

THE
EFFECTIVENESS
OF USING

*Some
Educational
Technology
Aids*

on the Performance Level of Scoring from Front Fall in
Handball

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Abstract

The research aims at recognizing the effectiveness of using some educational technology aids (i.e. watching photographed models, capturing the performance of the female students then presenting it for them using video recorder) on the performance level of the skill of scoring from front fall in handball. The researcher used the experimental approach on a sample of (30) female students in the fourth year, major of handball in the Faculty of Physical Education for Girls in Zagazig. The sample was divided into two groups, an experimental group and a control group, consisting of (15) female students each.

The researcher used a variety of research tools, such as physical tests, skill tests, high intelligence test, video recorder, display screen, video tapes and video camera.

The following are the most significant research findings:

- 1- The educational technology aids (i.e. watching photographed models, capturing the performance of the female students then presenting it for them using video recorder) positively affect the performance level of the skill of scoring from front fall in handball.*
- 2- The use of learning-by-direction approach (verbal explanation and practical modeling of the skill) positively affects the performance level of the skill of scoring from front fall in handball.*
- 3- The members of the experimental group surpassed the members of the control group in the improvement of the post-measurement rates of accuracy and strength of scoring from front fall in handball, compared to the pre-measurement rates.*

Introduction:

Modern educational trends call on taking care of educated individual to be a basic component in the educational process. They also ask for developing the role of the instructor to switch him from a mere prompter and performer to be a designer of the educational environment.

Abdel Hamid Sharaf (2006) (14) mentions that the most important thing to help students throughout the phases of education is the instructor's use of some suitable educational aids which contributes largely to student's acquaintance of good performance of motor skills. Educational aids came to be one of the main components of the educational technology. In other words, educational aids became an integral part of educational technology. With using educational aids with its different and various types, the effectiveness of lessons increases and lessons become

more interesting, more exciting and full of typical performance that is desired to be educated.

Educational cartoons, videos, photos and oriented TV films have great importance in the physical education lessons, because they increase the effectiveness of the teaching process, tendency to learning and achievement of lesson objectives. They also save time and effort and trigger learners' incentive towards lessons. (Abdel Aziz Al Iqili, 2005, 194).

Both *Afaf Abdel Karim (1994) (16)* and *Hussein At-Tobji (1996) (1)* agrees that presenting motor skills through video tapes using video recorder provides the opportunity for comprehending skill parts better than performing the skill quickly for one time. With the increase of the devices that display such films through visual display screens and visual recorders, there will be no obstacles that prevent trials to

use such educational aid in teaching compound motor skills in a good way.

Although educational technology devices and tools have spread in Egyptian schools and universities, the learning-by-direction approach is still more common than other approaches in schools today. Through this approach, an instructor finds all decisions related to the aspects of the educational process including planning, implementation and evaluation; and the role of the learner is just learning and performing. (Afaf Abdel Karim, 1994, Pg. 98).

Jalal Salim (2004) (6) indicates that the skill of scouring from front fall is one of the most difficult skills in terms of performance since fall is merged with the throwing movement and is based on several phases (the phase of building momentum, the phase of pushing, the phase of work in the air and the phase of fall).

Through the experience of the researcher in teaching the subject of handball for the female students of the Faculty of Physical Education for Girls in Zagazig, she noticed the emergence of some technical mistakes in performing the skill of scoring from front fall with the fourth-year students in the major of handball in the Faculty though they studied it theoretically and practically in the first and second years in the Faculty. The subject is taught according to the traditional method (learning by direction) which depends on the verbal explanation and the practical modeling of the skill without the least active participation from the female learners

in the educational situation. This contradicts with the advancement in the educational technology aids in terms of their use to promote the educational process in the present time. In addition, there is an increase in the number of female learners during practical lessons which should be consequently accompanied by increasing variation in the individual differences among female learners, leading to increasing the burden imposed on the instructor and her need to great effort to teach and simplify the skill in the way that allows learners to simply recognize the phases of the skill in an attempt to understand each attempt to reach the integral and correct performance of the skill.

