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## *The Effect of Competitive Educational Games on Teaching Some Basic Basketball Skills to First Intermediate Students*

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### **ABSTRACT**

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The aim of the research is to develop competitive educational games to improve the performance of certain basic basketball skills for first intermediate students, and to examine the impact of educational games on these skills.

To achieve this goal, the researcher used the experimental method with a design of two equivalent groups—experimental and control—with both pre- and post-tests, as this approach suits the problem and objectives of the research. The research population consisted of first intermediate grade students from 14<sup>th</sup> of July Intermediate School for Boys during the academic year 2023–2024, totaling 240 students distributed among six classes: (A, B, C, D, E, and F). The research sample was randomly selected (by lottery) from the six classes to form the two groups: experimental and control. Then, 40 students from each selected class were chosen randomly, amounting to 33.33% of each class. The final sample distribution was as follows:

Experimental Group: Class (B), consisting of 45 students who learned basic basketball skills using competitive educational games.

Control Group: Class (E), also consisting of 45 students, learned using the traditional method followed by the teacher (command style) according to the official physical education curriculum.

The researcher conducted both pre- and post-tests for the experimental and control groups and carried out appropriate statistical analyses. The results indicated that the use of competitive educational games significantly contributed to teaching basic basketball skills to the research sample. The excitement, motivation, and competition embedded in these games enhanced students' performance and facilitated the learning process.

Introduction to the Research:

#### 1-1 Research Introduction and Importance:

The process of teaching and learning in all its stages is one of the most important factors affecting the provision of the requirements of progress and development for society, as teaching is the educational means to achieve civilizational communication by transferring experiences and ideas to future generations, and under this concept includes every method, style, idea, and reference to transfer experience from one individual to another, and from one generation to another.

There are a number of ideas that call for the need to renew learning methods because of the need to improve the educational process in line with the development that the world is witnessing today. A pre-programmed and planned instructional process becomes effective in the process of acquiring and learning the basic skills in any sport.

Learning the basic skills of each game is one of the most important conditions for the success of progress in performance, and the speed of learning and development is based on the amount of diversity in the methods used for learning, which is the result of the results of research and studies that led to the development of the level of performance and the achievement of sports achievements .

Games are one of the important means that imprint the physical education lesson with the character of fun, competition, and skill learning among its practitioners, and educational games, when well planned, organized and supervised, have an important impact on the organization of learning, and the game of basketball is one of the team games in which collective performance depends on learning basic skills at an early age.

One of the first skills that is taught is the skill of tapping, handling and scoring, as these skills are a starting point for learning other skills, and through the general observation, we find that basketball skills are connected links, one of which is complementary to the other, whether in education or in play, and within this comes the importance of research in the use of competitive educational games that help in acquiring and learning basic skills in basketball for first-grade intermediate students, as this age group is the nucleus and foundation in selecting good players in the future .

#### 1-2 Research Problem:

Advancing the educational process and achieving its desired educational goals requires continuous interaction between its basic components, as this interaction is the basis on which to achieve advanced educational results in performance. Educational exercises are the cornerstone of any study unit, because of their active role in learning skills and developing the level of motor performance of students, but what is observed in the physical education lesson is that the exercises are limited to traditional motor performance that is characterized by rigidity and stereotyping, which leads to a lack of suspense and a lack of motivation for students towards learning. This has negatively impacted the learning of some basic basketball skills among middle school students. Based on the researcher's teaching experience, it was found that the introduction of educational exercises based on competitive games can contribute to raising the level of students' motivation and motivation towards learning, in addition to improving the acquisition and development of skills, especially among first-grade intermediate students, who are the basis for building the learner's personality in the later educational stages, especially in a game Basketball.

#### 1-3 Research Objectives:

- ❖ Preparing competitive educational games in performing some basic basketball skills for the first intermediate students.
- ❖ Identify the impact of educational games on the performance of some basic basketball skills for students.

#### 1-4 Imposing the Research:

- ❖ There are statistically significant differences between the pre- and post-tests of the experimental and control groups in teaching some basic basketball skills to secondary intermediate students.
- ❖ There are statistically significant differences between the post-tests of the experimental and control research groups in teaching some basic basketball skills to students.

