Thi Qar University Journal of Physical Education Vol 2 Issue 2

مجلة جامعة ذي قار لعلوم التربية البدنية

مجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة

The effect of educational attitudes guided by exercise methods on mental motivation and learning the skills of overwhelming beating and the wall of resistance with volleyball for students

Muhammad Kamel Muhammad Al-Awadi

Article history:
Received:7/ 1/ 2025
Received in revised from:7/ 2
Accepted: 21/ 3/ 2025
Published online: 11/4/ 2025

Keywords:
Instructional educational attitudes, exercise methods, emotional motivation, crushing beating skills,

Corresponding Author :

00647818913877

ABSTRACT

Through the researcher's access to a number of research and studies in the field of the game as well as his work in teaching volleyball and watching many matches held between the faculties of physical education, he noticed a weakness in the accuracy of the implementation of skills (overwhelming beating and the wall of resistance) by students. Therefore, the researcher found an urgent need to study this problem and work to solve it through the possibility of preparing educational positions indicative methods of exercise, any formation of new methods is the best solution to move away from traditional methods in order to affect mental motivation and accuracy of basic skills under study, as well as the desire of the researcher to provide a modest scientific addition to the lack of research that dealt with these topics.

1- Preparing a mental motivation scale for students at the Faculty of Physical Education and Sports Sciences at the University of Babylon
2- Preparing educational situations with exercise methods and learning the skills of overwhelming beating and the wall of resistance with volleyball for students.
3- Identify the impact of educational situations guided by exercise methods on mental motivation and learn the skills of overwhelming beating and the wall of resistance with volleyball for students.
4- Identify the best style of exercise that affects mental motivation and learn the skills of overwhelming beating and the wall of volleyball for students.

1- The educational situations with exercise methods prepared by the researcher had a positive impact on mental motivation and the development of accuracy of basic skills (overwhelming beating and the wall of resistance) for students.

2 - The nature of educational attitudes guiding the methods of exercise used commensurate with the possibility of the sample, which led to an increase in mental motivation at work.

3 - The use of interference methods of exercise used had a significant impact on the development of research variables.

1- Definition of the research:

1-1 Research Introduction and Importance:

The development in the technical level of the types of games and sports events in general at the present time did not come by chance, but as a result of the follow-up of those interested, specialists and researchers in the development of the educational process continuously in order to raise the level of skill performance and achieve results.

The game of volleyball is one of the competitive team games that took the lead place in terms of its spread in the world, and evolved from a game for leisure to an Olympic game that needs high physical, skill and tactical requirements, and the game of volleyball depends on basic skills as an important base on which this game is built to progress in the level of performance, and it also prepares the ladder to rise towards proficiency and excellence, so attention must be paid to the stages of learning, as it needs to make a lot of effort And practice in order to master it.

One of the psychological variables is mental motivation, which is one of the important concepts in the educational process, as the relationship is positive between motivation and accuracy of skills, the greater the learner's desire and need to acquire more motor forms in order to master them, the more the educational process is directed towards the better and thus provides the learner with results that help predict behavior in different situations, and all this comes through the use of educational situations by overlapping some exercise methods.

The educational attitudes of guidance are important aspects in the success of the educational process that is achieved through the interaction between the teacher and the student and the educational process, the more the teacher is successful in choosing the optimal educational method and appropriate guidance, the more successful the learning process and lead to positive results, as the exercise and its organization is one of the important things in the educational process as it has received a large share of attention among those in charge of the educational process because it contributes positively to achieving diversity in the exercises used and methods of implementation, as well as About facilitating the process of acquiring and retaining the skill, taking into account the difficulty or ease of the required performance through gradation and following the organization in the methods of exercise.

The importance of research is evident in enriching the literature of scientific research and highlighting the process of preparing indicative educational situations that include overlap in exercise methods, which in turn affect the psychological aspect of learners in terms of raising motivation and directing it towards the desire to practice exercises in the educational unit positively and enthusiastically and then developing the accuracy of the basic skills under research and identifying the best of these interventions and their most appropriate for learners and providing appropriate learning opportunities that serve the educational process.

1-2 Search problem:

Through the researcher's access to a number of research and studies in the field of the game, as well as his work in teaching volleyball and watching many matches held between the faculties of physical education, he noticed a weakness in the accuracy of the implementation of skills (overwhelming beating and the wall of resistance) by students as well as psychological factors, including mental motivation. Therefore, the researcher found an urgent need to study this problem and work to solve it through the possibility of preparing educational positions guiding methods of exercise, any formation of new methods is the best solution to move away from traditional methods in order to affect mental motivation and accuracy of basic skills under study, as well as the desire of the researcher to provide a modest scientific addition to the lack of research that dealt with these topics.