The researcher believes that this matter requires those in charge of the educational process to look necessarily for modern and interesting teaching methods that lead to teaching basic skills in handball for students easily and without boredom and that attract their attention and work on polishing their educational experiences.

This the reason that urged the researcher to do such study to recognize the effectiveness of using some educational technology aids (i.e. watching photographed models, capturing the performance of the female students then presenting it for them using video recorder) on the performance level of the skill of scoring from front fall in handball for fourth-year students, major of handball in the Faculty of Physical Education for Girls, Zagazig University.

Thus, it becomes clear how this study is significant in helping fourth-year students, major of handball in the Faculty to watch a correct model and to focus on the technical aspects in the movement using all senses to recognize the particulars and details of the movement and also to increase their understanding of the performance which leads to their motive towards performance. This, in turn, helps them to learn and master the skills fast.

Research Objectives:

The research aims at recognizing:

1- The effectiveness of using some educational technology aids (i.e. watching photographed models, capturing the performance of the female students then presenting it for them using video recorder) on the performance level of the skill of scoring from front fall in handball.

2- The effectiveness of using learning-by-direction method (verbal explanation and practical model of the skill) on the performance level of the skill of scoring from front fall in handball.

3- The comparison of the effect of using some educational technology aids (under research) and learning-by-direction method on the performance level of the skill of scoring from front fall in handball.

Research Hypotheses:

1- There are statistically significant differences between the post and pre

measurements of the experimental group (i.e. watching photographed models, capturing the performance of the female students then presenting it for them using video recorder) in the performance level of the skill of scoring from front fall in handball.

2- There are statistically significant differences between the post and pre measurements of the control group (verbal explanation and practical model of the skill) in the performance level of the skill of scoring from front fall in handball.

3- There are statistically significant differences between the post and pre measurements of both the control and experimental groups in the performance level of the skill of scoring from front fall in handball.

Research Approach:

The research used the experimental approach, because it fits the nature of this research.

Research Environment and Sample:

The research sample was selected through the random intentional approach from the fourth-year female students, major of handball in the Faculty of Physical Education for Girls, Zagazig University in the academic year 2011/2012 - first semester. The research environment was composed of (45) female students. The researcher excluded (15) female students who had participated in the exploratory study.

Thus, the size of the research basic sample became (30) female students with a percentage of (66.67%). Those were divided into two equal groups (an experimental group, and a control group) consisting of (15) students each.

The researcher divided the sample randomly into two groups, consisting of (15) students each. Then the significance of differences between

the two groups was calculated, in order to ensure the equivalence of the groups prior to carrying out the experiment. This measurement is considered a pre-measurement for the members of the experimental group and the control group. This was done in the period from October 9, 2011 to October 11, 2011. This is illustrated by tables (1) and (2).

Table (1)

*Significance of Differences
between the Experimental and Control Group
in Age, Length, Weight and Intelligence*

Variables	Measurement Unit	Experimental Group N = 15		Control Group N = 15		“T” Value
		A	D	A	D	
Age	Year	21.80	0.64	21.60	0.77	0.74
Length	Centimeter	169.95	4.29	171.50	4.15	0.69
Weight	Kilogram	70.50	3.55	71.86	4.90	0.84
High Intelligence	Score	29.50	4.72	29.00	4.61	0.28

“T” tabular value at the level of 0.05 = 2.048

* Significant at the level of 0.05

From table (1), it becomes clear that there are no statistically significant differences at the level of 0.05 between the experimental and control groups in the growth variables, which indicates the equivalence of the research groups in these variables.

