

Effect of the cooperative learning strategy to reducing psychological stress and learning dribbling and passing skills of football for students

Asst. Lec. Mohammed Sadiq Fadhul

Karbala Education Directorate / Ministry of Education, Iraq

Abstract

The importance of the research is clear by using the cooperative learning strategy, as the researcher believes that it has a significant impact on reducing psychological stress and is a clear reason for students to learn dribbling and passing skills of football.

The research aims to identify the effect of the cooperative learning strategy in reducing psychological stress and learning dribbling and passing skills of football for students, and to identify the significant differences between the two groups of control and experimental research in the results of post-tests in reducing psychological stress and learning dribbling and passing skills of football for students.

The research community was determined by the students of the stage in the College of Physical Education and Sports Sciences / University of Karbala, which numbered (107) students, and the research sample was randomly selected from the original research community, by lottery method, with a number of (30) students, who were divided into two equal groups, with a value of (15)) one student for each group, and thus the percentage of the research sample is (28.03%), which is an appropriate percentage to truly and honestly represent the research community.

Among the most important conclusions reached by the researcher is that the cooperative learning strategy and the method followed by the teacher have a positive effect in reducing psychological stress and learning dribbling and passing skills of football for students. And that there is a preference for the experimental group over the control group in reducing psychological stress and learning dribbling and passing skills of football for students.

One of the most important recommendations is the need to use the cooperative learning strategy in teaching basic football skills. And the need to pay attention to psychological aspects, the most important of which is psychological tension because it greatly affects the learning process. And conducting similar studies on other games and on other age groups and for both sexes using the cooperative learning strategy because of its positive results.

Keywords: psychological stress and learning dribbling and passing skills of football

1. Introduction

The educational process needs analysis and diagnostic procedures from time to time in its methods, methods, and teaching aids for the purpose of evaluating them. And addressing its negatives, enhancing its positives and finding educational alternatives. From this point of view, researchers and specialists in the educational process tend to find advanced methods that are consistent with the objectives of teaching in terms of its basics and philosophical rules. For the purpose of keeping pace with development, it was necessary to search for new educational methods and methods that can develop the old methods and raise the learning process to its best levels if teachers and workers in the educational field realize the successful use of these methods in educational aspects with the importance of providing all the necessary capabilities for them. The most prominent of these is the cooperative learning strategy, or what is known as group learning. And that the teacher is the basic rule for the success of the cooperative lesson, the teacher must have the desire and strong will to develop himself and his students and achieve a successful educational lesson. Some of the simple problems that some teachers face when applying a cooperative lesson are a negative reaction to the teacher such as disturbance, excessive movement and lack of group coordination This is expected, as they are obstacles that are easy to treat, and continuity with work overcomes these obstacles. The teacher finds himself mastering new skills that help him to innovate and be creative in the field of educational work, and to avoid most of the problems that hinder the progress of work. Cooperative learning is one of the teaching techniques introduced by the contemporary educational movement, which has proven through research and studies its positive impact on students' academic achievement,

and is based on dividing students into small groups that work together to achieve a specific goal. The group members relied on one or two students to perform the work, but what cooperative learning brought was to find an organizational structure for the work of a group of students, so that all group members immerse themselves in learning according to clear and specific roles, with the emphasis that each member of the group learns the educational material.

Psychological stress is one of the most important psychological manifestations facing students in the current era, which is full of complexities, problems, requirements, and pressures of daily life. So, psychological stress must know its degree or level in order to estimate its impact on the technical level of students.

And that the game of football is one of the games that has witnessed a great development at the level of the countries of the world and took a rapid spread because it contains a variety of technical skills that are interesting to the viewer, and it can be considered one of the games that spread the spirit of cooperation and unification of effort for the purpose of reaching a high sporting level. The field of football is one of the most important the vital areas of concern to the members of the world of physical education, which depend primarily on mastering the basic skills of the game, because the basic skills are the strong foundation upon which the game is built. Through the foregoing, the importance of the research using the cooperative learning strategy is clear, as the researcher believes that it has a significant impact on reducing psychological stress and is a clear reason for students to learning dribbling and passing skill in football.

