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## **The effect of an educational curriculum according to creativity and Harrison and Bramson's patterns of brain sovereignty in learning some basic badminton skills for female players**

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**Abstract**---After presenting, analyzing, and discussing the results, the researcher reached the following conclusions: 1-The model according to Harrison and Bramson has a positive effect in learning some basic skills in flying feathers in the research sample. 2-The superiority of the experimental group that used the model according to Harrison and Bramson over the control group that used the method used by the trainer in learning some basic skills of badminton in the research sample. 3-The graphs drawn by the female players contributed to the progression of the level of the research skills of the badminton players. 4- The significance of the statistical differences between the post-tests for the experimental group and the control group showed significant differences in favour of the experimental group in all tests.

**Keywords**---effect educational curriculum, brain sovereignty, learning basic, badminton skills, female players.

**Introduction**

Therefore, the importance of the research lies in reaching the optimal handling with the specificity of the skill by taking advantage of the principles of the educational curriculum according to Harrison and Bramson in learning some basic badminton skills for the players of the University of Kufa team, which

enables the learner to find the best solutions to perform the skill in different situations and forms and with high skill performance. Research Problem Through the presence of the researcher and her follow-up to the educational units of the University of Kufa team, she noticed that most of the university team players suffer from difficulty. The researcher decided to prepare an educational curriculum according to Harrison and Bramson and focus on the importance of thinking because it is a higher mental process, and since badminton skills are among the open skills, the researcher aspires to have the possibility and ability to deliver the shuttlecock to the right place because badminton skills need The objectives of the research were to prepare an educational curriculum that includes educational units and special exercises for the skills studied, and to find solutions to this problem. The researcher will prepare an educational curriculum that includes educational units and special exercises for the skills studied. The objectives of the research were to prepare an educational curriculum according to Harrison and Bramson to learn some basic skills in badminton. For the players of the University of Kufa for Girls team, to identify the impact of the educational curriculum according to Harrison and Bramson in learning some basic skills in badminton. To identify the differences between the use of the curriculum and the educational curriculum according to the model of Harrison and Bramson.

### **The practical part**

The researcher adopted the experimental research method in the manner of the two equal groups with the tribal and remote tests on the players of the University of Kufa badminton team for the players in the comprehensive urban manner for the years 2021–2021, and their number was twenty (20) players, and the sample percentage was (100%) from the community. The researcher randomly divided the sample into two experimental and control groups. So that each group amounted to ten players, and the sample of the experimental group (according to Harrison and Bramson) was to learn some basic badminton skills for the players, their number was ten, while the control group used the method followed by the coach of the University of Kufa team in badminton for the players.

### **Field Research Procedures**

#### **determining the basic skills of badminton used in the research**

After the researcher reviewed the sources and references represented by books, literature, letters, and theses and consulted with the specialists and the supervisor of the game of badminton, the basic skills of badminton were tested by the supervisor and the researcher, and the skills were (long transmission accuracy, short transmission accuracy, front kick skill, deportation, and front dropped strike skill) to suit the sample, curriculum, and educational units that the researcher will use in the educational units.

#### **Determine the tests used in the research**

The researcher reviewed the sources and references represented by books, literature, letters, and theses related to the game of badminton to determine the codified tests that had previously been carried out on similar samples as well as

the existence of criteria for these tests. selected by the supervisor and researcher in the game of badminton to take the percentage of the experts' agreement on determining these tests, and the percentage of agreement of 75% of the phenomenon to be measured was adopted.

In order for the researcher to be able then to carry out the exploratory experiment by obtaining content validity, which "relies mainly on the extent to which the test can represent the contents of its elements as well as the attitudes and aspects that it evaluates with honest and homogeneous representation and with high morale to achieve the goal for which the test was developed, the form that was presented to the experts To find out how many experts agree on the best tests and the basic skills needed for badminton, we need to find out how many of them agree.

### **Tests used in the research**

- First, the short transmission test.
- The second-long transmission test.
- Third-the front clearance blow.
- Fourth: Test the skill of the forehand strike.

### **Survey experience**

The researcher conducted the exploratory experiment in the private badminton court in the College of Education for Girls, Department of Physical Education and Sports Sciences-University of Kufa for the academic year (2021-2022 AD) for skill tests on a group from outside the main research sample consisting of three players from the original community. They were selected by a random method among the members of the research community on (2/1/2022) in order to identify the difficulties and obstacles that the researcher may face, through which several purposes were verified.

### **The scientific basis for research tests**

#### **Honesty**

The tests were presented to a group of experts and specialists in the fields of testing, measurement, learning, and sports coaching/badminton specialization.

