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Build a learner's deficit scale and relationship in some handball defensive skills

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Abstract

The study aimed to build a measure of educated disability among second-level students Faculty of Physical Education at Muthanna University, and its relationship in some defensive skills with handball. The researcher used the descriptive approach in his surveying methods and associative relationships to suit him and the nature of the research problem. The researcher also identified the research community of 120 students. Building a learning disability scale, the researcher enrolled a sample that included (120) to begin identifying the areas of the scale, which included six areas, the paragraphs of the scale were drafted and distributed to a group of experts and specialists. To apply the measure to the sample of construction and to conduct special statistical analyses, not to extract indicators of honesty, stability and objectivity. The exploratory experiments and the head of the measure of learning disability and its relationship in some defensive skills with the handball were conducted for the students of the second phase of the Faculty of Physical Education at Muthanna University and the adoption of appropriate means through which the research objectives were achieved. He then presented the researcher's findings through statistical treatments, analysis and discussion.

Keywords: Learning disability, handball, defensive skills, scale development, physical education, Muthanna University, students

1. Introduction

Today's world is experiencing many tensions and crises, and accelerating developments, which have affected areas of life. in the field of sport, noting the low level of performance of players or the unstable level of players and the appearance by some players of behaviour other than their nature and other negative phenomena affecting their level of performance and limiting their progress because of learning disability, which is the individual's firm belief that his behaviour is irrelevant to events and actions, leading to a state of low motivation, and a low appreciation of the importance of learning new responses as experiences that will not yield any positive results, The attendant emotional disorders of CBDs are often accompanied by anxiety or depressive feelings, thereby decreasing players' level of performance or instability and the appearance of some players with behaviour other than their nature.

Research problem 2

Through her work, the researcher noted indicators of the phenomenon of learning disability, the low performance of students, their poor motivation and the psychological impact that students have on psychological life despite students' ability. This may lead to disruptions to learning and performance. The defensive skills of handball are also of great importance in the athletic performance of the handball. The previous advances of the researcher's wings through this study are to know about the learning disability and their impact on the defensive skills of handball.

1-3 Objectives of the research are

The research aims to: Building and rationing the learning disability scale for second-level students. Knowledge of the relationship between the learner's helplessness and the defensive skills of the handball for second-level students.

Research assumptions: The researcher assumes that there is

1. There is a moral function correlation between educated disability and handball defense skills for second-level students.

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2. Educated disability effectively contributes to the learning of handball defense skills for second-level students.

1-5 areas of research

5 Human field 1: Second-level students, Faculty of Physical Education, University of Muthanna.

1-5-2 Time sphere: 2/10/2024 to 15/12/2024

1-5 Spatial 3: Playgrounds of the Faculty of Physical Education, University of Muthanna.

1-6 Terms used for research

Educated disability

Educated incapacity as that individual's firm belief that his or her behaviour is irrelevant to events and actions is futile new responses ", leading to a state of low motivation, and a low appreciation of the importance of learning new responses as experiences that will not yield any positive results and the attendant emotional disorders of CBDs are often associated with anxiety or depressive feelings.

Research methodology and field procedures

Research curriculum 1-3

The researcher used the descriptive method of survey and associative relationships to suit the problem and nature of the research. The descriptive approach is "the precise conception of the interrelationships between society, trends, tendencies, desires and evolution so as to give research a picture of life realities, develop indicators and build future predictions".

Community 3 -2 and Sample Research

The research community means "all the elements and vocabulary of the problem or phenomenon under study". The researcher has identified the current research community as the 120 students in the second phase.

3.3 Means of collecting information and devices used in research

3-3-1 sources of information collection:

1. Arab and foreign sources.
2. Questionnaire forms.

3. Interviews.
4. Tests and metrics.
5. Note.
6. Internet network.
7. Statistical Technical Software (SPSS Bag)

3-3-2 tools and devices used for research

1. Handball courts.
2. Handballs.

Main search procedures

Steps to build a learning disability scale

To achieve the first objective of the research, which is to build a measure of learnt disability, the researcher has followed the following steps:

3.4.11. The objective of building an educated disability scale is

The aim of the scale construction is to find a capable way to measure the learning disability of second-stage students with a handball.