Table (2)

Significance of Differences

between the Experimental and Control Group

in Physical and Skill-Related Variables under Research

Variables	Measurement Unit	Experimental Group N = 15		Control Group N = 15		“T” Value
		A	D	A	D	
Muscular ability of the two arms	Meter	3.85	0.69	3.75	0.65	0.40
Muscular ability of the two legs	Meter	1.75	0.10	1.70	0.10	0.80
Eye-arm harmony	Mark	15.00	3.33	14.60	3.14	0.33
Agility	Second	9.37	1.12	9.49	0.98	0.30
Accuracy of scoring from fall	Mark	7.50	1.42	7.00	1.37	0.94
Strength and accuracy of scoring from fall	Mark	15.60	2.91	14.80	2.88	0.73

“T” tabular value at the level of 0.05 = 2.048

* Significant at the level of 0.05

From table (2), it is shown that there are no statistically significant differences at the level of 0.05 between the experimental and control group in the physical and skill which indicates the equivalence of the research groups in these variables.

Data Collection Tools:

First: Physical Tests under Research:

- 1- The test of pushing a medical ball weighing (3) kilogram.
- 2- The test of wide leaping from stability.
- 3- The test of harmony between the eye and the arm.
- 4- The test of zigzag running in Barrow Method 3 X 4.5 m.

Second: Skill Tests under Research:

- 1- The test of accuracy of scoring from fall.
- 2- The test of strength and accuracy of scoring from fall.

Third: The Test of High Intelligence:
prepared by Assayed Muhammad Khairy (1989) (2).

Basic Experiment:

First: Experimental Group:

The basic experiment was carried out during the first semester of the academic year 2011/2012 in the period from October 13, 2011 to November 23, 2011 for six continuous weeks with the rate of two educational units weekly. Control group members are taught through learning-by-direction method. On the other hand, the researcher followed the following steps while teaching the members of the experimental group:

- 1- Performing physical warm-up (10) minutes then presenting the

performance of the skill of scoring from front fall in handball by the visual recorder and the display screen (for one of the handball female players who is distinguished in this skill) to female students. The normal and slow-motion displays were used with pausing the image, commenting and explaining the technical aspects by the researcher over period of (3) minutes.

- 2- Performing the skill of scoring from front fall handball by the experimental group members with focusing on the basic phase and proceeding with skill performance and safe fall on (mattresses, jump pit, playground floor) over period of (22) minutes.

3- Repeating display of good performance by the visual recorder where the researcher opted to repeating the display when she noticed technical mistakes in performing the skill under research over period of (3) minutes.

- 4- Recording the performance of each female student when doing the skill under research then moving to the display room (that was close to the place of performing the experiment) so that each female student can watch her performance and so she can know her mistakes through using slow-motion display and pausing the image for watching (criticizing sessions over a period of 7 minutes).

5- Watching the good performance of the skill under research using the visual recorder and the display screen over period of (3) minutes.

- 6- Repeating the performance by

female students with focusing on fixing the mistakes that appeared in the skill performance over period of (7) minutes. This was repeated till the expiration of the period of the suggested educational program.

7- Completing the rest of the educational unit by the experimental group members over period of (35) minutes with the aim of teaching the rest of handball skills.

8- Performing the final part over a period of (3) minutes.

Second: Control Group:

The researcher used the learning-by-direction method with the members of

the control group in performing the skill of scoring from front fall. In this method, technical mistakes of the control group members are fixed through directions presented to them by the instructor. After (6) weeks had passed, the post measurement of the skill under research was carried out.

Post Measurements:

Post measurements were carried out in the period from November 24, 2011 to November 27, 2011 on the members of both the experimental and control groups in the same order and according to the same pre-measurement conditions.

Results Presentation:

Table (3)

Significance of Differences between the Pre and Post Measurements of the Experimental Group in the Performance Level of the Skill of Scoring from Front Fall

N = 15

Variables	Measurement Unit	Pre-Measurement		Post Measurement		"T" Value
		A	D	A	D	
Accuracy of scoring from fall	Mark	7.50	1.42	10.80	1.55	4.91*
Strength and accuracy of scoring from fall	Mark	15.60	2.91	19.97	2.34	4.37*

"T" tabular value at the level of 0.05 = 2.262

* Significant at the level of 0.05

From table (3) it appears that there are statistically significant differences at the level of 0.05 between the pre and post measurements of the experiment group regarding the accuracy and strength of scoring from front fall in handball in the favor of the post-measurement.