1.1. Research problem:

Through the researcher's work as a teacher in the education of the province of Babylon and as a football player for several clubs,

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and through his review of the educational process of the rest of the subjects and activities, he found that there is a lack of interest in psychological aspects, the most important of which is psychological tension that greatly affects the learning process, as well as the lack of use of new and diverse methods in the learning process is limited to the imperative strategy only. And that the large numbers of students in one class is not consistent with the command strategy, and it was necessary to use new methods that work to address this increase in numbers in the classroom by dividing students into multiple groups using a strategy called (cooperative learning), which helps in speeding up learning and bringing students to a better level. and easier and within a short period of time and this is what encouraged and prompted the researcher to introduce this strategy. Therefore, the researcher decided to use the cooperative strategy, which represents one of the recent studies, in his belief that it would be the best solution in reducing psychological stress and learning dribbling and passing skill football for students.

1.2. Research objectives:

- Identify the effect of the cooperative learning strategy in reducing psychological stress and learning dribbling and passing skill football for students.
- Identify the significant differences between the control and experimental groups in the results of the post-tests in reducing psychological stress and learning dribbling and passing skill football for students.

1.3. Research hypothesis:

- There are statistically significant differences between the pre and post-test of the two groups in reducing psychological stress and learning dribbling and passing skill football for students.

- There are significant statistically significant differences in the results of the post-test for the two groups in reducing psychological stress and learning dribbling and passing skill football for students and in favor of the experimental group.

1.4. Research fields:

The human field: Students of the first stage in the College of Physical Education and Sports Sciences / University of Kerbala for the academic year (2020-2021).

Time field: from 23/12/2020 to 4/3/2021.

Spatial field: Football field in the College of Physical Education and Sports Sciences / University of Kerbala.

2. Research methodology and field procedures:

2.1. Research Methodology

The researcher used the experimental method for its suitability to the nature and problem of the research.

2.2. Community and sample research:

2.2.1 Community: The research community was determined by students of the stage in the College of Physical Education and Sports Sciences / University of Kerbala, which numbered (107) students.

2.2.2. Sample: The research sample was chosen randomly from the original research community, by lottery method, and the number of (30) students, they were divided into two equal groups, with (15) students for each group, and thus the percentage of the research sample is (28.03%), which is the percentage of Suitable for a true and honest representation of the research community.

2.2.2.1. The homogeneity of the sample and the equivalence of the two research groups:

Sample homogeneity: The homogeneity of the research sample was carried out in its

experimental and control groups in variables (length ,mass) and table (1) shows this.

Table (1) The homogeneity of the research sample shows the variables (Length, Mass).

Variables	Unit of measure	Mean	Std. deviation	Skew ness
Length	Cm	184.50	6.29	0.03
Mass	Kg	73.18	7.61	0.51

2.2.2.2. Equivalence of the two research groups:

For the purpose of determining the starting point, the researcher found parity between

Table (2) It shows the equivalence of the two research groups in the research variables investigated.

Variables	Control group		Experimental group		T value	Sig type
	Mean	Std. deviation	Mean	Std. deviation	Calculated	
Psychological stress	136.3	10.18	139.52	9.01	0.9	Non sig
Dribbling	15.48	2.47	15.25	3.41	0.57	Non sig
Passing	3.08	1.67	3.41	1.14	0.61	Non sig

By noting the calculated (t) values of the research variables, we find that they are less than the tabular (t) value of (2,02) at the degree of freedom (28) and the level of significance (0.05), which indicates that there are no significant differences, and this means that the two groups are equivalent in the variables search .

2.3. Auxiliary tools and equipment:

- Arab and foreign references and sources.
- Note.
- Tests and measurements..

Auxiliary Tools

Measuring tape - medical scale - chalk - whistle - burek - two (2) manual stopwatches - scientific calculator - 10

the two groups using the (t) test for independent samples in the study variables, and the table (2) shows that.

footballs - a small goal with dimensions (110 cm x 63 cm) - pillars.

2.4. Tests used in the research:

2.4.1. First: The Psychological stress scale: (Jalal, Huda, 2005, p. 103)

The researcher used the psychological stress scale, which was designed and applied to the Iraqi environment (1), and the scale contained (31) items, with (17) negative items and (14) positive items, and the answer to the items was with five alternatives which are (applies to me to a very large extent). It applies to me to a large degree, applies to me to a moderate degree, applies to me to a small degree, does not apply to me at all) and the scale scores were (5-4-3-2-1) for the positive items and (1-2-3-4-5) for the negative items, as the highest

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score for the scale was (155 As for the lowest degree, it is (31) degrees.