**1.4.1 Human Field:** Intermediate first grade students of the Loyal Intermediate Boys.

**1-4-2 Temporal Domain:** From (1/10/2024) to (20/12/2024).

**1.4.3 Spatial Field:** The outdoor arena of the 14th of July Intermediate for Boys.

#### 3-Research Methodology:

The researcher used the experimental method with pre- and post-test to fit it with the research problem.

##### 3-1 Research Population and Sample:

The research population was determined by the students of the first intermediate grade of July 14 for boys, for the academic year (2023-2024), who numbered (240) students distributed over six divisions, namely: (A, B, C, D, E, and F), while the research sample was randomly selected (by lottery) from among the six divisions to determine the two research groups: experimental and control. Then, the researcher selected (40) students from each division by lottery method with a percentage of (33.33%), so that the sample distribution was as follows:

The experimental group: division (B), and the number of its members is (45) students, as it will learn some basic skills in basketball according to the educational games, while the control group: division (E), and the number of its members is (45) students, it will learn in the way followed by the teacher (the command method). According to the curriculum of the physical education lesson.

#### 3.3 Means of Information Collection, Devices and Tools Used in the Research:

- Expert and Specialist Opinion Survey Form on Granting the Degree.
- Data Dumping Form.
- World Wide Web.
- Tests and measurement.
- Exploratory experiment.
- Digital electronic clocks (Casio) number (3).
- Lenovo laptop.
- Basketball court.
- Basket balls (10).
- Japanese-made whistle.
- Adhesive tape width (5cm).
- Rope length (10m) ( 2).
- Plastic chairs ( 8)
- Terraces ( 7).
- Baskets ( 6).
- (20) lessons.

- Boxes ( 3).
  - Plastic collars (6)
- 3.4 Field Research Procedures:
- 3-4-1 Tests used in the research:
- The (Tabtaba) test between indicators from the Johnson Battery Test (Mohamed Mahmoud Abdel Dayem and Mohamed Sobhi, 1999, 129).
  - Recoil Wall Test (Chest Handling) from Liston Battery Test. Mohamed Mahmoud Abdel Dayem and Mohamed Sobhi, 1999, 121).
  - Free throw test of stability of Ivor battery. Mohamed Mahmoud Abdel Dayem and Mohamed Sobhi, 1999, 123).

#### 3.4.2 Exploratory Experiment:

The researcher conducted the exploratory experiment on a sample of (10) students of the first intermediate grade within the sample of the exploratory experiment, on the day of (4/2/2024) at (ten in the morning), on the outdoor courtyard of the 14th of July intermediate for boys.

- The amount of time it takes to take the test.
- The validity of the tools used in the research.
- Diagnose and overcome errors and obstacles that will appear in the reconnaissance experiment.

#### 3.4.3 Tribal Tests:

The researcher conducted the pre-test on the research sample on (Wednesday) 9/ 10 /20 24in the outdoor yard of the 14th of July intermediate for boys, after explaining the necessary instructions and steps on how to perform and apply, as well as preparing all the requirements and requirements for the tests

#### 3.4.3.1 Equivalence of the two research groups:

Table (1)  
Shows the parity of the research groups in the pre-test

Significance	Sig	T value	Officer		Experimental		Testing
			on	Going to	on	Going to	
Insignificant	0.354	1.742	1.658	18.628	2.125	17.325	Tabtaba (s)
Insignificant	0.441	1.362	1.845	5	1.105	6	Handling (repeat)
Insignificant	0.251	1.662	1.344	9.185	2.868	9.892	Aim (dot)

#### 3.4.4 Main Experience:

A set of exercises for the skills in question has been prepared in the form of games that combine learning skills, reinforcement, and competition, if the games include competitive exercises between groups in what serves the skill.

These exercises were applied to the experimental group on 16/10/2024 with two educational units on (Wednesday and Monday), as the number of educational units reached (16) units distributed over (8) weeks, and the educational curriculum was divided into three sections:

1- Preparatory section : It lasts (7) minutes, as it includes the preparation of the muscles and joints of the body, and includes:

A. A general warm-up of (4) minutes .

B- A special warm-up for the balls and its duration is (3) minutes and in a way that serves the skill.