Identification of the phenomenon to be measured:

The phenomenon it aims to measure is the identification of educated incapacity for second-level students with a handball.

Identification of areas of learning disability

To determine the journals of educated disability, the researcher reviewed a range of studies and research and several sources in psychological and educational sciences and mathematical psychology where it was possible to collect (6) types of fields in educated disability, which in turn represent the fields of the educated disability scale. The researcher also prepared and distributed questionnaire forms for the research metric, to survey a group of experts and specialists. (20) An expert in the competence of (sports psychology) on the relevance of the fields and the addition, deletion or modification of any area. After compiling the questionnaire, the areas presented in the questionnaire were found to be those that contribute to the study and no expert added a field to these proposed areas.

Table 1: After data collection and discharge

Indicative Type	Calculated Value (C2)		Number of experts			Proposed interlocutors	ت
			Doesn't fit	Fit			
		Percentage	Number	Percentage	Number		
moral	5	25%	5	75%	15	Capacity	1
moral	16.2	5%	1	95%	19	Self-Defeat/Failure	2
moral	7.2	20%	4	80%	16	Preparation	3
Moral	12.8	10%	2	90%	18	Negative/Positive life orientation	4
moral	9.8	15%	3	85%	17	Stability	5
moral	20	0%	0	100%	20	Reliability	6

* Value (c2) tabular = 3.84 at a degree of freedom (n-1) = (2-1) = 1 and an indicative level (0.05)

Learning disability scale 3-4-1-4

After the unacceptable paragraphs were excluded by the experts and specialists of the Learning Disability Measure, the paragraphs were randomly redistributed to the scale form in new forms, as the Learning Disability Measure became a

component of (41) a paragraph at the rate of (5) a paragraph of capacity and (9) a paragraph of self-defeating and (5) A paragraph for preparation and (9) a paragraph for a negative positive orientation towards life, (6) a paragraph for fluctuations and (7) a paragraph for accreditation.

Table 2: Indicates areas of learning disability and the number and indiscriminate distribution of its paragraphs

Arrangement of paragraphs	Direction of paragraphs	Number of paragraphs	Disability hubs	ت
7-13-19	Positive	3	Capacity	1
25-1	Negative	2		
14-31-38-40	Positive	4	Self-Defeat -Fail	2
2-8-20-26-35	Negative	5		
3-9-27	Positive	3	Preparation	3
15- 21	Negative	2		
4-16- 28- 36	Positive	4	The Negative Positive Direction of Life	4
10-22-32-39-41	Negative	5		
5-17-23- 33	Positive	4	Stability	5
11-29	Negative	2		
6-12- 18-30- 34	Positive	5	Reliability	6
24-37	Negative	2		

3-4-1-5 keys to correct learner's impairment scale

The step of calculating the degree a player receives on the scale is an important step and the degree depends on the method of building paragraphs and the number of alternatives to the answer. After the expert gentlemen approve alternatives to the answer formulated according to the Likart model and with a five-way runway: (Apply to me perfectly, apply to me often, apply to me sometimes, apply to me a little, and do not apply to me at all) The answer alternatives were given grades (5,4,3,2, 1) respectively for positive paragraphs and grades (1,2,3,4, 5) for negative paragraphs.

