



***The Impact of the Format Model on the Achievement of Volleyball Law for Students of the College of Physical Education and Sport Sciences at Hamdaniya University***

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***ABSTRACT***

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**Keywords:**  
**Model**  
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**Volleyball**

**The current research aims to:**

- The Effect of the Format Model on the Achievement of Volleyball Law for Students of the College of Physical Education and Sport Sciences at Al-Hamdaniya University .
- Identifying the Statistical Differences between the experimental group that studied according to the format model and the control group that studied according to the usual method in the Volleyball Law Achievement Test

**The researcher assumed that** there were no significant differences between the experimental group that studied according to the format model and the control group that studied according to the usual method in the test of the achievement of volleyball law.

The researcher used the experimental method to suit the nature of the current research, and the research sample consisted of (40) students and (20) students for each of the research groups , and the researcher used the statistical package (SPSS) to analyze the data statistically.

**The researcher reached the following conclusions:**

- The format model has a positive and effective effect on the cognitive achievement of the law of volleyball among the students of the experimental group.
- The experimental research group that studied according to the format model in the knowledge achievement of the law of volleyball was superior to the group of the teacher's style (the command method).

**In light of the results and conclusions of the research, the researcher recommends the following:**

- Adopting the format model when teaching the curriculum of the law of volleyball as they are two effective strategies.
- The experimental method developed by the researcher had a clear impact in its suitability with the students' levels, abilities and capabilities, and taking into account individual differences.
- The educational plans of the format model made the learning process contribute to the development of the perception of observations in the imagination and the stabilization of the teaching and learning process.

## 1. Introducing the research

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

The teaching process is an organized and sequential process that contains several elements that are linked to each other, and the teaching process cannot take place and does not succeed without these elements or the absence of one of them, and these elements are

For example, the teacher cannot do the teaching process without the student, and the curriculum in turn cannot be presented without the teacher who teaches it, and both the teacher and the curriculum have no role without a student who learns all of this within an appropriate educational environment and available possibilities. Therefore, the rapid developments in the modern era have imposed on us a vital requirement in the process of learning and teaching, which is the teaching strategies, the extent of their importance, need for them, and their positive role in educational outcomes, through the selection of the teacher and the use of appropriate educational means to reach the goal he aspires to from this process, and to always be ready to face emergency teaching situations, because every step taken by the teacher inside the classroom or every movement must be studied thoroughly and away from improvisation and randomness.

The teaching methods have varied and the interest in them has increased, and there are methods that have dealt with presenting the scientific material to students and presenting it in a different way than it was, so the teacher must continue to search for the talk from it that enables him to deliver the scientific material to the minds of his students with high efficiency to achieve educational and educational goals, and these methods have evolved from old and stereotypical in which the teacher is the focus of the educational process, and the role of the student is limited to receiving, memorizing and memorizing the ready-made information, to another that is a performance. The student is the center of the educational process, while the teacher has acted as a mentor and mentor.

Therefore, "traditional teaching methods are no longer effective methods in which the teacher is the only source of information and the student is a passive recipient, but the concept of the educational process has become focused on other methods in which the educational process is transferred from the teacher to the student, and the role of the teacher is to guide and guide, so that the activity of the students directs guidance that enables them to learn on their own in order to facilitate the education process and reduce the learning time for students by making the student a vital and effective element, which leads to to increase the competence in learning among learners and thus the impact of this on the level of performance." (Al-Bayati, et al., 2011, 5)

Therefore, the choice of purposeful teaching methods is not only effective in developing the level of knowledge achievement of students during the period of preparation and application, but also goes beyond that until these methods become part of the preparation program and these methods

are the greatest support for them when practicing the teaching profession in the future.

Al-Kubaisi, 2008 adds, "The format model has an intuitive importance, as the judgment qualified for reflection allows for the basic creative climate when there is no criticism or intervention, which creates a climate of intuitive attraction individually or collectively to solve the problem individually or collectively, and the idea here is to share opinion or mix. Between strange ideas and their synthesis, and its importance also comes from being a training process, it is an important way to stimulate imagination, flexibility and training in thinking, and this method is

used in thepest of materials thatare exponential in principle, as each field of knowledge has aspects that need to generate ideas and propose and develop alternatives."