#### **Consistency**

The stability coefficient was calculated for all skill tests using the (test and re-test) method, as the researcher applied the tests in the exploratory experiment to the sample of the exploratory research on (2/1/2022 AD), and after seven (7) days, the test was re-tested on the same sample and under the same conditions. On (9/1/2022), to ensure the stability of the tests, the researcher used the Pearson correlation coefficient between the results of the first test and the second test, and the results showed a significant correlation between them, which indicates that the stability coefficient of these tests is also high.

**Pretest**

The researcher conducted tribal tests for the research sample to be tested at ten in the morning on Wednesday and Thursday, 12–13/1/2022, as the researcher tested the skills examined in the badminton court at the College of Physical Education and Sports Sciences—University of Kufa. After giving an introductory unit to the skills under study to enable the players to know how to perform the skills, a test was conducted (the skill of long serve accuracy, the skill of short transmission accuracy, the skill of the forehand kick away, and the skill of the drop front strike) for the experimental and control groups, with the help of the aforementioned assistant work team, and the performance of the players was presented. After the tribal tests were done on the research sample and the three experts filled out the evaluation forms for each skill, the equivalence of the experimental and control groups was found in the skill tests.

**Curriculum**

The researcher applied the educational curriculum (a model according to Harrison and Bramson) to the game of badminton, which was prepared by the researcher and was presented to the experts and under the supervision of the supervisor of the research sample (the experimental group) in order to achieve the research objectives and hypotheses and achieve the best results. Work began by dividing the sample into two control groups: traditional and experimental. The first group works as a Division 1 officer as a model, following the planned curriculum and the trainer's method.

As for the second experimental group, Division (2), which is a sample that works according to a model method by Harrison and Bramson made by the researcher, all the stations mentioned in the method work to show all the skills in the main part of the educational unit, which are as follows: The experimental group's work is decided by how well they do at these stations at the beginning of the main part of the lesson. This lets the teacher see how well these skills are done and helps the students when they use them in real life. The educational curriculum (Annex 6) included the use of some aids that help in the learning process, in addition to the principle of gradation from easy to difficult, and immediate feedback was adopted during the performance of skills, and the number of educational units for the curriculum was (16) educational units divided into one educational unit for each A skill and a time of (90) minutes for the educational unit, and the implementation of the curriculum took (8) weeks and at a rate of (2) educational per week, as the researcher used a set of skill exercises that aimed to learn and master the skills through diversity in their forms, in addition to the It included a set of exercises aimed at learning the skills of the respondents, in addition to the fact that the principle of diversity and change in the performance of skills was relied on in order to reach the learner to the ideal performance and to build a motor programme for the skill, and the curriculum was started on Sunday (16/1/2022). It was completed on Sunday (27/3/2022).

## Post-test

After completing the application of the educational curriculum for the experimental group according to the Harrison and Bramson model, which includes experimental educational units and the curriculum followed by the trainer for the control group, The researcher conducted the post tests to perform the skills studied on Wednesday and Thursday (30–31/3/2022), and on all members of the basic experiment sample from the experimental and control groups, with the same conditions and specifications as the pre-test, and to obtain data and record it in forms in preparation for its statistical treatment for the skill performance in tribal tests.

## Statistical meaning

The researcher used the SPSS statistical package to process the data.

## Results

Presentation, analysis, and discussion of the results of the pre and post tests for the experimental and control groups: presentation and analysis of the results of the pre and post tests of the control group for the basic skills of badminton. Then, after unloading the data for the pre and post tests of the control group from the researcher and processing them statistically, it was shown as in Table (1).

Table (1)

It shows the results of the tribal and remote tests of the control group for the skills of the long serve, the short serve, and the forehand kick away

Variables	Test	Arithmetic mean	Standard deviation	Arithmetic mean Differences	Standard deviation of differences	T value Calculated	Significance Level	Type Significance
Short transmission accuracy	tribal	16.5000	4.06202	-2.50000	.74907	-3.337	.009	Significant
Long transmission accuracy	dimensional	19.0000	4.47214	-2.20000	.75719	-2.905	.017	Significant
Forehand skill	tribal	17.8000	2.29976	-1.60000	.45216	-3.539	.006	Significant
	dimensional	20.0000	1.41421					
	tribal	19.0000	2.16025					
	dimensional	20.6000	2.36643					

**The degree of freedom (n-1) (10-1=9) is statistically significant at the level of significance (0.05)**

presentation and analysis of the results of the pre and post tests of the experimental group for the basic skills of badminton. Then, after unloading the data for the pre and post tests of the experimental group from the researcher and processing them statistically, it was shown in Table (2).