1-3 Research Objectives:

1- Preparing a mental motivation scale for students at the Faculty of Physical Education and Sports Sciences at the University of Babylon

2- Preparing educational situations guiding methods of exercise and learning the skills of overwhelming beating and the wall of resistance with volleyball for students.

3- Identify the impact of educational situations guided by methods of exercise in mental motivation and learn the skills of overwhelming beating and the wall of volleyball for students.

4- Identify the best method of exercise that affects mental motivation and learn the skills of overwhelming beating and the wall of resistance with volleyball for students.

1-4 The two hypotheses of the research:

1. 1- The educational situations of guidance overlapping some methods of exercise have a positive impact on motivation and learning the skills of overwhelming beating and the wall of volleyball for students.

2 - The best overlap of exercise methods is the sequential exercise distributed in the fixed and variable methods of motivation and learn the skills of overwhelming beating and the wall of volleyball for students.

1-5 Research Areas:

1-5-1 Human field : Students of the second stage at the University of Babylon for the academic year (2022-2023).

1-5-2 Time range : from 20/11/2022 to 10/4/2023.

1-5-3 Spatial field : Closed hall at the University of Babylon.

3- Research Methodology and Field Procedures:

3-1 Research methodology: The researcher used the experimental method in the manner of equivalent groups (with pre- and post-tests), for its suitability to the nature of the problem to be solved.

3-2 Research community and samples: The research community consisted of students of the second stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon for the academic year (2022-2023), numbering (83), and the researcher chose a sample in a simple random method with (60) students, as it was divided randomly and by lottery into four equal groups by (15) students for each group.

3.3 Means, tools and devices used:

3.3.1 Research methods:

Arab and foreign sources and references. - Observation. - Questionnaire. - Tests and measurement. - Internet. -Personal interviews.

3.3.2 Used tools and devices:

- Legal playground . -20 balls. - Plastic signs and ropes. -Tape measure (cm).
- Chalk. Manual stopwatch (2). A Chinese-made device for measuring weight and height.
- Whistle - Acer laptop - E 525). -Various stationery (papers, pens ... etc).

3-4 Field Research Procedures:

3.4.1 Determining the validity of the mental motivation scale for students in volleyball:

The researcher used the mental motivation scale for (Thaer Ghobari (et al)).[1] The scale consists of (50) items, as alternatives to the triple answer to the motivation scale were given grades (3, 2, 1) for positive paragraphs and grades (1, 2, 3) for negative paragraphs and the highest degree that can be obtained (150) while the lowest degree can be obtained (50) and was developed in a questionnaire form and presented to experts and specialists, who number (15) experts, and after collecting the forms, it was approved by (100%).

3.4.2 Identify the skills used in the research:

The volleyball skills used in the research were determined according to the vocabulary of the methodological volleyball subject prescribed for students of the second stage of study at the Faculty of Physical Education and Sports Sciences at the University of Babylon for the academic year (2022-2023) The second course that is taught during this period according to the sequence of the curriculum to conduct the study on it, and these skills are:

1- The skill of overwhelming beating. 2- The skill of the firewall.

3.4.3 Nomination of tests:

After the experts agree on the types of basic skills appropriate to the subject of the research and its sample, and after reviewing many sources and scientific studies. A number of tests were collected, then the researcher prepared a questionnaire containing these tests and then presented them to (10) experts with experience and specialization

[1] Thaer Ghobari (et al.): General Psychology , 1st Edition: (Amman, Arab Society Library for Publishing and Distribution, 2008), pp. 132-133.

in the field of volleyball to take their opinions on their validity and choose the appropriate ones to measure what requires measurement as shown in Table (1).