(Al-Kubaisi, 2008, 268)

Al-Jalili, 2011 mentions that academic achievement is one of the most important educational outcomes, and on this basis, specialists in the field of education have paid attention to it as it represents a great importance in the life of the student, asit is the result of what happens in the educational institution of various and multiple learning processes for different skills and knowledge that indicate his mental and cognitive activity .Researchers look at the level of academic achievement that a student obtains on any standardized test, or any academic exam in a subject." (Al-Jalili, 2011, 21).

and that the format model (MAT4) works to improve the performance of learners if the educational conditions are arranged according to their steps in a way that enhances the power centers in education in each student These characteristics affect how the individual learns new information and skills, and that if the educational conditions are designed in such a way that enhance the strengths of each student's learning, the quality of learning will improve significantly at different educational stages, as the format model (4mat) educational in raising the level of achievement and the appearance of good thinking habits, trends in openness, respect for the opinions of others, creativity and speed of achievement, and this is proven by previous studies, which indicated that conducting experiments in the mind and contemplating it leads to its success in practice, as it enhances self-confidence and overcoming fear and hesitation in the educated individual. (Jaber & Qur'an, 2004) '16)

The law of the game of volleyball is one of the laws of team games that are taught in the departments and colleges of physical education and sports sciences, it contains a set of legal articles that require the student to be aware of and understand and be able to apply them in the playing points of the match, and these legal articles and the refereeing signals of the game are similar and different from the rest of the other team games, so the student must master these legal articles and the signs of each game, otherwise the process will be confused. The application of these materials and signs, so it was necessary to apply teaching methods that enable the student to solve the problems he faces during the game and find the correct legal answer to them, otherwise he will fail in the process of judging the play points of this game or other games.

Hence, it was necessary to conduct such a study for the purpose of finding out the effect of the format model on the achievement of volleyball law for the students of the College of Physical Education and Sport Sciences at Hamdaniya University.

### **1-2 Research Problem:**

Through reviewing the process of teaching a number of cognitive methodological subjects, including the law of volleyball, the researcher noticed that the method used in teaching this subject by teachers does not follow educational methods that match the different abilities of learners, or benefit from the previous experiences they have in the teaching process, or try to apply some of them, but rely on traditional methods or the teacher's own style, in which the great role of the teacher is to achieve acceptable grades in the The process of achieving educational goals and this procedure is related to the quality of the study material and the level of knowledge and scientific degree of the learners who are university students, so the researcher turned to conducting an experimental study using the format model to find out the extent of its impact on the achievement of the volleyball law course and its reflection on their knowledge and skill aspects.

Through the above, the research problem focused on the following question:

## **Does the format model have an impact on the achievement of volleyball law for students of the College of Physical Education and Sport Sciences at Hamdaniya University ?**

### **1-3 Research Objectives :**

The research aims to:

- 1-3-1 The Effect of the Format Model on the Achievement of Volleyball Law for Students of the College of Physical Education and Sport Sciences at Al-Hamdaniya University .
- 1-3-2 Identifying the Statistical Differences between the experimental group that studied according to the format model and the control group that studied according to the usual method in the Volleyball Law Achievement Test

### **1-4 Research Hypotheses:**

1.4.1 There are no significant differences between the experimental group that studied according to the format model and the control group that studied according to the usual method of the volleyball law achievement test.

### **1-5 Research Areas :**

**1.5.1 Human Field:** Second-year students at the College of Physical Education and Sport Sciences at Hamdaniya University .

**1.5.2 Spatial Field:** Sports Hall and Classrooms at the College of Physical Education and Sport Sciences at Hamdaniya University .

**1.5.3 Temporal Domain:** Academic Year 2024-2025

### **1.6 Defining the Terms**

#### **1-6-1 Model Format Model (4mat)**

**(Al-Nashef, 2009):** It is an educational model called PAL (4MAT) because it consists of four sections and depends on the individual learning style, and also on the right and left way of thinking, and this model has been developed to suit all types of learners in different educational stages. (Al-Nashef, 2009: 116)

**(Al-Masoudi, 2018):** It is a process of communicating information that suits all learning styles for learners and allows them to practice and creatively use learning materials during the lesson through its four stages (reflective observation, crystallization of understanding, active experimentation and tangible material experiences). (Al-Masoudi, 2018: 116)

#### **1.6.2 Knowledge Acquisition:**

**(Al-Shammari, 2003) defined it as** "the amount of knowledge that the student has in a certain subject according to certain goals and in a certain period of time." (Al-Shammari, 2003, 324)

**Allam, 2000 defined it as:** "the degree of achievement achieved by an individual or the level of success that he achieves or reaches in a particular subject or field." (Allam, 2000, 305)

**The researcher procedurally defined it as:** the amount of what a second-year student gains at the College of Physical Education and Sport Sciences at Hamdaniya University - College of Physical Education and Sport Sciences, Hamdaniya University through his study of the topics specified in the Volleyball Law course, and it is measured by the total score obtained by the student in the customary achievement test prepared for that, as it is applied directly to the research groups after the completion of teaching these subjects.