3-4-2 Classification of the tests used is as follows

3-4-3 Defensive skills tests

The wall of repulsion

- Purpose: Measure the player's ability to perform repeatedly at the same rate as the defensive fending wall skill.
- Tools: handball court, handball hanging in 240cm high post, adhesive tape, measuring tape, stop hour.
- Performance specifications: tape is marked on the 6 m line. The laboratory stands above the mark on the 6 m line, so that it is facing the suspended ball which is fixed at the level on the 9 m or 8 m line. When the player (lab) gives the starting signal (optical) he moves forward and jump up and performs the repellent wall skill so that he touches the suspended ball with both hands, then lands on the ground and goes back on the mark drawn on the 6 m line, to repeat the performance as many as possible for ten seconds.

Performance conditions

- Every time the lab proves to perform the defensive fending wall it is necessary to touch the ball with both hands.
- Every time the lab must start from the mark drawn above the 6 m line
- The lab has to repeat the performance until it is given a signal that the exam time has expired.
- The movement of the lab is quite similar to the movement of the defense to repel the balls aimed at the goal of the jump, especially the shape of the arms, the distance between them and the hands, and the direction of the palms of the hands forward to face the ball.
- Any performance that contravenes the preceding requirements is not considered an attempt within the

number performed by the laboratory during the exam time.

- Registration of grades: Records the number of correct attempts made by the laboratory during the 10-second period.

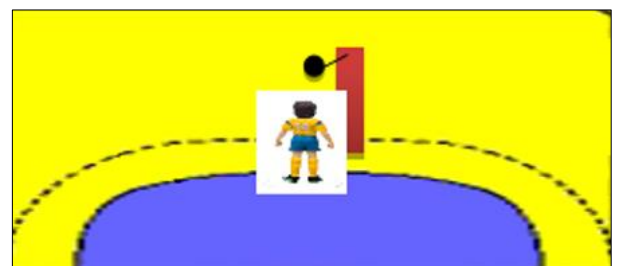
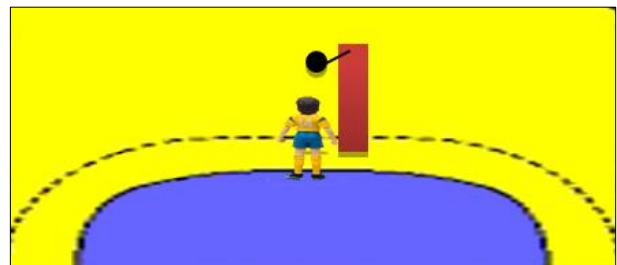


Fig 1: The skill test shows the repellent wall with a handball

2- Test of defensive movement: defensive movements of both sides.

- Purpose: Measure the speed of defensive movements of both sides (speed of performance).

Tools: Handball court, duct tape, stop clock.

- Performance specifications: Two duct tape marks are installed on the 6 m line (a, b), the distance between them (3) meters, the player stands (Lab) above mark A, and when given the starting signal (Optical) The laboratory makes side defensive movements to reach mark B, and then again by side movements also to reach point A, thus repeating the performance for as many as possible for 15 seconds.
- Performance conditions: laboratory movement is exactly the same as defense movement in terms of the two men's movements (not intersecting) and the shape of arms, hands and torso, must reach the drawn points (a, b) and bipedal contact, the laboratory shall duplicate the performance until it has been given the indication that the exam time has expired, i.e. performance contrary to the preceding requirements is not considered to be within

the number performed by the laboratory during the exam time.

- Registration of grades: Records the number of correct attempts made by the laboratory during the 15-second period