Table (1) shows the validity of the tests

Significance Statistics	Ka2 Calculated	Validity		auditions	t	Skills
		It doesn't fit	Fit			
Immoral	0.4	6	4	Diagonal Overwhelming Hit Accuracy Test	1	Overwhelming beating
Moral	10	0	10	Test the accuracy of a straight crusher	2	
Immoral	0.4	4	6	Test the accuracy of linear overwhelming multiplication	3	
Immoral	1.6	3	7	Firewall Redundancy Test (1)	1	Firewall
Moral	10	0	10	Firewall Redundancy Test (2)	2	
Immoral	0.4	6	4	Test the frequency of repelling the overwhelming beating	3	

3-5 Exploratory Experiment:

In order to ensure the clarity of the scale instructions and paragraphs for students, and to identify the time it takes to answer the paragraphs of each scale, as well as to identify the circumstances of applying the scale and the accompanying difficulties or obstacles and the suitability of the tests to the sample level, the researcher applied the scale and volleyball tests to an exploratory sample consisting of (9) students at ten in the morning on (1/3/2023), It was found from the exploratory experiment that the instructions were clear from the tested individuals and that the time taken to answer the paragraphs of the motivation scale was between (13-19) minutes with an average of (16) minutes, and after (15) days the experiment was repeated on (16/3/2023).

3.6 Scientific foundations of variables:

3.6.1Honesty: The researcher used the sincerity of the content and aims this type of honesty to know the extent to which the test or scale represents the aspects of the attribute or attribute to be measured, and whether the test or scale measures a limited aspect of this phenomenon or measures it all, ie the extent to which its content matches what it wants to measure, and is used to determine the opinions of experts and specialists in the field that the test is trying to measure, This kind of honesty was achieved when the motivation scale and the Maha tests were presented to a group of experts and specialists.

3.6.2 Stability: The stability of the test means "if the test is reapplied to the individuals themselves, it gives the same results or close results" [(3)] The stability

[(1)] Qais Naji, Bastawis, Ahmed; tests, measurement and principles of statistics in the sports field:

coefficient of the two tests was calculated according to the scientific foundations of the tests through the method of testing and re-testing with a time difference of 15 days and under the same conditions of application of the first test and on the members of the same sample, "This method is one of the easiest ways to obtain stability, which is the application of the same test twice on the same sample" [(2)]The simple correlation coefficient (Pearson) was calculated on the results of the first and second test to find out the stability coefficient between them and then the significance of the correlation coefficient was calculated by applying the test (T) for the significance of the correlation and Table (2) shows that.

3.6.3 Objectivity: Objective test "is the test that gives the same results, regardless of the difference of the correctors, i.e. the results are not affected by the subjectivity or personality of the corrector".[3] The objectivity of the research tests was found by the experts (evaluators) and achieved high objective coefficients between the results of the first and second components and Table (2) shows this.

Table 2 shows the statistical parameters of the scientific foundations of the tests

Sig	Objectivity	Sig	constancy	Variables	t
0.000	**0.96**	**0.000**	**0.86**	Motivation scale	**1**
0.000	**0.93**	**0.000**	**0.82**	Test the accuracy of a straight crusher	**2**
0.000	**0.94**	**0.000**	**0.81**	Firewall Redundancy Test (2)	**3**

3-7Pre-tests: The pre-tests were conducted for the members of the research sample, all of whom are Yatar Yakh (17- 18/3/2023) for psychological and skill tests, and psychological tests (motivation) were conducted, and in one of the classrooms in the above department, and two skill tests were conducted in the sports hall, and the researcher has installed the conditions for the tests, the method of conducting them, and the work team in order to achieve the same conditions as much as possible when conducting post-tests.

3.7.1 Research procedures on experimental groups:

3.7.1.1 Homogeneity of the sample: In order to adjust the variables that affect the accuracy of the research results, the researcher resorted to verifying the homogeneity of the research sample in the variables that relate to morphological measurements, namely (height, weight and age) as shown in Table (3).

(Baghdad, Baghdad University Press, 1987), p. 139

(2) Sami Muhammad Melhem, Measurement and Evaluation in Education and Psychology, 2nd Edition: (Amman, Dar Al-Masirah for Publishing, Distribution and Printing, 2002, p. 252)

(3) Zoukan Obeidat and others, scientific research - understandable - management - methods :(Amman, Majdalawi for Publishing and Distribution, 1982), p. 154.

Table (3) shows the homogeneity of the research sample in morphological measurements

Torsion coefficient	Lines	Standard deviation	Arithmetic mean	Unit of measurement	Statistical milestones / Variables
0.77	174	6.81	176,16	poison	Length
0,68	69	8,31	68,11	kg	Weight
0,39	19	0,74	19,29	year	lifetime

Table (3) shows that the values of the torsion coefficient are limited between (±1), which indicates homogeneity
Members of the research sample in these variables, i.e. the moderation of their normal distribution.

3.7.1.2 Equivalence of research groups: Before starting the implementation of the educational curriculum, the researcher resorted to verifying the equivalence of the four research groups in the variables that relate to psychological tests, namely (motivation), and skill tests under research, which are (overwhelming beating and the wall of resistance), as shown in Table (4).

