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The effectiveness of an educational program using e-learning in learning some offensive football skills for people with disabilities (Deaf and Dumb)

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Abstract

The objective of the study is to build an educational program utilising e-learning to teach certain offensive football skills to individuals with disabilities (deaf and mute). Assessing the effects of e-learning Acquire offensive football techniques for individuals with disabilities (deaf and mute). The researcher employed an experimental design involving two equivalent groups to address the research problem. The study population consisted of players from the Maysan team for the deaf and mute, initially comprising 20 players. Four players were excluded for the exploratory experiment, resulting in a total of 16 players, who were evenly divided into two groups: 8 players in the control group and 8 players in the experimental group. To isolate the effects attributable solely to the independent variable, the researcher assessed homogeneity among the research sample members utilising the coefficient of variation. The paramount conclusions E-learning plays a significant and vital role in imparting offensive football skills to individuals with disabilities (deaf and mute). It enhances the motivation and inclination of deaf and mute players towards learning by generating excitement and suspense. Recommendations emphasise the necessity of utilising technology and communication tools in the educational process and advocate for the application of e-learning in acquiring skills for other sports and activities.

Keywords: e-learning, offensive football skills

Introduction

The present era is marked by a scientific and technical surge and perpetual transformation, stemming from discoveries and breakthroughs throughout diverse domains of life (Richta, 2018) ^[12]. Our esteemed nation, as a component of the global system, has not been insulated from the transformations accompanying the advent of the new international order. This provides a new challenge for the public administration, which has had to adjust to the new reality (Rosenbloom, Kravchuk & Clerkin, 2022) ^[13]. This necessitates a reassessment of administrative practices and the adoption of contemporary techniques, including modern technology, to improve the efficacy of administrative operations and fulfil the administration's role as a leader and guide in the comprehensive development process within society (Andrew, Pedersen & McEvoy, 2019) ^[1]. All schools of thought concur that the administration is accountable for directing humanitarian activities concerning planning, organisation, implementation, and coordination (Bali, 2018) ^[2]. Sports activities fundamentally aim to acquire and refine motor skills, as achieving mastery and optimal performance levels is the objective of educational programs (Naumchuk, 2019) ^[9]. The foundation of educational units aims to enhance the technical dimensions of sports skills within the practical curriculum, necessitating that players possess a requisite level of proficiency (Siedentop, Hastie & Van der Mars, 2019) ^[14]. It is a physical capability that enables the use of various abilities in athletic competitions. Football has garnered heightened global interest, being regarded as one of the most popular sports worldwide (Al Behadili & Kasim, 2022; Pifer *et al.*, 2018) ^[25, 11]. The game has undergone great improvement in recent years on a wide worldwide scale, whether physically, expertly, strategically or psychologically (Mitchell, Oslin, & Griffin, 2020) ^[8]. The technical and psychological aspects are interconnected and regarded as fundamental pillars of the game, since their mastery enhances performance levels (Duncan *et al.*, 2022) ^[5]. Therefore, the significance of research is in leveraging technology methods and using them efficiently in the educational process to ascertain their influence on the acquisition of offensive abilities by deaf and mute athletes in the Maysan national team for the 2024-2025 sports season.

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Search problem

The researcher, through follow-up and presence in educational training units, observed a lack of interest in e-learning despite ongoing technological advancements, as well as a deficiency in the performance and mastery of offensive football skills. This is particularly notable in a country where such events are highly popular. The educational process relies on modern technologies to facilitate information transfer from teacher to learner, enhancing the learning experience when appropriate techniques are employed, resulting in improved efficiency and reduced effort (Li, Yi, & Gu, 2021; Siedentop, Hastie & Van der Mars, 2019) [14]. Consequently, there exists an imperative necessity to enhance the programs of sports institutions to align with contemporary developments. It is essential to reassess their objectives, the educational content, and methodologies to enable athletes at all educational levels to leverage modern technologies and acquire knowledge that corresponds with the current era. Consequently, the researcher choose to examine this issue from. Utilising E-learning methodologies facilitates the presentation of skill details and the identification of optimal characteristics of a sample requiring confidentiality in interactions (specifically the deaf and mute), while also discerning the preferences and inclinations of learners regarding this educational approach.