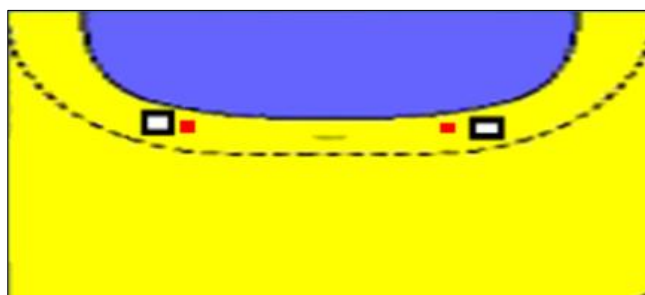
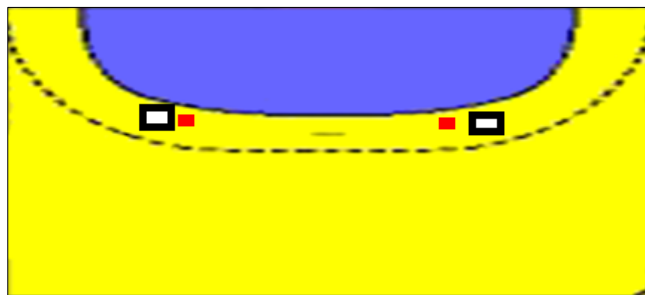


Fig 2: The skill test shows the defensive movements of both sides of the handball

3-5 Exploratory Experience of Learnt Disability Measurements

The researcher conducted the exploratory experiment corresponding to 20/11/2024 to verify the clarity of the instructions and vertebrae of the two measurements, their accuracy, the suitability of alternatives, the extent of students' assimilation to the scale, the diagnosis of ambiguity and the identification of errors in advance of the basic experiment and to detect unclear paragraphs in terms of language and content and to explore the circumstances surrounding the phenomenon that the researcher wishes to study and to see how long it takes to answer the scale.

The researcher conducted the experiment on a random sample of (10) second-stage students with a hand roller - Muthanna University. The aim of the exploratory experiment was:

1. Identify the clarity of the paragraphs of the scale and its instructions.
 2. Identify the time needed to answer.
 3. Identify the obstacles that a researcher may face in applying the final measure.
 4. Recognize the appropriateness of answer alternatives.
1. In doing so, it became clear that all the paragraphs were understandable and clear to the players.

3-5.1 Scientific indicators of scale

3-5-2 believe the scale:

The researcher used the following methods to verify the sincerity of his measure.

I. Authenticity of content

After the researcher started identifying areas of research, he drafted paragraphs that accurately represent performance and

that contain content and that this does not confirm the authenticity of the content. The researcher therefore went to achieve this kind of honesty by presenting the areas of educated disability to a group of experts and specialists and extracting the relative importance of each area of educated disability. The paragraphs were also presented to another group of experts and specialists. After analysing their opinions statistically using (as 2) a paragraph (24) was excluded for not obtaining the acceptable proportion of compatibility in the educated disability measure.

Second: - Believe the construction

Building sincerity is one of the most representative types of honesty of the concept of honesty, sometimes called the sincerity of the concept or the sincerity of the hypothetical composition "and is intended to measure a hypothetical or psychological composition or trait", "it addresses the relationship between the test or scale and the theoretical concept that the test aims to measure".

This kind of honesty has been achieved through the following

The approach of the two extremist groups:

The ability of a good measure depends on the adequacy of its constituent parts in terms of its ability to distinguish between different sets of performance from the phenomenon, and the sincerity of the distinction has been achieved by retaining the paragraphs that statistical analysis has demonstrated its discriminatory capacity.

2. Internal consistency

"This method assumes that an individual's overall degree is an important criterion for the genuine construction of the scale by creating the correlation between the degree of each paragraph of the scale at the overall level." The researcher has achieved this kind of honesty through an association: -

- a) The overall degree of the paragraph to which it belongs.
- b) The degree of the sub-scale in the overall degree of the scale.

3-6 main experience

The researcher applied the defensive skills tests with a handball to the research sample of 120 students, at 8:30 a.m. of the 28/11/2024 coincidence in the field of the Faculty of Physical Education and Sports Sciences. On the search sample, the learner impairment scale is applied to the search sample.