Table (4) shows the equivalence of the four research groups in the variables

(Psychological and skill tests)

Indication Type	Sig	Calculated value(q)	Average squares	Degrees of freedom	Sum of squares	Contrast source	Variables	t
Immoral	0.760	0,39	40,99	3	122,96	Between groups	Motivation	**1**
			104,88	56	257,14	Inside groups		
Immoral	0.810	0,48	130,48	3	122,43	Between groups	Overwhelming beating	**2**
			108.38	56	222.30	Inside groups		
Immoral	0.293	0,39	201,42	3	115,25	Between groups	Firewall (2)	3
			146,07	56	225,71	Inside groups		

Table (4) indicates the equivalence of the four research groups in these tests because the values of (sig) are greater than the level of significance (0.05).

3-8 Implementation of the vocabulary of educational attitudes guidance overlapping some methods of exercise:

In order to achieve the second objective of the research, the researcher prepared indicative educational situations with the overlap of exercise methods (sequential, fixed, variable, intensive and distributed) as the researcher prepared four educational methods are as follows: -

1- Exercise style (fixed sequence distributed): It is the interference in the performance of the skill on a regular basis to and from fixed places, with a rest period between one exercise and another equal in time to the time of exercise.
2- Exercise method (intensive fixed sequence): It is the interference in the performance of the skill on a regular basis to and from fixed places, with a small rest time between one exercise and another equal in time to (one-sixth) of the exercise time.
3- Exercise style (variable sequence distributed): It is the interference in the performance of the skill on a regular basis to and from changing places, with a rest time between one exercise and another equal in time to the time of exercise.
4- Exercise style (intensive variable sequence): It is the interference in the performance of the skill on a regular basis to and from changing places, with a small rest period between one exercise and another equal in time to (one-sixth) of the exercise time.

And that each of the four methods above included educational positions prepared by the researcher, which includes the development of basic skills under research and each of the four groups began its educational units with the same type of skill and the number of educational units for each skill and ended with the same type of skill and was as follows (overwhelming beating and the wall of resistance) but the difference between one group and another was at the time of rest between each repetition and another and between each exercise and another of the method used, And the time of the rest period according to the type of method used and the duration of this rest is to provide guidance to students (may be instructions encouraging or corrective reinforcement) and collectively for each group in order to raise their morale and increase motivation towards the best skill performance and then disclose the reasons for the mistakes and instruct them correctly in order to overcome them, and that each group of the four groups of the research sample will apply one of these educational methods to develop motivation and performance of basic skills under research and was vocabulary The educational curriculum is as follows:

1- The curriculum took (6) weeks.
2- The number of educational units per week is (2) units.
3- The number of educational units for each skill is (6) units.
4- The total number of units is (12) educational units for each experimental group.
5- The time of one educational unit is (90) minutes according to the course.

6- The researcher intervened in the time of the main section only and its time is (55) minutes.
7- The researcher began implementing the educational curriculum prepared on 20/3/2023 until 28/4/2023.

3-9 Post-tests: After the completion of the main experiment and for the purpose of determining the level reached by the research sample with its four groups in motivation and skill tests for the basic skills under research and to determine the extent to which the groups benefit from the application (indicative educational situations overlapping some exercise methods) The post-tests were conducted for the four groups for two days from 29/4/2023 to 30/4/2023, and the researcher was keen that the conditions be similar to the tribal tests in terms of place, time and the presence of the assistant work team and used the same steps In the pre-test.

3-5 Statistical means: The researcher used the following statistical means:

4- Presentation, analysis and discussion of results:

4.1.1 Presentation and analysis of the results of the pre- and post-tests of the four research groups:

4-1-1 Presentation of the results of psychological and skill tests of the first experimental group with a method (sequenced exercise fixed distributed) and analysis:

Table (5) shows the values of the arithmetic means, standard deviations, calculated value (T) and the type of significance between the pre- and post-tests of the psychological and skill tests of the first experiment group

Indicati on Type	Sig	Calculate d value (T)	Post		Tribal		Statistical milestones auditions	t
			± on	Going to	± on	Going to		
Moral	0.000	13,86	4,40	116,43	10.40	75,85	Motivation	1
Moral	0.000	11,40	1,38	17	1,89	14,43	Overwhelming beating	2
Moral	0.000	9,5	0,64	10,14	0,90	7,43	Firewall (2)	3

The results of the pre- and post-tests of the psychological and skill tests of the first experimental group with a method of continuous sequence exercise distributed shown in Table (5) indicated a significant difference in the first experimental group as the difference in the values of the arithmetic media appeared in the pre- and post-test and by extracting the values of (T) calculated for the above research variables, which appeared respectively (13.86, 11.40, 9.5) less than the level of significance (0.05), which indicates a significant difference between the pre- and post-tests in favor of the post-test.