## **2. Previous Studies:**

### **2.1 Al-Taie's (2010) Study:**

## **The Effect of Formatting Method on Developing Students' Performance of Some Basic Volleyball Skills**

**The current research aims to reveal:**

- To identify the effect of using formatting on developing students' performance of some basic volleyball skills.
- Knowing the advantage of the effect between the format method and the method used in developing students' performance of some basic skills in volleyball.

**The researcher assumed the following:**

- There is a positive effect of the format method in developing students' performance of some basic volleyball skills.
- There is a variation in the effect of the formatting method and the method used in developing students' performance of some basic volleyball skills.

The researcher used the experimental method of the current research by designing equivalent groups with pre- and post-test to suit the nature of the research problem, and determined the research population with the students of the third stage at the Faculty of Physical Education-University of Babylon for the academic year (2009-2010), which are (151) students, and the research sample was selected randomly from the community and by lottery method, which is (60) The sample was divided into two experimental and control groups with (30) students for each group, and the curriculum included (16) development units that took (8) weeks to implement and (2) development units per week and the time of one development unit was (90) minutes.

The researcher used the SPSS Advanced Statistical Package to process the data **The researcher reached a set of conclusions, including:**

- The experimental group outperformed the control group in the technical performance of the smashing skill.
- The experimental group outperformed the control group in the technical performance of the barrier wall skill.
- The formatting method gives better results in order to distribute the effort to the student and the teacher.

### **2.2 Al-Mashhadani's (2013) Study:**

**Teaching basic skills in volleyball in the format method and its effect on the development of a number of creative motor abilities of fifth grade primary school students.**

The aim of the current research to:

- The preference of the command and format methods has an impact on the development of some motor creative abilities among the fifth grade students.
- Preparing educational plans for teaching some basic skills in volleyball in the format method in developing the creative motor abilities of fifth grade primary school students.

**The researcher assumed the following:**

- There are statistically significant differences between the pre- and post-tests of the control group that uses the command method in developing a number of motor creative abilities.
- There are statistically significant differences between the pre- and post-tests of the experimental group that uses the format method in the development of a number of motor creative abilities.

The researcher used the experimental method by designing equal groups with pre- and post-test to fit the nature of the research problem, and the research community was represented by the fifth grade students of Barakat-ul-Rahman Primary School for Girls for the academic year 2012-2013, divided into two study divisions (A and B), and by the random method, the research sample

was selected from the students of division (B) to be a control group and the students of division (A) were selected to be an experimental group, and the number of individuals in the research sample became (50) students with (25) students for each group, and the study was studied. Division (A) is the format method, and the control group (B) is the control group that studies in the command method, and the research experiment lasted for six weeks, with (2) educational units per week, and for the purpose of reaching the results of the current research, the researcher used the statistical package (SPSS).

The following conclusions **were reached**.

- The educational plans prepared by the researcher in the format method have a clear impact on the development of a number of motor creative abilities in the tests (motor fluency, motor flexibility, and motor originality) on the fifth grade students.
- The commanding method does not give enough opportunities for students to participate positively in the lesson and therefore reduces the opportunities to develop their creative abilities.
- The control group that studied the command method achieved a difference in the motor fluency test, while there were no differences in the motor flexibility and motor authenticity tests.

### 3. Research Procedures

**3.1 Research Methodology:** The researcher used the experimental method to adapt it to the research problem and experiment with it.

#### 3.2 The research population and its sample:

The research population was identified with the students of the second year of the College of Physical Education and Sport Sciences at Al-Hamdaniya University for the academic year (2024-2025), which are (77) male and female students distributed over three classrooms, so the number of students in the first hall is (26) students, the second hall is (27) students, and the third is (24) students.

In order to determine the research sample to which the main research experiment will be applied, the researcher conducted a draw process (by simple random method) between classrooms so that the first classroom will be the first experimental group to which the format model will be applied, while the third classroom will apply the teacher's method (the command method).