2- The main section : It lasts (33) minutes, and it explains the posture of the body to perform the skills with the performance of a set of exercises for games, and it is divided into:

A- The educational aspect and its duration is (4) minutes in which the correct performance of each skill is explained .

B. The practical aspect, which lasts for (29) minutes, in which the exercises for educational games are applied.

3- The final section: It lasts (5) minutes and includes giving a special game of skill with a focus on good performance. The skill of tapping was taught, followed by handling, and then the skill of scoring, as (educational exercises) were applied within a time of (45) minutes for one educational unit, as the teaching of tapping for (2) educational units, teaching handling for (4) educational units, and the integration of the two skills (tapping and handling) for (2) Educational unit, then teaching the skill of scoring for (4) educational units, teaching the integration of two skills (tapping and scoring) for (2) educational units, and teaching the integration of skills all for (2) educational units.

The educational units were implemented by the physical education teacher at the teacher, and under the supervision of the researcher. As for the control group, the exercises were given for the curriculum prescribed by the Ministry of Education for the three skills, while giving the same time as the experimental group..

4. Present, analyze and discuss the results:

4.1 Presentation, analysis and discussion of the results of the research tests of the experimental and control group for the effectiveness of the long jump:

Table (2)

The arithmetic mean and standard deviations show the value of (v) for the pre- and post-test of the experimental group

Significance	Sig	T value	Dimensional		Tribal		Testing
			on	Going to	on	Going to	
Moral	0.010	8.277	1.214	16.018	2.125	17.325	Tabtaba (s)
Moral	0.000	9.868	1.252	9	1.105	6	Handling (repeat)
Moral	0.000	9.541	3.211	13.518	2.868	9.892	Aim (dot)

differences to the positive effect of the educational games that were applied to the members of the experimental group, as these educational games contributed, and the improvement that appeared in the post-results of the artistic performance is attributed to the exercises used, which aim to learn and acquire skills in an interesting way, as they were varied and non-routine and arouse the desire of students to practice them actively and energetically, and this was reflected on their performance of these skills clearly, as "

The use of exciting exercises in training is an important factor to improve the technical, physical and psychological level of the student (**Muhammad Jameel Abdel Qader, 1993, 155**).

In addition, these games were suitable for students in terms of their design according to the scientific foundations that make them focus on the motor aspect and also on the technical stages, which brought about a remarkable development and improvement in terms of movement and technique, as "exercise is a motor performance known in time and repetition and can only be learned through it and leads to the development of the skill, and it is any learning whose goal is to make rapid progress both physically and mentally and increase technical motor learning" (**Mahmoud Daoud Al-Rubaie, 2011, 279**)

The educational unit also gave a sufficient amount of learning to the exercises, as it includes games that increase the student's motivation to learn the skill, as well as being fun and smooth that prevents reaching a state of fatigue and unwillingness to perform, which increased the students' understanding and comprehension of the correct paths of skills, which led to reaching the correct performance: "When the skill reaches stability or when the technique is difficult, the movement can only be performed if the student is fully aware of the skill so that he can implement it correctly." (**Wajih Mahjoub, 1985, 32**).

Table (3)

The arithmetic mean and standard deviations show the value of (v) for the pre- and post-test of the control group.

Significance	Sig	T value	Dimensional		Tribal		Testing
			on	Going to	on	Going to	
Moral	0.002	8.256	1.139	16.193	1.658	18.628	Tabtaba (s)
Moral	0.006	13.230	1.347	8.055	1.845	5	Handling (repeat)
Moral	0.000	10.806	1.629	12.892	1.344	9.185	Aim (dot)