4.1.2 Presentation of the results of measuring the amount of development (coefficient of variation) of psychological and skill tests of the first

experimental group with a method of continuous sequenced exercise distributed and analyzed :

Table (6) shows the arithmetic means, standard deviations and coefficient of variation for psychological and skill tests for the first experiment group

Post			Tribal			Statistical milestones auditions	t
FS %	± on	Going to	FS %	± on	Going to		
3,78	4,40	116,43	13,71	10,40	75,85	Motivation	1
8.11	1,38	17	13,09	1,89	14,43	Overwhelming beating	2
6,31	0,64	10,14	12,11	0,90	7,43	Firewall (2)	3

Table (6) shows the values of the arithmetic means and standard deviations to measure the amount of development (coefficient of difference) in the pre- and post-tests of the psychological and skill tests of the first experimental group with a method of continuous sequence exercise fixed distributed, as the results showed that this group has achieved an amount of development (coefficient of difference) in all post-tests, as the values of the coefficient of difference in all post-tests were smaller than their values in the pre-tests, and this indicates the development of the group.

4.1.3 Presentation of the results of psychological and skill tests for the second experimental group with a method (intensive static sequential exercise) and analysis:

Table (7) shows the values of the arithmetic means, standard deviations, calculated value (T) and type of significance between the pre- and post-tests of the psychological and skill tests of the second experimental group.

Indication Type	Sig	Calculated value (T)	Post		Tribal		Statistical milestones auditions	t
			± on	Going to	± on	Going to		
Moral	0.000	5,93	8,95	96,28	9,96	74,28	Motivation	1
Moral	0.000	7,02	1,85	18,71	1,53	13	Overwhelming beating	2
Moral	0.000	6	0,75	9	1,03	7,28	Firewall (2)	3

The results of the pre- and post-tests of the psychological and skill tests of the second experimental group with the method of intensive fixed sequential exercise shown in Table (7) indicated a significant difference in the second experimental group, as the different values of the arithmetic media appeared in the pre- and post-

test and by extracting the values of (T) calculated for the above research variables, which appeared respectively (5.93, 7.02, 6) less than the level of significance (0.05), which indicates a significant difference between the pre- and post-tests in favor of the post-test.

4.1.4 Presentation of the results of measuring the amount of development (coefficient of variation) of psychological and skill tests for the second experimental group with a method of intensive static sequential exercise and analysis :

Table (8) shows the arithmetic means, standard deviations and coefficient of variation for psychological and skill tests for the second experimental group

Post			Tribal			Statistical milestones auditions	t
FS %	± on	Going to	FS %	± on	Going to		
9,29	8,95	96,28	13,41	9,96	74,28	**Motivation**	**1**
7,25	1,85	18,71	13,54	1,53	13	Overwhelming beating	**2**
8,33	0,75	9	14,15	1,03	7,28	Firewall (2)	**3**

Table (8) shows the values of the arithmetic means and standard deviations to measure the amount of development (coefficient of variation) in the pre- and post-tests of the psychological and skill tests of the second experimental group with the method of intensive fixed sequential exercise, as the results showed that this group has achieved an amount of development (coefficient of difference) in all post-tests, as the values of the coefficient of difference in the post-tests were all smaller than their values in the pre-tests, and this indicates the development of the group.

4.1.5 Presentation of the results of psychological and skill tests for the third experimental group with a method (sequence exercise variable distributed) and analysis:

Table (9) shows the values of the arithmetic means, standard deviations, calculated value (T) and the type of significance between the pre- and post-tests of the psychological and skill tests of the third experimental group.

Indication Type	Sig	Calculated value (T)	Post		Tribal		Statistical milestones auditions	t
			± on	Going to	± on	Going to		
Moral	0.000	8,32	6,35	107,85	8,39	77,14	Motivation	**1**
Moral	0.000	4,29	1,17	17,28	1,83	15,43	Overwhelming beating	**2**

Moral	0.000	12,96	0,53	11	0,92	7	Firewall (2)	**3**

The results of the pre- and post-tests of the psychological and skill tests of the third experimental group with a method of exercise sequence variable distributed shown in Table (9) indicated a significant difference in the third experimental group as the difference in the values of the arithmetic media appeared in the pre- and post-test and by extracting the values of (T) calculated for the above research variables, which appeared respectively (8.32, 4.29, 12.96) less than the level of significance (0.05), which indicates a significant difference between the pre- and post-tests in favor of the post-test.