After implementing this procedure, the research sample consisted of (40) with (20) students for each of the research groups.

Table (1) shows the three research groups and the two teaching methods that will be applied to both experimental groups.

**Table (1)**  
Indicates the research groups and teaching methods for each

Number of students in the final sample	Excluded Students	Total Number	Method used	Research Groups	The Hall
20	6	26	Format Model	First Experimental	1

20	4	24	Control Group Teacher Style ( Amri )	2
40	10	50	Total	

### 3.3 Experimental Design of the Research:

The researcher used an experimental design called (design of equivalent randomized groups) with well-controlled pre- and post-observations. (Allawi & Rateb, 1999, 30) and Figure 2 illustrates this.

Post-tests	Independent variable	Pre-test	Collection
Cognitive Achievement Test	Format	Chronological age as measured in months Intelligence, academic achievement of parents, academic achievement of mothers, sequence of students among family members, housing for the student inside and outside the city, preparatory branch from which he graduated,	First Experimental Group
	Usual Method		Control Group

### Shapes ( 2 )

#### Demonstrates the experimental design of research groups

The effect of these variables has been adjusted to provide the internal and external integrity of the experimental design.

### 3.4 Equivalence of Research Groups:

When the researcher aims to discover causal relationships, his role is not only to highlight the independent variable and control the way it appears, but he must also identify and prove the variables and other factors that affect the dependent variable.

Therefore, the researcher in any experiment must determine the characteristics of the examinees that can affect the dependent variable, such as intelligence, age, gender, educational or family experiences, and he cannot accurately estimate the effect of the independent variable on the dependent variable, so that he can find some means to control these variables that are due to the sample population. (Van Dalen, 1977, 382-383).

The researcher rewarded the two groups in the following variables: chronological age measured in months, intelligence, academic achievement of parents, academic achievement of mothers, sequence of students among family members, housing for the student inside and outside the city, and the preparatory branch from which he graduated.

### 3.5 Means of Data Collection:

The researcher used several research methods to collect information to reach the required data and results, which are:

1. References and scientific sources.
- 2- Questionnaire.
- 3 – Personal interview.
- 4 - Test of knowledge achievement of the law of the game of volleyball.

### **3.6 Curriculum:**

The curriculum for this academic year included the law of the game of volleyball, and the researcher relied on the booklet of the law of the game approved by the International Federation of the Game (2023-2024 ), and the paragraphs of the law were divided according to the time period of the second semester of this stage and according to five axes, and this was in agreement with the teacher of the subject and a number of its teachers, and the division was as follows:

- **The first theme: (2 lectures).**
  - Playing area, net and lists, balls.
  - Teams, team leaders.
- **The second theme: (2 lectures).**
  - Point scoring, playing system.
  - Playing situations, ball play, ball at the net.
- **The third theme: (3 lectures).**
  - Player at the net, transmission.
  - Offensive strike, block.
- **Fourth Topic: (2 Lectures).**
  - Stoppages, delays in play.
  - Exceptional game stops, breaks and player changes.
- **Fifth Theme: (3 lectures).**
  - Free Player.
  - Requirements for conduct, misconduct and its consequences.
  - Arbitration and Procedures Tribunal.
  - Arbitration forms.

### **3.7 Knowledge Acquisition:**

Cognitive achievement represents the degree of acquisition achieved by students in a particular subject or in a particular educational field, or the level of success achieved by students in that subject and is determined by the test score or grades specified by teachers, or both, and it is the level of students' acquisition of facts and concepts at the levels of recall and applied comprehension, which is estimated by the scores obtained by students in the achievement test prepared for this purpose. (Ben Youssef Amal, 2008, 68)

After reviewing a number of tests for the cognitive achievement of the law of the game of volleyball, the researcher noticed that they do not comply with the amendments of the law of the game, and the others do not correspond to the multiple articles of the law, as some of these materials were overlooked or were not covered in an integrated way. and objectivity."

### **3.8 Tools Used:**

- Volleyball court
- Whiteboard with colored pens (1)

- Volleyball (2)
- Volleyball net with colorful poles and sticks.
- Colored judging cards.
- Colored marking notices (2) for the assistants of the referee.
- Scoring form.