Research Objectives

1. Designing an educational program using e-learning to learn some offensive football skills for Maysan team players for the deaf and dumb.
2. Identify the impact of the educational program using e-learning in learning some offensive football skills for Maysan team players for the deaf and dumb.

Force Search

1. There is a positive impact of the educational program using e-learning in learning some offensive football skills for Maysan deaf and dumb players.

Research Areas

- **Human Areas:** Maysan national team players for people with disabilities (Deaf and Dumb)
- **Temporal Areas:** for the period from 10/9/2024 to 23/10/2024
- **Spatial Areas:** The football field of the Maysan national team for people with disabilities.

Methodology

- **Research Methodology:** The researcher employed the experimental method as a suitable approach to tackle the research topic and fulfil its objectives. The experimental method is among the most prevalent approaches in scientific inquiry, relying on direct and genuine engagement with diverse phenomena. This methodology relies on two fundamental principles: observation and experimentation of diverse types (De Bosscher, 2018; Henry *et al.*, 2020) [4, 6].
- **Research Community:** The research community comprised the deaf and mute players of the Maysan football team during the 2024-2025 sports season, totalling 20 players.
- **Research Sample:** The research sample was randomly selected from the research community through a lottery, comprising two experimental groups and one control group, each consisting of eight players. Consequently, the total sample size is sixteen players, following the exclusion of four players for the exploratory experiment.

Table 1: Shows the homogeneity of the research sample.

Variables	Unit of measurement	M	SD	Arithmetic median	Torsion coefficient
Length	Cm	161.4	1.87	160	0.391
Weight	Kg	60.81	1.65	60.5	0.352
Age	year	19.6	0.742	19	0.283

Sample homogeneity

To modify the research variables associated with the experimental study and to ascertain the validity of the sample and the distribution of its variable values, the researcher assessed the homogeneity of the sample concerning mass, length, arm length, and age, utilising the torsion coefficient.

Means, tools and devices used in research

Means of data collection

- Arab and foreign references and sources and the Internet.
- Personal interviews.
- Testing and measurement.
- Observation.

Tools and devices used:

- Legal football field.
- Football (8).
- Tape measure in centimeters.
- Signs with a height of (20 cm) number (10).
- Whistle number (2).
- Cones (10).
- Two sports stopwatches.

Field Procedures for Research

Description of the tests

- **First / test the skill of scoring football (Nusri *et al*, 2024)**
- **Test name:** Kicking the ball at a goal
- **Objective of the test:** Measuring scoring accuracy.
- **Tools used:** 8 legal footballs.
- **How to perform:** The player shoots in the areas indicated in the test and according to their importance and difficulty and sequentially to be performed from the running position, the test starts from ball No. (1) and ends at the number (8), the attempt is not correct in the event that he does not hit any of the four goals indicated, the player is given only one attempt, the number of injuries that enter or pass by the four goals specified on each side of the goal and any foot is calculated so that the scores are calculated Each of the ten balls.
- **How to score:** (3) Goal No. (3), (2) Goal No. (2), (1) Goal No. (1), (zero) the rest of the other target areas.
- **Unit of measurement:** degree.

Second / test rolling ball between (10) signs (Stavropoulos & Stavropoulos, 2020).

Purpose: Measuring rolling ability.