4-1-6 Presentation of the results of measuring the amount of development (coefficient of variation) of psychological and skill tests for the third experimental group with a method of exercise sequence variable distributed and analyzed :

Table (10) shows the arithmetic means, standard deviations and coefficient of variation for psychological and skill tests for the third experimental group

Post			**Tribal**			**Statistical milestones**	**t**
FS %	**± on**	**Going to**	**FS %**	**± on**	**Going to**	**auditions**	
5,89	6,35	107,85	10,87	8,93	77,14	**Motivation**	**1**
5,92	1,17	17,28	12,90	1,83	15,43	Overwhelming beating	**2**
4,82	0,53	11	13,14	0,92	7	Firewall (2)	**3**

Table (10) shows the values of the arithmetic means and standard deviations to measure the amount of development (coefficient of difference) in the pre- and post-tests of psychological and skill tests for the third experimental group with a method of sequence exercise variable distributed, as the results showed that this group has achieved an amount of development (coefficient of difference) in all post-tests, as the values of the coefficient of difference in all post-tests were smaller than their values in the pre-tests, and this indicates the development of the group.

4.1.7 Presentation of the results of psychological and skill tests for the fourth experimental group with a method (intensive variable sequential exercise) and analysis:

Table (11) shows the values of the arithmetic means, standard deviations, calculated value (T) and the type of significance between the pre- and post-tests of the psychological and skill tests of the fourth experimental group

Indication Type	Sig	Calculated value (T)	Post		Tribal		Statistical milestones auditions	t
			± on	Going to	± on	Going to		
Moral	0.000	4,04	9,51	95,85	9,04	80	Motivation	1
Moral	0.000	4,07	6,90	79,57	9,75	66,57	Overwhelming beating	2
Moral	0.000	5,46	0,88	8,71	0,83	6,85	Firewall (2)	3

The results of the pre- and post-tests of the psychological and skill tests of the fourth experimental group with the method of intensive variable sequential exercise shown in Table (11) indicated a significant difference in the fourth experimental group, as the different values of the arithmetic media appeared in the pre- and post-test and by extracting the values of (T) calculated for the above research variables, which appeared respectively (4.04, 4.07, 5.46) less than the level of significance (0.05), which indicates a significant difference between the pre- and post-tests in favor of the post-test.

4.1.8 Presentation of the results of measuring the amount of development (coefficient of variation) for psychological and skill tests of the fourth experimental group with the method of intensive variable sequential exercise and analysis :

Table (12) shows the arithmetic means, standard deviations and coefficient of variation for psychological and skill tests for the fourth experimental group

Post			Tribal			Statistical milestones auditions	t
FS %	± on	Going to	FS %	± on	Going to		
9,92	9,51	95,85	11,30	9,04	80	**Motivation**	1
8,67	6,90	79,57	14,64	9,75	66,57	Overwhelming beating	2
10,10	0,88	8,71	12,11	0,83	6,85	Firewall (2)	3

Table (12) shows the values of the arithmetic means and standard deviations to measure the amount of development (coefficient of difference) in the pre- and post-

tests of the psychological and skill tests of the fourth experimental group with the method of intensive variable sequential exercise, as the results showed that this group has achieved an amount of development (coefficient of difference) in all post-tests, as the values of the coefficient of difference in all post-tests were smaller than their values in the pre-tests, and this indicates the development of the group.

4.1.9 Discuss the results of psychological and skill tests according to the four methods in the pre- and post-tests:

It is clear through the results presented in the previous tables the effect of educational attitudes guidance overlapping exercise methods (sequence fixed distributed and sequence fixed intensive and sequence variable distributed and sequence variable intensive) used in the educational units and prepared by the researcher and followed by the school in the development of motivation and accuracy of basic skills volleyball (overwhelming beating and the wall of resistance), as the four experimental research groups have achieved their goal in learning and development in terms of the presence of significant differences statistically significant in the results of variables The above research before and after in favor of the post-tests, as well as the values of the coefficient of difference in the post-tests are all smaller than their values in the pre-tests, and this indicates the development of groups.

