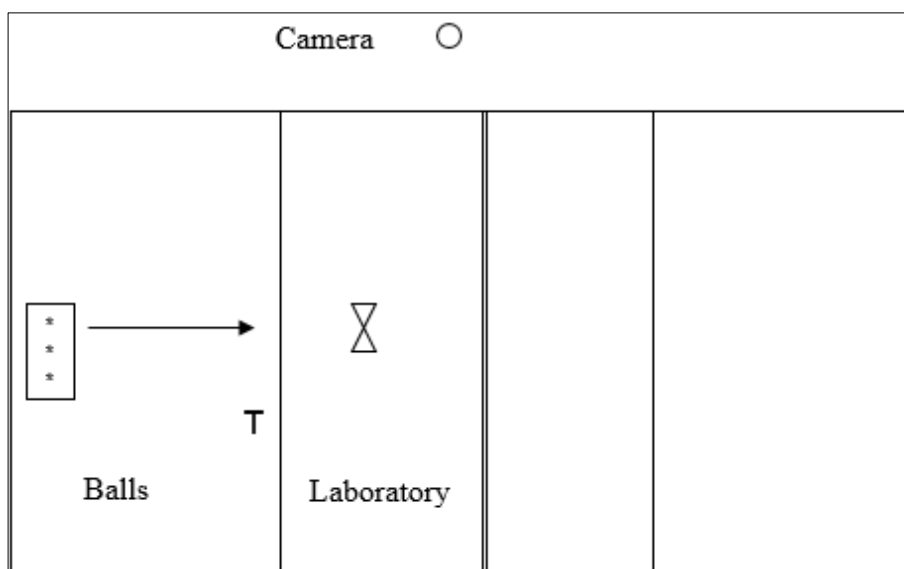


Fig 1: Shows the evaluation of the technical performance of front-top set in volleyball)

Second: Testing the skill of spiking a volleyball smash

- **Test name:** Evaluating the technical performance of the skill of spiking (Straight and diagonal) volleyball (Nahida Abd Zaid Al-Dulaimi and *et al.*, 2015) ^[1].
- **Purpose of the test:** To evaluate the technical performance of the spiking skill (straight and diagonal) through the three sections of the skill (preparatory, main, and final).
- **Tools used:** A legal volleyball court, (3) volleyballs, an evaluation form, and (2) Canon video cameras.
- **Description of the performance:** The tester performs the high facing smash skill from the designated area for performance, i.e. from center (4), so that the teacher or teacher's assistant prepares the ball for the tested student

- **Test name:** Technical performance of the skill of set from the top of the front in volleyball (Nahida Abd Zaid Al-Dulaimi and *et al.*, 2015) ^[1].
- **The purpose of the test:** To evaluate the technical performance of the numerical skill from above through the three sections (Preparatory, main, final).
- **Tools used:** a legal volleyball court, 3 volleyballs, and a performance evaluation form.
- **Description of performance:** The tester performs the set from the front top in the area specified for the preparation, that is, from the center (3), trying to perform the set correctly and for three attempts, provided that the ball does not touch the student's body and the net, or cross the opponent's court, as shown in Figure (1).
- **Registration:** Three evaluators evaluate the three attempts for each laboratory, and three marks are awarded for each evaluator, noting that the final evaluation score for each attempt is (10) marks, divided into the three skill sections, which are (3) marks for the preparatory section, and (5) marks. For the main section, and (2) scores for the final section, after which the best score for each resident is chosen and by extracting the arithmetic mean of the three best scores, the final score for each laboratory student is extracted.
- **Note:** The evaluation was done via photography and then presented to the evaluators

correctly and for three attempts, and the tester performs the smash hit, trying to drop the ball on the opposite court.

- **Registration:** Three evaluators, through displaying the photograph of the sample, evaluate the three attempts for each laboratory, and three marks are awarded for each evaluator, noting that the final evaluation score for each attempt is (10) marks, divided into the three skill sections (3 marks for the preparatory section, (5) marks for the main section, (2) two marks for the final section. The best score for each evaluator is chosen, and by extracting the arithmetic mean of the best three scores, the final score for each laboratory is extracted.