### **3-9 Identifying the research variables and how to control them:**

The research variables can be classified into three types, which are:

#### **1 - Independent variable:**

It is the variable whose effect is intended to be studied in another variable, and it is the one that the researcher can treat and change according to the nature of the research. (Abbas et al., 2012, 163)

The two independent variables in the current research experiment are:

#### **- Format form .**

#### **2- The dependent variable:**

The dependent variable results from the effect of the transaction (independent variable), which is the trait that is affected by the result of the effects (independent variables).

The dependent variable are:

- **Knowledge acquisition of the law of the game of volleyball.**

### **3 - Non-experimental (extraneous) variables:**

The following are the most important variables that threaten internal and external safety:

#### **First: Internal Safety:**

There are variables that are not included in the design of the research and are not under the control of the researcher but have an impact on the results of the research, and these extraneous variables that the researcher cannot observe or measure but are assumed to exist and are taken into account when discussing and interpreting the results, so they must be identified and controlled.

These non-experimental variables that affect the internal and external safety of the research are:

- **Conditions of the experiment and accompanying factors:**

It means that any accident that is not part of the experimental treatment occurs so that it has a possible effect on the dependent variable, as the research was not exposed throughout the duration of the experiment to any event that negatively affects the experiment, and the researcher has encountered various types of difficulties through the exceptional circumstances that our country is going through, which affect life in general and the scientific process in particular, but thank God the researcher was able to overcome all the difficulties that he faced so that these did not affect him. Circumstances on the course of the experiment.

- **Processes related to maturity:**

It refers to the mental changes that can occur in individuals over time, as this variable has been excluded by making equivalence between the research groups of the students' ages, as they are

exposed to the same growth processes, and this limits the effect of this variable in the dependent variable, and also by conducting tests in a similar period of time for the three groups and under similar conditions.

**– Difference in the selection of individuals:**

It is the researcher's use in his study of a group of individuals that were previously formed before the actual start of the study without confirming their equivalence, but he ruled out the effect of this variable because the researcher selected the sample members randomly, and the groups are statistically equivalent, in addition to the fact that the groups belong to a social, economic, and cultural environment that is almost the same.

**– Those who leave the experiment:**

It means that some of the sample members have been interrupted from continuing the experiment for one reason or another.

(Lentils, 2004, 191)

This procedure was verified when the research sample was identified.

**Second: External Safety of Design:**

The external integrity of the design is achieved when the researcher is able to generalize the results of his research outside the scope of the research sample in similar experimental situations. To achieve the external integrity of the experimental design, it requires the control of the following factors:

**– The effect of experimental procedures:**

The researcher agreed with the subject teacher that students should not be told about the nature of the research and its objectives from the beginning of the experiment and the pre-tests until its end to ensure that their activity and treatment of the experiment naturally does not affect the safety and accuracy of the results, and with these measures, the effect of this variable has been largely eliminated.

**– Educational Material:**

The educational material (Volleyball Law) was selected from the International Law of the Game book issued by the International Game Federation for the year ( 2023-2024) .

**– Educational Environment:**

The research groups received practical lectures in the indoor gymnasium of Hamdaniya University, while the theoretical lectures were carried out in the classrooms of the department inside the college.

**– Subject Instructor:**

The teacher of volleyball for the second year of study at the College of Physical Education and Sport Sciences at Hamdaniya University applied the research experiment to the research groups.

**– Distribution of lectures:**

The lectures were distributed according to the academic schedule for the second academic year, where the lecture time for the three groups was as follows.

- 1- The first experimental group – Format model , is on Sunday of every week – at 12.30.
- 2- As for the control group, the teacher's style (command style) was on Thursday of every week - 12:30 o'clock .

### 3.10 Proposed Educational Plans for the Experimental Group:

In order to apply the current research experiment, the researcher prepared the educational plans for the independent variable (Format model ) to apply them to the experimental group, where the book (International Law of Volleyball) was used, which is a book for the students of the College of Physical Education and Sport Sciences at Hamdaniya University, for the second academic year, and these plans included (12) educational plans according to the curriculum of the subject, and in the case of a study plan per week, and the time of one educational plan is (90 minutes).

In order to ensure the validity and validity of the educational plans, the researcher presented them in the form of a questionnaire to a group of specialists \* in the field of teaching methods and motor learning and the teachers of the subject to express their opinion on the validity of the proposed educational plans.