Statistical means 3-7

Data obtained have been processed using a number of statistical tools that are appropriate to the study's objectives to find out the results through the use of the Statistical Pouch (SPSS)

Presentation, analysis and discussion of results

Test results 4-1 displayed:

4-1-1 presentation of the results of calculation community values and standard deviations of deficit variables Educated defensive skills of handball:

Table 3: The results of the computational community and the standard deviations of the variables show the learning deficit and defence skills

Breakthrough	Twisting	Broker	Standard deviation	Computational Medium	Measurement Unit	Variables	ت
-0.078	-0.924	22.000	3.608	21.051	Grade	Capacity	1
0.470	-0.661	38.000	4.400	37.932	Grade	Self-Defeat/Failure	2
1.176	-0.920	22.000	3.211	21.949	Grade	Preparation	3
-0.574	-0.591	40.000	4.572	39.368	Grade	Negative/Positive life orientation	4
-0.265	-0.857	27.000	3.564	26.470	Grade	Stability	5
0.077	-0.920	31.000	3.448	29.359	Grade	Reliability	6
2.244	-0.871	175.000	17.329	176.128		Educated disability	7
-0.957	0.451	7.164	1.575	7.602	Grade	Repellent Wall	8
-0.957	0.451	7.164	1.575	7.602	Grade		9

Table (4) shows the values of computational circles and standard deviations that reflect the measure of centrality and dispersion of each variable and through which a description can be identified in different distributions and the table also shows that all values were under the moderate distribution curve and the twist values reflected the normal distribution values of the sample individuals for each variable as the variables were naturally distributed because the twist values were confined between (± 1).

The researcher also explored the fragmentation of the values of variables for the purpose of describing the characteristics of the repetitive distributions of the values of the variables

studied more comprehensively. The researcher used the difference factor in the comparison between the scattering of grades, and the difference factor is useful in the case of comparison between the dispersion of one group or different sets of variables which the researcher worked with from the extraction (Learning deficits) and their distance as well as defensive skills. Naturally, it is not possible to compare two values from different variables, and all values in the table were below (30%) indicating that the sample individuals were close in standard dispersion results.

4-1-2 presentation of the results of the relationship between educated disability and some defensive handball skills:

Table 4: Shows the relationship between educated disability and some defensive handball skills

Indicative level	Degree of freedom	TR Tabular	Educated disability	Standard deviation	My Account Center	Variables
0,029	119	0,28	0,309*-	1.575	7.602	Repellent Wall
0,038			0,294*-	1.575	7.602	Both sides' defensive movements

The above table shows that there is a high correlation between educated deficits, barriers and defensive movements of both sides. This indicates the positive and strong relationship between them. Based on the foregoing, the ability is the ability of the player or team to make more efforts and to endure hardship and deal with the problem when collective efforts fail to achieve learning, as well as the responsibility of the player or team and the ability to confront mistakes and try to correct them, whether they are mistakes during training or playing during the competition to get to victory. The student's acquisition of information, knowledge and abilities is sufficient to enable him or her to behave well in various and changing attitudes during sports educational lectures or his or her ability to overcome them. The ability of the student to overcome the learning disability by applying the duties performed under appropriate conditions according to the type of game or effectiveness and the type of sports competition to obtain the appropriate results as possible and to get the win. This is what Allawi has said, and that the player acquires information, knowledge and planning abilities and is sufficiently competent to be able to behave in various and changing situations during sports matches. "

Conclusions and recommendations:

5-1 conclusions

In the light of the results of the research, the following conclusions can be drawn:

The educated disability scale was built for second-stage students with a handball, containing six areas (ability, self-

defeat failure, preparation, positive negative orientation towards life, stability, reliability) and containing (41) paragraphs.

There is a correlation between educated disability and some handball defensive skills for second-level students.

5-2 recommendations

In the light of the research findings, the researcher recommends that:

1. Adopt the learner's disability scale prepared by the researcher to reveal the level of learnt disability of second-stage students with a handball at Muthanna University.
2. Interest in applying the educated disability scale to other sporting activities.
3. The need to take advantage of the educated disability scale for junior students with handball and other games in sports education colleges.

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