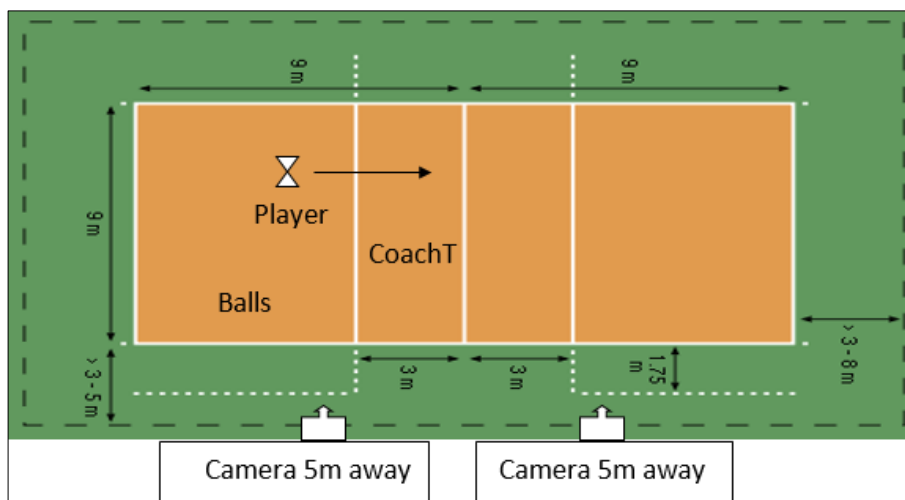


Fig 2: Shows the technical performance of the high facing spiking skill (straight and diagonal) in volleyball

Determine the accuracy tests for the number skills and the volleyball smash

After reviewing the sources and research to choose the tests for the two skills, the researcher prepared a questionnaire that included a set of tests in the accuracy of set from above and spiking the volleyball, and presented it to (11) experts and

specialists in the field of specialization (volleyball, testing and measurement) to express their opinion in determining Validity of these tests. The results of the questionnaire were extracted using the law of goodness of fit (chi-2), as shown in Table (2).

Table 2: Shows the percentage of nominations of experts and specialists for the test on the accuracy of set from the front top and spiking the volleyball)

Skills	Candidate tests	Agree	Disagree	Chi-2 value calculated	Result
Set skill from the front top	1. Accuracy of set from the front top of the volleyball on the basketball goal.	11	0	11	Acceptable
	2. Set from above on the wall with a volleyball for 30 seconds.	8	3	2.273	Unacceptable
	3. Set from above with the fingers.	7	4	0.818	Unacceptable
Spiking skill	1. Accuracy of spiking strikes in the diagonal and straight directions.	10	1	7.364	Unacceptable
	2. The accuracy of the Qatari smash hit in the inner triangle of the opponent's court.	8	3	2.273	Unacceptable
	3. Accuracy of diagonal spiking of specific areas.	8	3	2.273	Unacceptable

The results of Table (2) show that the tests that obtained the calculated (Ca2) value greater than its tabulated value of (3.84) were approved at the significance level (0.05) and below the degree of freedom (1).

Description of accuracy tests for the skills of set and spiking in volleyball

First: Testing set from the front top

- **Test name:** Accuracy of the skill of counting from the top of the front with a volleyball on a basketball goal (Taha. 1999) [2].
- **Purpose of the test:** to measure the accuracy of set from the upper front.
- **Tools used:** basketball pole, 5 legal volleyballs, registration form.
- **Description of performance:** The tester stands facing the basket at the free throw line on the circular line, raises the ball up, then passes it to the basket, trying to pass it into the basket. Each tester is given (5) attempts, as shown in Figure (3).

Register

- The ball far from the board is zero.
- The ball farthest from the basket (2) points.
- The ball touching the ring (3) points.
- Set the ball into the ring (5) points.

- The maximum score for the test: (25) points.