Table (4)

*Significance of Differences between the Pre and Post Measurements of the Control Group
In the Performance Level of the Skill of Scoring from Front Fall*

N = 15

Variables	Measurement Unit	Pre-Measurement		Post Measurement		“T” Value
		A	D	A	D	
Accuracy of scoring from fall	Mark	7.00	1.37	8.93	1.41	2.53*
Strength and accuracy of scoring from fall	Mark	14.80	2.88	16.71	2.56	2.39*

“T” tabular value at the level of 0.05 = 2.262

* Significant at the level of 0.05

From table (4), it is shown that there are statistically significant differences at the level of 0.05 between the pre and post measurements of the control group regarding the accuracy and strength of scoring from front fall in handball in the favor of the post-measurement.

Table (5)

*Significance of Differences between the Two Post Measurements of the Experimental and Control Groups
In the Performance Level of the Skill of Scoring from Front Fall*

Variables	Measurement Unit	Experimental Group N = 15		Control Group N = 15		“T” Value
		A	D	A	D	
Accuracy of scoring from fall	Mark	10.80	1.55	8.93	1.41	3.34*
Strength and accuracy of scoring from fall	Mark	19.97	2.34	16.71	2.56	3.51*

“T” tabular value at the level of 0.05 = 2.048

* Significant at the level of 0.05

Table (5) shows statistically significant differences at the level of 0.05 between the two post measurements of the experimental and control groups regarding the accuracy and strength of scoring from front fall in handball in the favor of the experimental group.

Results Discussion:

Considering the results of table (3), it becomes clear that there are statistically significant differences at the level of 0.05 between the pre measurement and post measurement of the experimental group in the strength and accuracy of scoring from front fall in handball in favor of the post measurement.

The researcher ascribes the reason of improvement in the accuracy and strength of scoring from front fall in handball for the experimental group members to the effectiveness of educational technology aids (i.e. watching photographed models, capturing the performance of the female students then presenting it using video recorder and display screen). This finding matches what *Abdel Aziz Al Iqili (2005) (15)* indicated that utilizing video devices presents the optimal performance as these devices are considered among the educational technology devices that help the learning process and mistakes correction. They present information by audio and video. Furthermore, the video options allow pausing videos, editing them or showing them in slow motion.

This finding agrees with the findings of the study of *Jalal Kamal Ali (2003) (5)*, *Muhammad Ad-Dabrawy and Issam Ad-Deen Rajai (2003) (23)*, *Muhammad Ahmad Abdullah (2004) (18)*, *Medhat Younis Abdel Razaq (2004) (24)*, *Tariq Mahdi Atyab (2005) (16)*, *Wael Jalal Al-*

Ayouti (2006) (28), *Muhammad Fekri Sayid Ahmad (2008) (22)*, *Medhat Younis Abdel Razaq (2008) (25)* that using auditory visual devices (video – display screens) contributes to developing the skill performance level and makes learners able to record their notes about their skill performance level in the educational lessons, which ultimately makes them able to correct their technical mistakes in the motor performance.

Atif As-Sayed (2006) (13) adds that there are many benefits of the visual recorder such as presenting auditory and visual information that represents reality; providing new skills and experiences; providing interactive environment that enables learners to control their self-speed, their course to follow during the program and the sequence of information; and enabling learners to provide immediate feedback on the learners' response.

This finding also goes well with what *Sayed Othman and Anwar Ash-Sharqawi (2006) (5)* indicated that feedback information performs a basic role in teaching skills since they are information available for individuals that makes it possible to compare their actual performance with a standard performance of the skill. Thus, the concept of feedback is originally connected to the learner's evaluation of his behavior and performance.