2.4.2. Second: Football dribbling test : (Al-Sumaida'i and others, 2010, p. 150)

- **Test name:** Zigzag running with the ball between (5) poles back and forth.
- **The objective of the test:** to measure the skill of rolling.
- **Tools used:** legal footballs, tape measure, stopwatch, five sticks or seats or legs appropriate height.
- **Test procedures:** Planning the test area.
- The player stands with the ball behind the starting line, as the distance between one pole and another is (2.70) m and the total distance is (27) m back and forth. When the start signal is given, the player runs the ball with the foot between the five poles back and forth.
- Each player is given two consecutive attempts.
- **Scoring:** A player's score is the average total time a player takes to make both attempts.

Third :football passing test:

- **Test name:** passing towards a small target 15 meters away
- **The objective of the test:** To measure the accuracy of passing.
- **Tools used:** (5) soccer balls, a small goal with dimensions (110 cm x 63 cm).

- **Test procedures:** A line with a length of (1 m) is drawn as a starting line at a distance of 15 meters from the small target, and a fixed ball is placed on the starting line. The player stands behind the starting line, facing the small goal, and when the signal is given, he begins by handling the ball towards the goal to enter it. Each player is given (5) five consecutive attempts.
- **Registration:** The score is calculated by the sum of the scores obtained by the student from handling the five balls, as follows:
 - Two points for each correct attempt that leads to the small goal.
 - One step if it touches the post or crossbar and does not enter the target.
 - Zero in case the ball goes out of the small goal.

2.5. Experimental Experiment:-

After completing the required procedures, and to identify the factors and obstacles that the researcher may encounter when carrying out the main experiment, and in order to obtain correct and accurate results in accordance with the scientific methods used, the researcher conducted the exploratory experiment on Wednesday, 12/30/2020 AD, on a sample composed from (10) students who were not from the research sample and from the community of origin, and the researcher aimed from this exploratory experiment to the following.

- Identifying the difficulties that the researcher faces during the main experiment.
- Knowing the time allotted for conducting the tests.
- Ensure the safety of sports equipment.
- Knowing the requirements and times of educational units.
- Ensure the scientific bases of the tests used.

2.6. Scientific foundations tests:

2.6.1. Validity: The test is considered honest if it measures what it was designed to measure. The researcher relied in extracting the validity of the tests on the validity of the content by presenting the tests to a group of experts and specialists.

2.6.2. Reliability: To calculate the reliability coefficient, the test method is chosen and the test is re-applied, and the tests were applied to a sample of (10) students from outside the research sample, and these tests were repeated after (7) days of the first tests and on the same sample.

2.6.3. Objectivity: One of the important conditions that must be met in a good test is the condition of objectivity, and on this basis the researcher extracted the objectivity of the tests by finding the simple correlation coefficient between the scores of two assessors of the assessors, in addition to the existence of simple, clear and understandable tests and far from personal judgments, so the tests are highly objective, as shown in Table (3).

Table (3) Shows the reliability coefficient of the tests in question:

N	Tests	Measuring unit	Reliability coefficient	Objectivity
1	Psychological stress	Degree	0.96	0.90
2	Dribbling	Second	0.92	0.86
3	Passing	Degree	0.96	0.91

2.7. Field research procedures:

2.7.1. Pre-test:

The pre tests were conducted on Tuesday 12/1/2021 on the football field in the College of Physical Education and Sports Sciences / University of Kerbala for the variables under research and in the presence of the auxiliary work team.

2.7.2. Teaching units of the cooperative learning strategy:

The researcher prepared the educational units, which are (6) units according to the cooperative strategy, at a rate of (3) educational units for each skill), as the application of the educational units began on (Wednesday) corresponding to (1/13/2021) with a time of (90) minutes per unit and the application of the units ended Educational units on (Wednesday) corresponding to 17/2/2021.

The researcher, in the presence of the subject teacher, met with the students of the experimental group, before starting to apply

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the main experiment to explain and clarify how the group works with the cooperative learning strategy and how to divide the members of the experimental group into (3) groups, each group includes (5) students, and how to divide the roles within each group (the leader (observer, encouragement, explainer, critic). The subject teacher implemented the educational units after reviewing how each group worked and under the direct supervision of the researcher.