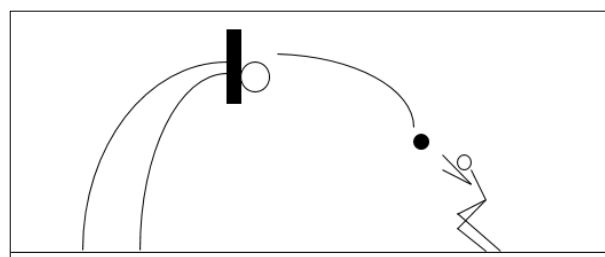


Fig 3: Shows the accuracy test for set from the top of the front with a volleyball

Second: The diagonal and straight spiking multiplication test

- **Test name:** Accuracy of the skill of spiking the diagonal and straight smash with the volleyball (Muhammad Dhaye Muhammad Al-Azzawi. 2007) [3].
- **Purpose of the test:** To measure the accuracy of spiking hits in the diagonal and straight directions.
- **Tools used:** Volleyball court, 15 legal volleyballs, two 150 cm mattresses.
- **Description of performance:** The tester performs a spiking blow from center (4) using preparation by the teacher from center (3), and the tester must perform (5)

- spiking blows in the diagonal direction, arranged in center (5), and (5) other spiking blows. Towards the straight direction arranged in the center (1).
- **Registration method:** (4) Points for each correct smash in which the ball falls on the mattress.

- (3) Points for each correct smash in which the ball lands in the marked area.
- (2) Two points for each correct smash in which the ball lands in the two areas (A - B).
- Zero for each failed smash.

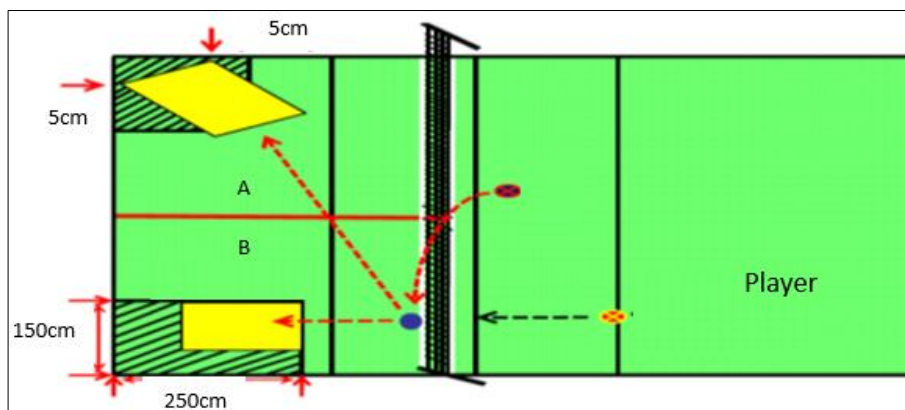


Fig 4: Shows the accuracy test for the skill of diagonal and straight spiking)

Exploratory experience

The researcher conducted a reconnaissance experiment on a sample of (10) students selected from the research community and from outside the main research sample on Tuesday, corresponding to (11/14/2023) at exactly ten o'clock in the morning in the closed sports hall at the college. The objectives of the reconnaissance experiment were It is the following:

1. Ensure the efficiency of the devices and tools, as the devices and tools are appropriate and safe for the sample.
2. Ensure the adequacy of the assistant work team, as it has been shown that they are competent in administering tests.
3. Identify the time taken by each test, as well as the time of the total tests, as the average time for taking one test was (45) seconds, and the time for all tests was (3) minutes.
4. Extracting the stability coefficient.
5. The suitability of the tests for the research sample, indicating their suitability for the research sample.
6. Knowing the difficulties facing the experiment in order to avoid them in the future. The researcher did not face any difficulty while performing the experiment.

Scientific foundations of tests

Validity of tests

To ensure the validity of the tests, the researcher relied on content validity, in determining the validity of the technical performance and accuracy tests for the skills of set and volleyball spiking, by presenting the tests with special questionnaires to a group of experts and specialists to

determine the agreement of their opinions regarding the suitability of these tests for the research sample, and the results of this type of validity were extracted, by adopting the calculated (chi-2) values and percentages, as shown in Tables (2).

Stability of tests

The stability coefficient was found for the tests of technical performance and accuracy for the skills of set and spiking the volleyball through testing and retesting. Accordingly, the researcher applied these tests to members of the exploratory sample of (10) students, on Tuesday, corresponding to (14/11/2023), and to the hall. Closed sports training at the college, and the tests were re-administered after seven days, that is, on Tuesday (21/11/ 2023). Then the researcher extracted the results using the simple correlation coefficient (Pearson), and the results showed that all the tests had a high degree of stability. As shown in Table (3).