Tools used

1. Football.
2. Stopwatch.
3. (10) signs suitable for height.

- **Pitch:** The test area is determined so that the distance between one sign and another (1.5 m).
- **Performance Description:** The player positions the ball behind the beginning line at the commencement signal, then proceeds to run with the ball between the markers, utilising either foot or both, in the direction indicated in the accompanying figure.
- **Number of attempts required:** The player is permitted a single attempt, with an additional attempt granted only in the event of an inadvertent blunder, such as simultaneously passing two signs or dropping one of the signs.
- **Measurement:** Calculates the round-trip duration and records the nearest time to 1/100 of a second.
- **Third / Handling Test** (Cavedon, Zancanaro & Milanese, 2018) ^[3].
- **Test name:** Medium handling accuracy test about three circles drawn on the ground for a distance of (20) m.
- **Purpose of the test:** Measurement of average handling accuracy.
- **Necessary tools:** Designated location for testing, five balls, tape measure, burk.
- **Procedures:** Three overlapping circles are depicted, with diameters of 2 m, 4 m, and 6 m, and corresponding angles of 6 degrees, 4 degrees, and 2 degrees. The centres of the circles are positioned at a distance of 20 m from the beginning line.
- **Registration:** The player is allotted five consecutive attempts. Calculates the number of scores obtained by the player from the five attempts. The highest score obtained by a player is 30.
- **General Guidelines:** - In the event that the ball falls on the circle line, the following degree is given according to the sequence of circles (5, 3, 1) degrees.
The attempt is considered a failure if the ball falls out of circles.
- **Exploratory Experience**
The exploratory experiment was conducted on Sunday, November 9, 2024, with a sample of four deaf and mute participants. The researcher and the assistant team oversaw the administration of three skills assessments: handling, suppression, and scoring. The aim of this exploratory experiment was to:
 1. Identify the difficulties and obstacles facing the application of tests and develop solutions to them.
 2. Determine how long it takes to carry out tests.
 3. The possibility of the assistant team in terms of efficiency and number.

4. The efficiency and validity of the devices and tools used in the tests.
5. The extent to which deaf-mute players respond and interact with the tests and their suitability for them.

Pre-tests

The researcher administered pre-tests for the study's sample, which consisted of basic skills tests in football, on September 14, 2024, at 9:00 AM. This occurred following the implementation of two initial instructional units covering all skills: rolling, handling, and scoring. The sessions included explanations of the rolling, handling, and scoring skills, utilising specific images and illustrations, along with a prototype demonstration, subsequently applied by players with hearing and speech impairments.

Main experience

Following the administration of pre-tests and the verification of the research sample's homogeneity, the researcher commenced the implementation of the educational curriculum via electronic methods for the deaf and mute athletes of the Maysan football team, under the researcher's direct supervision. The educational units were administered to the members of the experimental group, since these units sought to impart specific skills (rolling, scoring, handling) in football. The application of the units commenced from September 15, 2024, to October 22, 2024, at a frequency of two units each week, specifically on Fridays and Tuesdays, resulting in a total of 12 educational units applied using electronic methods. The researcher elucidated the skill to be acquired in an identical manner to both the experimental and control groups, differing only in the utilisation of electronic resources for learning fundamental football skills.

Dimensional measurements

Upon completion of the curriculum, comprising twelve educational units over six weeks at a rate of two units per week to acquire skills in rolling, handling, and scoring in football, post-tests were administered for all assessments under identical conditions as the pre-tests on 23/10/2024 at 10:00 AM.

Statistical Methods

The researcher used the statistical bag (SPSS).

Results

Presentation of the results of the pre- and post-measurements of the control research group for the studied skills:

Table 2: Shows the results of the tests for the studied skills of the control group

Variables	Unit of Measurement	Pre-Test		Post-Test		T	Sig
		M	SD	M	SD		
Scoring	Grade	4.41	1.932	5.91	1.417	2.122	0.007
Handling	Grade	15.12	1.412	19.25	1.311	5.622	0.002
Rolling	Second	55.19	1.012	52.8	1.113	3.044	0.008

Presentation of the results of the pre- and post-measurements of the experimental research group for the studied skills

Table 3: Shows the results of the tests for the skills studied for the experimental group

Variables	Unit of Measurement	Pre-Test		Post-Test		T	Sig
		M	SD	M	SD		
Scoring	Grade	4.52	1.043	6.84	1.124	5.071	0.001
Handling	Grade	15.73	0.944	22.61	0.912	6.681	0.000
Rolling	Second	57.78	1.211	50.8	1.113	4.116	0.000

Presentation of the results of the dimensional measurements of the control and experimental groups of the studied skills