Table (2)

The results of the tribal and remote tests of the experimental group of skills show the accuracy of the long serve skill, the short serve accuracy, and the forehand strike skill of deportation

variables	Test	Arithmetic mean	Standard deviation	Arithmetic mean Differences	Standard deviation of differences	T value Calculated	Significance Level	Type Significance
Short transmission accuracy	tribal	16.9000	2.18327	-19.10000	1.44875	-13.184	.000	Significant
Long transmission accuracy	dimensional	36.0000	3.19722	-18.10000	.72188	-25.073	.000	Significant
Forehand skill	tribal	17.9000	2.72641	-18.20000	.95219	-19.114	.000	Significant
	dimensional	36.0000	3.05505					
	tribal	17.7000	1.63639					
	dimensional	35.9000	2.46982					

**The degree of freedom (n-1) (10-1=9) is statistically significant at the level of significance (0.05)**

Presentation and analysis of the results of the post-tests of the two experimental and control groups for the basic skills of badminton. The researcher then unloaded the data of the two post-tests of the experimental and control groups from the researcher and processed them statistically, as shown in Table (3).

Table (3)

The post tests of the experimental and control groups for skills show the accuracy of the long serve skill, the accuracy of the short serve, and the forehand kick skill by far

variables	group	Arithmetic mean	Standard deviation	T value Calculated	Significance Level	Type Significance
Short transmission accuracy	control	19.0000	4.47214	-9.779	.000	Significant
Long transmission accuracy	experimental	36.0000	3.19722	-15.029	.000	Significant
Forehand skill	control	20.0000	1.41421	-14.145	.000	Significant
	experimental	36.0000	3.05505			
	control	20.6000	2.36643			
	experimental	35.9000	2.46982			

The degree of freedom ( $n-2$ ) ( $n-2=18$ ), is statistically significant at the level of significance (0.05).

### **Discuss the results**

The results of the tribal and remote tests of the control group's variables were significant under the significance level (0.05) for learning the accuracy of the long transmission skill, the short transmission skill, and the forehand strike skill by deportation. The researcher attributes the significant differences between the arithmetic circles between the pre and post- tests to the difference in the control group, which was adopted in teaching them the trained method followed by the material, as the trainer for this group leads to learning in the intellectual and skill aspects, which is at a lower level than the learning of the experimental group.

The existence of these differences is attributed to the fact that the research sample is a raw sample, that is, it has not previously trained badminton skills in the previous year of the study, especially when they are in the stage of learning and acquiring scientific knowledge about the skills of the game of badminton in question, and then the learning occurred among the members of the control group with differences. Specific depending on the method used by the trainer, as shown in Table (8), the technical performance of the skill of long transmission accuracy, the skill of short transmission accuracy, and the skill of forehand strike in the distance has obtained a higher degree of accuracy in performance as a result of practise and repetition, as well as the use of regular exercises during the educational units. This was confirmed by Wajeeh Mahjoub (2002), "a very important principle of kinetic learning was achieved, which is the gradual learning from acquisition to learning to stability, and this is the basic principle of kinetic learning." Learning is "a relatively stable change in the organism's behaviour that comes from experience and practice" <sup>(1)</sup>

The researcher sees from Table (9) and in Figure (13) that the difference in the experimental group's sample in learning the accuracy of the long transmission skill, the short transmission accuracy skill, and the forehand strike skill with distance is the result of the educational design according to the Harrison and Bramson model, which is used within the training period of the educational content Badminton vocabulary.

The researcher attributes the Harrison and Bramson model prepared by the researcher, which had a clear impact on the superiority of the experimental group, to the fact that this method works on integrating different and contradictory ideas, solving problems, and relying on meditation and planning, which helps to create a new combination that will raise the customary motivation of the teacher because the cognitive motivation It depends mainly on consensus and convergence of views to achieve what is new and helps him develop the various abilities of the teacher in achieving the goals set that he seeks to achieve. and linking views that seem conflicting, and this helps to change career creativity, because creativity works to find and develop modern ideas by linking different and conflicting ideas and deducing new ideas that we want to help achieve the desired goals.

## Conclusions

After presenting, analyzing, and discussing the results, the researcher reached the following conclusions:

1. The model according to Harrison and Bramson has a positive effect in learning some basic skills in flying feathers in the research sample.
2. The superiority of the experimental group that used the model according to Harrison and Bramson over the control group that used the method used by the trainer in learning some basic skills of badminton in the research sample.
3. The graphs drawn by the female players contributed to the progression of the level of the research skills of the badminton players.
4. The significance of the statistical differences between the post-tests for the experimental group and the control group showed significant differences in favour of the experimental group in all tests.

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