Objectivity of tests

In order to extract the objectivity of the tests, the researcher used the law of the simple correlation coefficient (Pearson), by calculating the correlation between the scores of the arbitrators. The results showed that all of these tests have objectivity. In addition, there are tests with high objectivity, as the tests that include clear instructions their grades are specific and objective, because their evaluation and extraction of results are not affected by the subjectivity of the evaluators, and on this basis some tests enjoy objectivity, as shown in Table (3).

Table 3: Shows the values of the stability and objectivity coefficient for the technical performance and accuracy tests for the skills of set and spiking the volleyball)

No.	Tests	Measuring unit	Stability	Objectivity
1.	Technical performance of set from above.	degree	0.93	0.91
2.	Technical performance of diagonal and straight smashes	degree	0.91	0.92
3.	Accuracy of set performance from above.	point	0.93	0.91
4.	Accuracy of performing diagonal and straight spiking.	point	0.92	0.93

Main experiment procedures

Pre-tests

The researcher conducted pre-tests on the technical performance and accuracy of the skills of set and spiking with

a volleyball for the experimental and control research groups, on Wednesday, 22/11/2023, at exactly ten o'clock in the morning in the closed sports hall at the college. These tests were carried out with the help of a team. Assistant work,

under the direct supervision of the researcher, following the following steps:

1. Preparing the devices, tools, and requirements for executing all tests.
2. Preparing the assistant work team and providing the forms for recording the evaluation results.
3. A thorough explanation to the research sample members of how to perform the tests and present them to them.
4. Give students an appropriate amount of time to warm up before starting to apply the tests.

Equivalence of the two research groups

The research sample was divided into two experimental and control groups for the purpose of knowing the reality of the measurements and pre-tests that relate to tests of technical performance and accuracy for the number skills and spiking with a volleyball for students. In order to ensure that there are no differences between the two research groups and to achieve a single starting line, the researcher conducted equivalence using the law (t). For independent samples between the two groups, as shown in Table (4).

Table 4: Shows the equivalence of the experimental and control groups in the pre-tests.

No.	Variables	Experimental group		Control group		T value Calculated	Level sig	Type sig
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
1.	Technical performance of set from above	2.900	1.021	2.800	1.105	0.297	0.768	Non-sig
2.	Technical performance of diagonal and straight smashes	5.950	1.905	5.850	2.033	0.161	0.873	Non-sig
3.	Accuracy of set performance from above.	2.950	0.945	3.050	0.826	0.356	0.723	Non-sig
4.	Accuracy of performing diagonal and straight spiking.	15.800	1.240	15.850	1.785	0.103	0.919	Non-sig

Table (4) shows that the results of the differences in the pre-tests of technical performance and accuracy for the skills of set and spiking the volleyball for students between the two research groups appeared to be non-significant, and this indicates the equality of the control and experimental research groups in these variables.

Implementing exercises according to a distinct model

After conducting several personal interviews with a group of experts and specialists in the field of (Kinetic learning, volleyball), in addition to what the researcher reached through his review of relevant scientific sources and studies, the researcher prepared the vocabulary for the exercises, and the implementation of these vocabulary began on the day of Tuesday, November 28, 2024, as follows:

1. The duration of performing the exercises is (6) weeks.
2. The number of educational units per week is two educational units.
3. The total number of educational units is (12) units.
4. The researcher intervened in the main section of the educational unit, which was 60 minutes long and included the following:

A. The educational aspect: (20) minutes, in which the skill and how to perform it were explained by the students, and a video and pictures of the distinctive model of the targeted skill were shown.

B. Practical aspect: (40) minutes.

1. The exercise items were implemented by members of the experimental group, during the educational units, and within the main section, which lasts (60) minutes, and was implemented by the subject teacher, with the assistance of the assistant work team and under direct supervision by the researcher.

2. In developing the vocabulary for the exercises, the researcher took into account the following:

A. Diversity of exercises, to prevent boredom and boredom that may affect students.

B. Graduation from easy to difficult in implementing the exercises.

7. The implementation of the exercise items was completed on Tuesday (1/9/2024).

Post-tests

After completing the implementation of the exercise items according to a distinctive model, post-tests were conducted for the technical performance and accuracy of the skills of set and spiking with volleyball for the experimental and control research groups, on Wednesday, corresponding to (1/10/2024) and at exactly ten o'clock in the morning in the closed sports hall in the college. The researcher sought to create the same conditions in terms of time, place, devices, tools, method of implementation, and the auxiliary work team as much as possible to create the same or similar conditions and conditions in which the pre-tests were conducted.