It is clear from Table (3) that there are significant differences between the results of the pre-test and the post-test in favor of the post-test in the control group in the research tests. The researcher attributes these differences to the effect of the educational exercises implemented according to the learning method used, provided that these exercises are based on sound scientific foundations, whether in formulating their objectives or in their content and implementation. The reliance of exercises on precise scientific principles effectively contributes to the development of theoretical and skill learning among students, and the achievement of the desired educational goals, and the correct and effective implementation of the curriculum leads to a significant improvement in the overall performance of students, and gives them the opportunity to gain the additional benefit of developing their ability to learn new skills, as well as learning how to learn the same learning, which enhances their academic and practical efficiency in the future." (**Mohamed Mahmoud Al-Hailah, 1999, 64**), as well as educational exercises, whose main goal is to improve the level of performance through practice, training and repetition of the learning process, "The quality of the teaching method and its procedures have a clear impact on the development of skill performance, as the longer the period of skill performance and the greater the number of exercises dedicated to the development of the specific skill, the higher the percentage of Learning" (**Muhammad Mahmoud Al-Hailah, 1999, 64**).

Table (4)

The arithmetic medians and standard deviations show the value of (v) for the post-tests of the experimental and control samples.

Significance	Sig	T value	Officer		Experimental		Testing
			on	Going to	on	Going to	
Moral	0.000	8.738	1.139	16.193	1.214	16.018	Tabtaba (s)
Moral	0.000	8.704	1.347	8.055	1.252	9	Handling (repeat)
Moral	0.000	9.694	1.629	12.892	3.211	13.518	Aim (dot)

It is clear from Table (4) that there are significant differences between the results of the post-test for the experimental and control groups, and in favor of the experimental group in the research tests. The researcher attributes this superiority among the members of the experimental group to the difference in the educational curriculum used between the two groups, as the curriculum of the experimental group proved to be very effective in developing the level of artistic performance of students through the various exercises and games organized during the educational units in a way that suits the level and capabilities of the age stage of students and their assimilation, because "when the curriculum is implemented effectively, the general performance of the student improves a lot" (**Muhammad Mahmoud Al-Haila, 1999, 65**).

These modules enable the teacher to present the learning material in a more detailed and accurate manner, while enhancing the link between new information and students' previous experiences. The role of the teacher was also more effective as a mentor, mentor and leader of the educational process, creating a positive and stimulating learning environment for students. Educational games contributed to making the lessons more interesting and lively, as well as the variety and renewal of practical exercises, which enhanced the students' skill performance learning.

In addition, the prepared exercises were endearing, enjoyable, and variable with tools and directions, and their performance of stability and movement, which encouraged the students to interact with the performance by increasing the attempts with activity and vitality, which gave a positive reflection to the learning of skills, as "the basic and necessary rule in learning the skill is to pay attention to the number and variety of exercise attempts" (**4, 1981, Moston Muska**).

The educational games and the small tools they contain (such as collars, boxes, ropes... and others), which affected the appearance of the differences between the two groups, as they served as aids that led to facilitating the process of transferring the educational material to the student and providing him with direct experiences through a sense of motor performance, a sense of skill, and enhancing his self-confidence, which prompted him to continue performing and exerting more effort during the educational unit, and this helped to accelerate the learning process, because " One of the important basic principles that should be taken into account during the educational process is the availability of tools and assistive devices that accelerate learning through a sense of ability and self-confidence in developing and developing performance in terms of motor and skill" (**Diaa Al-Khayat and Nawfal Mohammed Al-Hayali, 2001, 436**).

The games that the students applied during the educational units were also of great benefit because the performance style in them serves the motor, mental and psychological path of the student, which helped to develop their physical and motor abilities, and this reflected positively on them at a higher level than the control group, which gave a clear

effect, as "games and exercises help both sexes to discover their potential and develop their physical, motor and cognitive abilities during their participation and application of these games and exercises." **Waleed Ahmed Al-Masri, 1999, 46)**

## 5. Conclusions and Recommendations:

### 5.1 Conclusions:

- The use of competitive educational games has contributed significantly to teaching some basic basketball skills in the research sample.
- The suspense, excitement and competition that exists as a result of the use of educational games has increased the students' motivation to perform and facilitated the process of teaching some basic basketball skills to students.

### 5.2 Recommendations:

- Adopting competitive educational games in teaching some basic basketball skills.
- The use of competitive educational games because it facilitates the process of applying and achieving the set educational goals.
- Conducting a study similar to the current study on other skills and other activities and at different age and school levels.

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