### 3.11 Final Tests for Cognitive Achievement:

These tests were applied to the two research groups at the same time at (11:5) eleven and a half in the morning for the two groups, taking into account the same conditions and procedures in the process of applying the tests and the time specified for the test time (75 minutes), noting that they were carried out in the classrooms of the College of Physical Education and Sport Sciences at Hamdaniya University.

### 3.12 Statistical Methods :

The researcher used the statistical package ( SPSS ) for social studies by applying the appropriate statistical equations to reach the results of the research.

## 4. Presentation and discussion of the results

**4-1 Presentation and discussion of the research hypothesis:** "There are no significant differences between the experimental group that studied according to the format model and the control group that studied according to the usual method in the volleyball law achievement test".

For the purpose of revealing the significance of the statistical difference between the two research groups in the knowledge achievement of the law of volleyball, the researcher applied the (t) test for the independent samples, as shown in Table (2).

**Table (2)**

**T-test for independent samples between the two research groups in the cognitive achievement test**

Error Percentage (sig)	T-value	Standard deviation	Arithmetic mean	Variable	The two groups
0.001	6.235	4.265	21.325	Collection	Experimental
		3.022	15.262		Officer

\* The tabular value of (v) is against the degree of freedom (38) and below the significance level of (0.005) = 2.06

It is clear from Table (2) that the arithmetic mean of the experimental group was (21.325) while the value of the arithmetic mean of the control group was 15.262, and by statistically treating these results with the (T) test, it showed that there were significant differences in favor of the experimental group, as the calculated value of (T) and 6.235 was greater than the tabular value of (T) of 2.06 under the degree of freedom (38) and an error rate of (0.05), which indicates that the differences were significant and in favor of the experimental group.

The researcher attributes the result to this excellence among the students of the experimental group to the effectiveness of the educational model (4MAT) because of the advantages of this model, as through the work of the members of one group, their generative thinking skills can grow as a result of the scientific discussion between the students of the same group, and this model is given to the students Freedom of research, which helps them acquire knowledge, which in turn raises their efficiency in connecting and organizing ideas, enhances their thinking, and thus increases their knowledge acquisition.

## 5. Conclusions and recommendations

### 5.1 Conclusions:

**In light of the results of the research, the researcher reached the following conclusions:**

- The format model has a positive and effective effect on the cognitive achievement of the law of volleyball among the students of the experimental group.
- The experimental research group that studied according to the format model in the knowledge achievement of the law of volleyball was superior to the group of the teacher's style (the command method).

### 5.2 Recommendations:

**In light of the results and conclusions of the research , the researcher recommends the following:**

- Adopting the format model when teaching the volleyball law curriculum as they are effective strategies .
- The experimental method developed by the researcher had a clear impact in its suitability with the students' levels, abilities and capabilities, and taking into account individual differences.
- The educational plans of the format model made the learning process contribute to the development of the perception of observations in the imagination and the stabilization of the teaching and learning process.

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**Attachment (1)**  
**Final Achievement Test**

**Instructions and Paragraphs of the Achievement Test**

Dear Student..... This test consists of ( 26 ) paragraphs, which are of the type of multiple choice , i.e. each paragraph has four different answers and is defined by the letters ( A, B, C, D ) Read each paragraph slowly and then try to answer it by drawing a circle on the letter and the correct answer to the corresponding paragraph.

- **Triple Name:**
- **Classroom:**
- **Final Test Score:**

Paragraphs	Paragraphs
<p><b>2. In the event of a 24-24 tie, the half ends with a difference:</b></p> <p><b>A- One point B- Two points in a row C - Two separate points D - Three consecutive points</b></p>	<p><b>1. If the receiving team wins the trade, the decision is as follows:</b></p> <p><b>a) He receives the transmission only.</b>  <b>(b) He scores a point and the transmission shall be for him.</b>  <b>A: Nothing is counted for him.</b>  <b>d) Only one point shall be counted for him.</b></p>