Thus, the validity of the first research hypothesis is proved

Table (4) results showed statistically significant differences at the level of 0.05 between the pre and post measurements of the control group in the accuracy and strength of scoring from front fall in handball in the favor of post-measurement.

The researcher ascribes the reason of improvement in the accuracy and strength of scoring from front fall in handball for the control group to using verbal explanation and performing practical modeling for the skill under research with repeating the performance of and training on the skill to promote the skill under research, leading to improvement in the post-measurement results, compared to the pre-measurement results of the group.

This result matches what *Afred (2001) (25)*, *Fayez Mourad, Al-Amin Abdel Hafiz (2003) (11)* and *Fikri Hasan (2004) (12)* indicated that the learning-by-direction method is one of the direct methods to convey information and skill acquaintance from instructors to learners, because learners feel excellence and control on the educational situation and can set the conditions of the surrounding environment during learning.

Thus, the validity of the second research hypothesis is proved

The results of table (5) also showed statistically significant differences at the level of 0.05 between the two post-measurements of the experimental and control groups in the accuracy and

strength of scoring from front fall in handball in the favor of the experimental group.

The researcher ascribes the reason of improvement in the accuracy and strength of scoring from front fall in handball for the experimental group members to the multiplicity of feedback sources through pictures watched by the visual recorder and capturing the performance of each female student and presenting it to them to know their mistakes and thus enabling them to fix these mistakes. This contributed to improving the performance level of the skill under research. This finding agrees with what *Makarim Abu Hajjah and Mubammad Saad (1999) (26)*, *Imam Mukhtar and et al (2005) (3)* indicated that using feedback which is supported by the visual recorder helps in forming intellectual imagination and concepts for learner better than the traditional method and that any educational system works according to traditional ways is not enough.

This finding matches the findings of the study of *Richarde³ Wilkinson (2002) (31)*, *Russel (2003) (32)*, *Wael Al-Ajiouti (2006) (28)*, *Iman Mubammad Wagihan Badr (2007) (4)*, *Najlaa Al-Barbari and Tariq Al-Jabroni (2005) (21)* on the effectiveness of educational technology aids in the improvement of performance level of basic skills in the group and individual games compared to the learning-by-direction method.

In this regard, *Samir Dababnah (2004) (8)* indicates that using educational technology aids, especially visual dynamic images that last in the mind of the learner, helps them to remember the parts of these movements. This stems from the fact that memorization process is not a matter of storing information, but it is rather retrieval and restoration of the movement again.

This finding also matches what *Richard Jensen (1991) (36)* indicated that using educational technology methods provides us with two main elements of the educational elements, namely active participating on the part of the learner and the element of feedback which should improve and develop motor performance.

Thus, the validity of the third research hypothesis is proved

Conclusions:

1- Educational technology aids (i.e. watching photographed models, capturing the performance of the female students then presenting it for them using video recorder) positively affect the performance level of the skill of scoring from front fall in handball.

2- The learning-by-direction method (verbal explanation and practical model of the skill) positively affects the performance level of the skill of scoring from front fall in handball.

3- The experimental group members

excelled the control group members in the rates of post measurement improvement compared to the pre measurement in the accuracy and strength of scoring from front fall in handball.

4- Using the visual recorder and the display screen helped the experimental group members in recognizing the points of weakness and strength in the skill under research, which contributed to developing the accuracy and strength of scoring from front fall in handball.

Recommendations:

1- Working on using educational technology aids (i.e. watching photographed models, capturing the performance of the female students then presenting it for them using video recorder) to improve the accuracy and strength of scoring from front fall in handball.

2- Producing more educational aids and bringing them out in a user-friendly cost-effective way such as (video tapes, educational portfolios, and compact discs) to help both learners and instructors in promoting the educational process in the subject of handball.

3- Providing several educational technology aids, especially photographing and display devices in the practical departments in the faculties of physical education.

4- Encouraging the teaching staff on using atypical strategies in teaching handball skills.

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