Statistical methods

The search data was processed through the Statistical Package for the Social Sciences (SPSS) "It is an integrated computer program in terms of processing and analyzing data and providing results and final reports in a simplified manner". (Mazen Hassan Jassim Al-Hassani. 2019) [4].

Results and Discussion

Presenting the results of the differences between the pre- and post-tests of technical performance and accuracy for the skills of set and spiking the volleyball for the experimental group and analyzing them

Table 5: Shows the values of the arithmetic mean and standard deviation, their differences, and the calculated (t) value and its statistical significance between the pre- and post-tests of the experimental group in technical performance and accuracy for the skills of set and spiking the volleyball.

No.	Variables	Pre-test		Post-test		Arithmetic mean of difference	Standard deviation of differences	T value calculated	Level Sig	Type Sig
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation					
1.	Technical performance of set from above	2.900	1.021	6.100	0.968	3.200	0.410	34.871	0.000	Sig
2.	Technical performance of diagonal and straight smashes	5.950	1.905	13.050	2.089	7.100	0.788	40.291	0.000	Sig
3.	Accuracy of set performance from above	2.950	0.945	6.050	0.826	3.100	0.641	21.637	0.000	Sig
4.	Accuracy of performing diagonal and straight spiking	15.800	1.240	25.050	2.800	9.250	1.773	23.327	0.000	Sig

Table (5) shows the results of the arithmetic mean values and standard deviations and their differences between the pre- and post-tests of technical performance and accuracy for the skills of set from above and the diagonal and straight smash in volleyball for the experimental research group. To find out the truth of these differences and their statistical significance, the researcher used the (t) test for symmetrical samples, as All significance level values showed less than (0.05), which

indicates the significance of the differences between the pre- and post-tests and in favor of the post-test.

Presenting the results of the differences between the pre- and post-tests of technical performance and accuracy for the skills of preparation and spiking the volleyball for the control group and analyzing them

Table 6: Shows the values of the arithmetic mean and standard deviation, their differences, and the calculated (t) value and its statistical significance between the pre- and post-tests of the control group in technical performance and accuracy for the skills of set and spiking the volleyball)

No.	Variables	Pre-test		Post-test		Arithmetic mean of difference	Standard deviation of differences	T value calculated	Level Sig	Type Sig
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation					
1.	Technical performance of set from above	2.800	1.105	4.500	0.946	1.700	0.979	7.768	0.000	Sig
2.	Technical performance of diagonal and straight smashes	5.850	2.033	11.800	1.361	5.950	1.276	20.849	0.000	Sig
3.	Accuracy of set performance from above	3.050	0.826	5.100	0.852	2.050	0.686	13.358	0.000	Sig
4.	Accuracy of performing diagonal and straight spiking	15.850	1.785	22.800	3.222	6.950	2.259	13.760	0.000	Sig

Table (6) shows the results of the arithmetic mean values and standard deviations and their differences between the pre- and post-tests of technical performance and accuracy for the skills of set from above and the diagonal and straight smash in volleyball for the control research group. To find out the truth of these differences and their statistical significance, the researcher used the (t) test for symmetrical samples, as all significance level values showed less than (0.05), which

indicates the significance of the differences between the pre- and post-tests and in favor of the post-test.

Presenting and analyzing the results of the differences between the post-tests of technical performance and accuracy for the skills of set and spiking with volleyball for the experimental and control groups

Table 7: Shows the arithmetic means, standard deviations, and t-values calculated in the post-tests of technical performance and accuracy for the number skills and volleyball smash for students for the experimental and control groups.

No.	Variables	Experimental group		Control group		T value Calculated	Level sig	Type sig
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
1.	Technical performance of set from above	6.100	0.968	4.500	0.946	5.287	0.000	Non sig
2.	Technical performance of diagonal and straight smashes	13.050	2.089	11.800	1.361	2.242	0.031	Non sig
3.	Accuracy of set performance from above.	6.050	0.826	5.100	0.852	3.581	0.001	Non sig
4.	Accuracy of performing diagonal and straight spiking.	25.050	2.800	22.800	3.222	2.357	0.024	Non sig

Table (7) shows the results of the arithmetic mean values and standard deviations and their differences in the post-tests of technical performance and accuracy for the skills of set from above and the diagonal and straight smash in volleyball between the experimental and control research groups. To find out the truth of these differences and their statistical significance, the researcher used the (t) test for asymmetric samples. All values showed a significance level of less than (0.05), which indicates the significance of the differences between the experimental and control groups and in favor of the experimental group.