The researcher attributes the reason for these differences to:

- The effectiveness of the educational curriculum (indicative educational situations overlapping exercise methods) used in the research because the goal sought by all educational curricula through the application of their educational units is to improve and raise the level of performance and self-realization of the learner and give him satisfaction with the overall performance and provide him with a set of skill abilities to enable him to achieve a good level of performance of the skill to be learned or developed. "When curricula are implemented effectively, the overall performance of the learner improves a lot and then learners can gain the added benefit of developing new learning on how to learn skills." (4) There was an impact of overlapping exercise methods in the educational units in terms of allotted time, organization and implementation in the development of the above research variables.
- Relying on instructions, it is one of the most important factors that determine the effectiveness of learning motor skills and developing the accuracy of motor performance, and the instructions came in harmony with educational attitudes, and here the researcher emphasizes the natural states of the learning process that it must have a positive impact and development in the learning process, and implements the curriculum with its vocabulary and steps and fills the requirements of the learner and urges him to increase motivation and encouragement through the use of guidance where they were provided to

(1) Instructional Design: Theory and Practice , (Amman, Dar Al-Maysara for Publishing, Distribution and Printing, 2009), p. 64.

students between each educational situation and another in a collective form for each Group separately by giving corrective, encouraging and enhancing information for performance, (The learner benefits from the educational process if he receives special information about the extent of his success in the events or skills that he performs and that help him reach his goal, the learner who performs effectively, whether kinetic or intellectual will have difficulty in improving his skill in that event if he does not have a way to know the extent of his success in the event he performed) [5] And the amount of instructions obtained by students according to these methods from the teacher, they are sufficient in correcting, modifying and enhancing the motor responses of the learner, as he points out (Wajih Mahjoub 2000) quoting (Fouad Abu Hatab 1986) to "Some types of learning can not be acquired, especially motor skills only by knowing the results."[6]

The repetition of attempts to the many and continuous instructions provided between attempts to perform the exercise led to an improvement in the level of motivation and accuracy of the basic skills under research.

- As a result of exercise and repetition until the development in the above research variables reached an advanced stage, and this did not happen by chance or randomly, but it happened as a result of the implementation of educational curricula regularly and effectively and these curricula were based on their development and formulation on the correct scientific foundations in their composition and in their implementation to achieve the objectives of skill learning. As the curricula must contain the required repetitions "The skill cannot be performed through the actual practice of skill performance and the skill does not come through a little performance, but rather comes through Repeated performance coupled with learning."[7]
- The researcher also attributes the increase that occurred in the grades of students when they answered the motivation scale to the fact that the scale includes in a section of its paragraphs questions about the skills under research that the student has performed repeatedly in the educational units and in the form of exercises and this was reflected in them that they have the ability to perform these skills when asked by the scale in their ability to perform and this only indicates that there is an impact of educational attitudes in motivation and basic skills under research.

(1) Nizar Al-Talib and Kamel Lewis, Sports Psychology, 2nd Edition:(Mosul, Dar Al-Kutub for Printing and Distribution, 2000), p. 44.
(2) Learning and scheduling sports training , (Jordan, Dar Wael Publishing, 2001), p. 168
(1) Wajih Mahjoub, Learning and Kinetic Programs, 1st Edition: (Amman, Dar Al-Fikr for Printing and Publishing, 2002), p. 28.

4-2 Presentation and analysis of the results of the (q) tests calculated in the post-tests among the four experimental research groups of the variables under research:

4.2.1 Presentation of the results of the analysis of variance test (q) among the four experimental research groups to test and analyze motivation:

Table (13) shows the value of the variance analysis test (q) calculated among the four experimental research groups for the mental motivation test

Indication Type	Sig	Calculated value(q)	Average squares	Degrees of freedom	Sum of squares	Contrast source	Variable
Moral	0.000	10,25	688,61	3	2065,82	Between groups	**Mental motivation**
			67,20	26	1612,85	Inside groups	
			–	–	3678,67	General	

Table (13) shows the results of the analysis of variance test (q) between and during groups, and there was a significant difference between the four experimental research groups in the motivation test, as the value of (q) calculated by (10.25) which is greater than its tabular value of (3) at the level of significance (0.05) under the degrees of freedom (3, 24), which calls for the use of the test {L.S.D} the least significant difference to indicate the preference for one of the groups in the motivation test, as shown in Table (14).