Table 4: Shows the results of the tests for the skills studied for the two groups

Variables	Unit of Measurement	Control		Experimental		T	Sig
		M	SD	M	SD		
Scoring	Grade	5.91	1.417	6.84	1.124	2.078	0.009
Handling	Grade	19.25	1.311	22.61	0.912	3.112	0.006
Rolling	Second	52.8	1.113	50.8	1.113	2.089	0.008

Discussion of the results

Analysis of Tables (2-3) indicates that both the experimental and control groups have demonstrated progress in the acquisition of fundamental football skills among deaf and mute players. While skill acquisition can occur through various methods, the rates of learning differ based on the effectiveness of the instructional approach employed. Consequently, we observe that the control group attained a percentage of learning due to the methodology employed by the coach. It constitutes both the imperative approach and the experimental group. The primary objective of each educational unit in any game is to impart the necessary content for the player's learning, and the researcher ascribes the moral disparities in the skill assessments under investigation to deaf and mute players. The control group was subjected to the vocabulary of the curriculum employed by the coach, since the curriculum was meticulously designed and researched based on robust scientific principles, resulting in enhanced performance efficacy among the players. The researcher concurs with Kapur (2018) [16] that the learner's circumstances within educational settings, coupled with the provision of an effective environment, stimulate optimal performance. This is achieved by facilitating access to information, skills, and experiences in a scientifically researched and meticulously organised manner" (Al Behadili, & Kasim 2022; Bukhovets *et al.*, 2020; Thomas *et al.*, 2023) [25, 17, 18]. The results displayed in Table (3) for assessments of fundamental football skills indicate significant differences between pre- and post-measurements, favouring the dimensional measurements of the experimental group. The researcher attributes these differences to the nature of the educational units utilising electronic methods and the content of educational and developmental exercises that emphasise performance repetition, correction of the coach's errors, and player imitation. For one another in the appropriate execution as a consequence of collectivism. The educational setting, the oversight of the player, and direct supervision, while tracking the advancement of the units and the provision of necessary information. This has resulted in the availability of educational possibilities via sanctioned movies and talks. The progression from simple to complex tasks and the elucidation of skills, accompanied by both individual and collective visual feedback, aligned with the characteristics of the impactful educational modules. This aligns with the assertion made by Pascapurnama *et al.* (2018) [19] that the inherent dynamics of the learning process necessitate developmental advancements in education. Provided that the educator adheres to the appropriate methodologies and principles of the learning process, diligently practices the correct execution, and concentrates on it until the performance is solidified and consistent (Al Behadili and Kasim, 2022; Siedentop, Hastie & Van der Mars, 2019) [25, 14]. The research sample comprises individuals within an age group highly engaged in football, selected for the e-learning method, which

significantly enhanced the skill and motor abilities of deaf and mute players in scoring, handling, and rolling, aligning with the primary objective. Through electronic programs, players can concentrate on educational material tailored to their preferences, preparations, and individual capabilities, thereby directing their efforts towards success. The program presents educational content through a gradual display of images and videos for practical application, facilitating proximity to the kinetic model and allowing players to revisit the program as needed. This approach has resulted in an enhancement of players' skills and learning, as corroborated by Jia, Sithiworachart, and Morris (2024) [20]. The effective assimilation of new skills by learners is predominantly contingent upon the clarity of the explanation and the observation of models, such as educational films, images, or various prototypes. The availability of prior experiences correlates positively with the learner's connection to the skill, thereby accelerating perception and absorption (Beavan, 2021; O'Sullivan *et al.*, 2023) [21, 20].

Conclusions

1. The educational units employing e-learning positively influence the learning skills (rolling, scoring, and handling) in football for deaf and mute players in the Maysan national team.
2. The experimental group utilising electronic educational units demonstrated superiority over the control group in the post-test, thereby enhancing the educational process through the application of new technologies.

Recommendations

The necessity of focussing on the educational process by integrating new technologies, specifically through the implementation of e-learning modules to enhance players' acquisition of various football abilities.

Conflict of interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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