Experimental group: it includes the educational part (20) minutes, in which the skill that is being taught is explained as well as the exercises that will be applied. As for the practical part (40) minutes, the exercises related to the skill of rolling football are applied according to the cooperative learning strategy. Shortly before the completion of the educational part, the teacher explains the goal of the strategy and how to work in groups, taking into account the gradation in the difficulty of the exercises, and in the light of which the exercises are applied using the cooperative

Table (4) It shows the arithmetic means, standard deviations, and the calculated (t) value between the results of the pre and post tests for the variables under study for the experimental group.

Variables	Pre-test		Post-test		T value Calculated	Sig type
	Mean	Std. deviation	Mean	Std. deviation		
Psychological stress	136.3	10.18	126.4	7.88	3.95	Sig
Dribbling	15.48	2.47	11.51	1.02	9.11	Sig
Passing	3.08	1.67	8.54	1.73	10.25	Sig

Table (4) shows the arithmetic means, standard deviations, and the (t) value calculated between the two tests, pre and post, in the tests under study for the

learning strategy, where each group includes (5) heterogeneous students who participate in the performance of the duty while the teacher moves between the three cooperative groups to act as a supervisor and guide for the cooperative groups.

The control group: uses the curriculum prepared by the subject teacher.

2.7.3. Post-test :

After completing the educational units, the post tests for the variables under study were conducted on Wednesday, 24/2/2021, under the same conditions in which the tribal tests were conducted, and in the presence of the same auxiliary team.

2.8. Statistical means: Mean, Std. deviation, Mode, Skew ness, T value.

3. Presentation, analysis and discussion of the results :

3.1. Presentation and analysis of the results of the pre and post-tests of the experimental group in the variables under investigation:

experimental group. The results showed that all the differences for the tests are significant and in favor of the post-test because the calculated (t) value is greater

than the tabular (t) value of (2.14) and with a degree of freedom (14) and below the level of significance (0.05), and this indicates the existence of a significant difference in favor of the post-test in all variables are under investigation.

3.2. Presentation and analysis of the results of the pre and post tests for the control group in the variables under study.

Table (5) It shows the arithmetic means, standard deviations, and the (t) value calculated between the results of the pre and post tests for the variables under study for the control group.

Variables	Pre-test		Post-test		T value Calculated	Sig type
	Mean	Std. deviation	Mean	Std. deviation		
Psychological stress	139.5	9.01	133.13	7.62	2.55	Sig
Dribbling	15.25	3.41	13.48	1.27	3.65	Sig
Passing	3.41	1.14	6.17	1.52	6.94	Sig

Table (5) shows the arithmetic means, standard deviations, and the (t) value calculated between the two tests, pre and post, in the tests under study for the control group. The results showed that all the differences for the tests are significant and in favor of the post-test because the calculated (t) value is greater than the tabular (t) value of (2.14) and with a degree

of freedom (14) and below the level of significance (0.05), and this indicates the existence of a significant difference in favor of the post-test in all variables are under investigation.

3.3. Presentation and analysis of the results of the post-tests for the experimental and control groups in the variables under investigation:

Table (6) It shows the significance of the differences between the post-tests of the experimental and control groups in the tests under study:

Variables	Experimental		Control		T value Calculated	Sig type
	Mean	Std. deviation	Mean	Std. deviation		
Psychological stress	126.4	7.88	133.13	7.62	2.16	Sig
Dribbling	11.51	1.02	13.48	1.27	6.10	Sig
Passing	8.54	1.73	6.17	1.52	4.25	Sig

Table (6) shows the arithmetic means, standard deviations, and the calculated (t)

value between the post-test in the tests under study for the experimental and control

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groups. The results showed that all the differences for the tests are significant and in favor of the experimental group because the calculated (t) value is greater than the tabular (t) value of (2.02) and with a degree of freedom (28) and below the level of significance (0.05), and this indicates the existence of a significant difference in favor of the experimental group in all variables are under investigation.