Table (14) shows the results of the {L.S.D}test the least significant difference between the four experimental research groups to test motivation

kind Significance	value {L.S.D} Calculated	Difference Value	Difference of arithmetic means	Mediums / Computational Totals	audition
Moral	9,04	20,15	116,43 *-96,28	M1-M2	**Motivation**
Immoral		8,58	116,43-107,85	M1-M3	

Moral		20,58	95.85*116.43*116.43	M1-M4	
Moral		-11,57	* 107.85-96.28	M2-M3	
Immoral		0,43	96,28-95,85	M2- M4	
Moral		12	107,85 *-95,85	M3-M4	

Table (14) shows the results of the test of the least significant difference {L.S.D} between the arithmetic means of the four experimental research groups in the motivation test, and the value of {L.S.D} was equal to (9.04) and since the difference between the arithmetic means of the first and second research groups is (20.15), which is greater than the calculated value of {L.S.D} calculated of (9.04) and this means that there is a significant difference between the two groups in favor of the first group, while the difference between the arithmetic means of the first and third research groups was (8.58), which is less than the value of { L.S.D} calculated of (9.04) and this means that there is no significant difference between the two groups, the difference between the arithmetic means of the first and fourth research groups was (20.58), which is greater than the value of {L.S.D} CALCULATED (9.04) and this means that there is a significant difference between the two groups in favor of the first group, the difference between the arithmetic means of the second and third research groups was (-11.57), which is greater than the value of {L.S.D.The calculated amount of (9.04) and this means that there is a significant difference between the two groups in favor of the third group, while the difference between the arithmetic means of the second and fourth research groups was (0.43), which is less than the calculated value of {L.S.D} calculated of (9.04) and this means that there is no significant difference between the two groups, while the difference between the arithmetic means of the third and fourth research groups was (12), which is greater than the value of {L.S.D.}calculated (9.04) This means that there is a significant difference between the two groups and in favor of the third group. Thus, the preference in the post-test in the motivation test for the first and third research groups with exercise (distributed sequence) in the fixed and variable methods.

5- Conclusions and recommendations:

5.1 Conclusions:

1- The educational attitudes of the extension overlap of some of the methods of exercise prepared by the researcher had a positive impact on mental motivation and the

development of accuracy of basic skills (overwhelming beating and firewall) of students.

2 - The nature of educational attitudes indicative overlap some of the methods of exercise used commensurate with the possibility of the sample, which led to an increase in mental motivation at work.

3- The use of interference in the methods of exercise used had a significant impact on the development of research variables.

4- The sequential exercise distributed in the fixed and variable methods is the best methods in developing motivation and accuracy of basic skills (overwhelming beating and the wall of resistance) volleyball for students.

1- There is a clear development in the mental motivation and accuracy of the basic skills (crushing beating and repelling wall) in volleyball for students.

5.2 Recommendations:

1- The need to use indicative educational situations by overlapping some exercise methods as an executive approach to develop mental motivation and accuracy of basic skills (overwhelming beating and repelling wall) in volleyball for students.

2- It is important to adopt the sequential exercise distributed fixed in teaching other skills in volleyball.

3- It is important to adopt the variable distributed sequential exercise in teaching other skills in volleyball.

4- Conducting studies and research on other samples and different age groups in the game of volleyball.

5- Urging teachers to pay attention to the psychological preparation of learners, especially guidance when conducting any learning process because of its great role in developing the psychological aspect and then the skill side.

- **References :**

- Thaer Ghobari (et al.): General Psychology , 1st Edition: (Amman, Arab Society Library for Publishing and Distribution, 2008).
- Sami Muhammad Melhem, Measurement and Evaluation in Education and Psychology, 2nd Edition: (Amman, Dar Al-Masirah for Publishing, Distribution and Printing, 2002.
- Qais Naji, Bastawis, Ahmed, Tests, Measurement and Principles of Statistics in the Mathematical Field: (Baghdad, Baghdad University Press, 1987).
- Zoukan Obeidat and others: Scientific Research - Understood - Management - Methods :(Amman, Majdalawi for Publishing and Distribution, 1982).
- Instructional Design Theory and Practice - Amman, Dar Al-Maysara for Publishing, Distribution and Printing, 2009
- Nizar Al-Talib and Kamel Lewis, Sports Psychology , 2nd Edition: (Mosul, Dar Al-Kutub for Printing and Distribution, 2000).
- Learning and scheduling sports training , (Jordan, Dar Wael Publishing, 2001).
- Wajih Mahjoub, Learning and Kinetic Programs, 1st Edition: (Amman, Dar Al-Fikr for Printing and Publishing, 2002).