<p>4. The maximum number of players for each team per half is:</p> <p>A. Two substitutions. B. Three substitutions. C-6 Alternatives. per rotation.</p>	<p>3 . . The center's fault is .....</p> <p>a. The player is not in his correct position at the moment of hitting the ball by the sender. b. When the transmission is not performed according to the rotation order sheet. C. Wrong switching performance. d. Wrong requests by the team leader.</p>
<p>6. . The jury for official matches consists of:</p> <p>A. The first and second referee, the registrar, the assistant registrar, and 4 line controllers. b) The first and second judgment and the recorded. (c) The first and second referee and the line controllers. D. First referee, registrar, and line controllers</p>	<p>5. In the event that the player receives a warning for the first rude misconduct in the match, the referee's decision shall be:</p> <p>a. The team loses a point and the opponent is sent off. b. Awarding the opposing team a point. c. The player is expelled from playing. d. Continue playing.</p>
<p>8. The first ruling has authority:</p> <p>a. All members of the arbitration panel and members of the two teams. b) The arbitral tribunal has the right to annul the decisions of the other members of the arbitral tribunal if it is found to be erroneous. C. Monitor ball catchers, floor sweepers and dryers d. All previous cases.</p>	<p>7. If the second referee blows the whistle on a mistake, it refers to:</p> <p>a. The wrong player. B. The nature of the mistake and the wrong player. c. The sending team. d. The nature of the error.</p>
<p>10. During the match and the half, the assistant registrar shall:</p> <p>A. The referee shall report any foul to the free player by using a trumpet. b. Shows and ends the technical time-out. C. Works on the manual result board on the registration table. d. All previous cases.</p>	<p>9. The duties and responsibilities of the second referee during the match are:</p> <p>a. Passing inside the opponent's field and field under the net. B. The Center's mistakes of the receiving team. C. Touching the ball to the ground when the first referee is in a position that he cannot see the touch. d. All previous cases.</p>
<p>12 . The ball of the sending player or the attacking player hit the net and then the ball crossed from the top edge of the net to the opposing team's court, the decision is:</p> <p>A. Play continues B. Network touch error C. Foul on the player who hit the ball d. A mistake on the player who hit the ball and loses a point and a serve.</p>	<p>11. The coach of one of the teams received a warning, so the decision is:</p> <p>A. Continue playing B. Lose a point or point and send C. Goes out of the field D. Losing a point only</p>

<p>14. The following reference indicates that:</p> <p></p> <p>a. The sending team. b. The ball is inside. C. Injury to a player. d. Substitute player.</p>	<p>13. The draw will be held at the beginning of the matches between the players from both teams:</p> <p>A. Free Players B. Prepared Players C. Heads of the two teams D. Any of the players</p>
<p>16. If the sending team wins the trade, the decision shall be:</p> <p>a. Scores a point and continues to send. b. He has the right to send without scoring a point. C - A point for him and the serve is transferred to the other team. (d) A point shall be counted for him and he shall be left with the send.</p>	<p>15. The following reference indicates :</p> <p></p> <p>a. An emergency situation. b. Errors in traversing the domain. C. Substitution of an injured player D. Error Delivery</p>
<p>18. Both sides of the field will be switched in the decisive half when the points of one of the two teams reach the following:</p> <p>A- One point B- Two consecutive points C – 8 points D – No switching</p>	<p>17. The volleyball match consists of:</p> <p>A - 3 Runs B - 4 Runs C - 5 runs D - 6 runs</p>
<p>20. The height of the net for men.... And for women with a height.....</p> <p>A. Men 2.10 m, Women 2.00 m B. Men 2.40 m, women 2.42 p.m. C. Men 2.43m, 2.24 women D. Men's 2.50 p.m., women 2.45 p.m.</p>	<p>19. The stadium will be changed in the regular rounds after the end of each :</p> <p>A. Half B. Two Halves C. He shall not change his place D. Three rounds.</p>
<p>22. The number of interruptions and technical times in each of the four rounds are:</p> <p>A.2B.3 C-4D-1</p>	<p>21. The number of volleyball players per half in the official and international match is:</p> <p>A- (7) Players B. (6) Players C - ( 8 ) Players D - ( 9 ) N Players</p>

<p>24. To win the match, the team must win .....:</p> <p><b>A- Two Rounds B- Three Rounds C. Four Rounds D – Five Runs</b></p>	<p>23. The duration of administrative breaks (requested by the trainer) in each round shall be two times and the duration of each time:</p> <p><b>A- 30 seconds B- 40 seconds C. 50 seconds D. 60 seconds</b></p>
<p>26. In the event of successive warm-up periods before the match, the team that will carry out the warm-up process shall be the following:</p> <p><b>A. Chose the side of the pitch B. who won the serve C. According to the decision of the referee, D. He chose to receive</b></p>	<p>25. If one of the teams fails or refuses to play after the referee asks him to play, he loses the match by the following result:</p> <p><b>A- 1- Zero B- 2- Zero C-3-0 D-4-0</b></p>