4. Discussing the results of the examined tests:

Through what was mentioned in Tables (4,5,6), it was shown in Table (4) that the experimental group that used the cooperative learning strategy had a significant effect through the results shown and for all the research variables, and this happened as a result of the effectiveness of the educational units according to the cooperative learning strategy. As the goal that these educational units seek, it is the development and improvement of the level of performance by following the correct scientific foundations, when designing and formulating these units and in line with the capabilities and possibilities available for acquiring learning and bringing the learner to a good level to perform the activity to be learned. The researcher believes that the purpose of this learning is due to the positive influence that characterizes the cooperative learning strategy, through the foundations and principles of cooperation and cohesion among the students in the experimental group, in order to achieve the best skill level, which led to the active interaction between the students of one cooperative group, "there is agreement that the students of the cooperative group achieve greater

benefit, when they help each other, rather than from working in isolation or against one another. (Ahmed and Mahmoud, 1991, p. 72)

He points out (Yarub Khayun, 2010) that the cooperative learning method imposes on students a state of interaction and competition within the group as well as encouragement within the group, as "the cooperative method increases cooperation and encouragement of members of the same group for competition and teamwork rather than the individual, as well as increasing creativity and active participation between members of the same group and reduces anxiety and introversion for some students. (Khayoun, Yaroub, 2010, pg. 39)

Cooperative work helps students take responsibility from the moment they are divided into groups, through discussion of roles, and ending with writing reports, and helps each student take responsibility for his own learning and the learning of his colleagues in the group. (Al-Harashi, Salah, 2001, p. 75)

As for the psychological stress scale for the experimental group, there was a significant difference in favor of the post-test, and the researcher attributes this difference to the effect of educational units according to the cooperative learning strategy in reducing psychological stress. The units contained educational means and images for the technical performance of the two skills and video clips, as the aim of these means, images and video clips is to reduce learners' psychological tension, increase motivation and desire, and reduce their state of fear.

As for the moral effect that was shown through the results shown in Table (5) for the control group that was used by the subject teacher, it happened as a result of the subject teacher being exposed to the educational material on a regular basis and appropriate to the learners' abilities and their physical and skill capabilities, because giving regular and scientific exercises has an effect. Great in learning the performance of the activities that the subject teacher intends to teach his students, this is consistent with what was held by (Al-Hilah) that students' education should be a regular scientific activity on a logical and psychological basis based on challenge, excitement and fun based on the students' needs (Al-Heila, Muhammad Mahmoud, 1999, p. 11), in addition to the seriousness of the subject teacher and his eagerness to reach the acceptable degree of learning from during the use of feedback during the implementation of the lesson, and the commitment of students to attend and their eagerness to participate in the lesson, which contributed to the high level of their learning.

What was shown in Table (6) about the superiority of the experimental group over the control group with the research variables. This superiority is attributed by the researcher to the harmony and positive interaction within the group, as "cooperative learning works on active participation among students and constructive cooperation is done by taking advantage of the abilities of the students of one group so that It leads to the amalgamation of these abilities into one outcome that unites together to benefit the members of the same

group and feel that they are responsible for the performance of each individual and for achieving a collective goal, so they accept learning more effectively and with great enthusiasm than learning in the traditional way that is devoid of purposeful joint cooperation and generates a kind of selfishness. (Al-Atwi, Waleed Waad Allah, 1998, p. 38)

Also, the precise organization within the group and the effectiveness of the role of the leader and his ability to motivate the members of his group to perform better had a very important role, and "the collective process is the means by which the individual can participate willingly in the process of planning and social control, eliciting the feeling that their efforts are wasted in vain against forces incapable as an individual to withstand it". (Abdel Aziz, Abdel Saleh, 1982, p. 55)

The researcher resorted to dividing the students of the experimental group into small cooperative groups of varying levels and abilities, which facilitated the process of helping the good student to the lower level student. reduce individual differences in skill level among students, as all the information that the student can obtain from different sources, whether internal or external, before, during or after motor performance, the aim is to modify motor responses to reach the optimal responses, and it is one of the basic conditions for the learning process.

5. Conclusions and recommendations:

5.1. Conclusions:

- 1- The cooperative learning strategy and the method followed by the teacher have

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a positive effect in reducing psychological stress and learning dribbling and passing skill football for students.

- 2- There is a preference for the experimental group over the control group in reducing psychological stress and learning dribbling and passing skill football for students.

5.2.Recommendations:

- 1- The necessity of using the cooperative learning strategy in teaching basic football skills.
- 2- The need to pay attention to psychological aspects, the most important of which is psychological stress, because it greatly affects the learning process.
- 3- Presenting the educational material on a regular basis and appropriate to the abilities of the students and their physical and skill abilities.

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