Discussion

Through the results presented in tables (5, 6), which indicated that there were statistically significant differences at the level of (0.05) between the pre- and post-tests for members of the experimental and control groups in the tests of combinatorial abilities, the skills of set from above, and the diagonal and straight smash in volleyball. In favor of the post-tests, in addition to what the results of Table (7) indicated that there were statistically significant differences at the level of (0.05) in the post-tests between the experimental and control groups in the tests of combinatorial abilities, the skills of setting from

above, and the diagonal and straight smash in volleyball, and in favor of the experimental group.

It appears that there is a development in the control group in the technical performance and accuracy of the skills of set from above and the diagonal and straight smash in volleyball. The researcher attributes the reason for this to the educational program followed by the subject teacher and its inclusion of scientifically selected exercises consistent with the level and ability of the students and the practice and repetitions of those exercises. It has left a positive impact on the students' souls, and this is what pointed out: "Repetition is the basis for learning, and determining the number of times a movement should be repeated is an important matter." (Razzaq Awad Saeed. 2022) ^[5].

The teacher's experience in determining the vocabulary of the educational program, taking into account the individual differences between the students and the abilities, inclinations and aptitudes of the students according to the educational unit, if he uses his experience through dealing with the content of the vocabulary that takes into account the students' abilities and potentials.

The researcher attributes the use of skill exercises using the distinctive model, which gave the student an opportunity to perform the preparation and spiking skills in different and diverse directions, and this is consistent with "When training the skill, the player must increase his ability to estimate his speed during performance while continuing to control it." This is accompanied by the player's ability to change the direction of the ball and control it." (Wissam Riyad Hussein Al-Dulaimi. 2011) ^[6].

The researcher believes that the improvement in performance of the skills of set and spiking with volleyball was affected as a result of the presentation of the distinctive model and the proposed gradual and sequential exercises in kinetic coordination, which gave the student the opportunity to carry out his exercises in a way that serves the kinetic skill task and the possibility of compatibility between jumping and executing the spiking in some exercises within the educational program, and this is consistent with this. With what explained about training kinetic skills and ways to develop them, they said, "Developing the implementation of skill performance comes through designing, preparing and implementing training programs for specific situations based on making correct kinetic responses in a way that serves the goal of kinetic behavior." (Ali Abdul Hussein and Ali Moayyed Yahya Hamad. 2023) ^[7], and it was also pointed out by that "exercise aims to gain the body beauty, flow, and accuracy in performance, as well as various good basic skills and learning proper artistic performance." (Razzaq Awad Saeed. 2022) ^[5].

Since learning using the distinctive model is one of the learning methods that helps in acquiring the educational material, it takes into account individual differences. Observing the presentation of the distinctive model by looking at video clips and pictures gives the student an image of outstanding performance, as believes, "The most effective way to teach skills is Sports is through its complete and distinct presentation, whether this presentation is by a student, teacher, or player." (Yarub Khayoun. 2002) ^[8].

Likewise, by watching the distinctive model through video and explanation, the visual perception of kinetic skills is acquired correctly, in order to create a guidance system for the learner, through which he can compare what has actually been done and what should be done. Pointed out, "The use of learning technology, especially Visual kinetic images are fixed in the learner's mind, which helps him remember the

parts of those movements, based on the fact that the process of remembering is not about storing information, but rather about retrieving the movement and restoring it again." (Samir Dababneh. 2004) ^[9].

Conclusions and Recommendations

Conclusions

Through the results presented and the analysis and discussion of those results, the researcher concluded the following:

- The contribution of exercises using the distinguished model in learning the skills of set from above and spiking the diagonal and straight smashes in volleyball.
- The post-tests outperformed the pre-tests in both the number and multiplication skills as a result of the exercises used.

Recommendations

Through the conclusions obtained, the researcher can recommend the following:

- Emphasis on the use of distinctive models in teaching skill performance in team games in general and in volleyball in particular.
- Emphasis on the use of modern means (video presentation) in presenting educational models in learning mathematical skills.
- Conduct similar studies and research for different events.

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