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The effect of the corners learning strategy (court corners) on the learning of the volley strike skill among the third-year students

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Abstract---This study aimed to identify the effect of the Corners Learning Strategy (court corners) on the learning of the volley strike skill among third-year students. To solve the problem of this study, the researchers assumed the possibility of teaching third-year students the skill of volley strike, which is one of the important strikes in playing tennis. As it can be used in various places of the court including its two types the front and back strikes. It is considered an offensive strike if the player is close to the net and defensive if the player stands close to the baseline. Through their follow-up of the third-year students and the practical lessons of tennis, the researchers noticed that this skill was not given as much importance as the forehand and backhand strikes. Accordingly, they conducted their study on a sample of (30) third-year students divided into two experimental and control groups. They used the Corners Learning Strategy (corners of the court) in special learning units and applied it in exercises for the skill of volley. After collecting the pre and post results, appropriate statistical methods have been used to extract the differences between each the pre-test and the post-test for each group between the two post-tests of experimental and control groups. The researchers concluded that the use of the Corners Learning Strategy, the corners of the court, has affected the learning of the volley strike skill of the experimental group and that the use of this strategy gave the student a contribution to participate beyond his role as a listener. Finally, they recommended using this strategy when learning other tennis skill

Keywords---Tennis ball and racket, sample of students, educational pillar (Corners of the court), special educational unit, statistics.

Introduction

The use of modern strategies in learning is of great importance to various sports, including racquet games (tennis), which players need as they deal with a ball and a racket, and which is characterized by the fact that the skill in this game is diverse, including the open skill (the front and back strokes) and the closed skill (serving), that The use of the educational unit according to the educational pillars strategy (the four corners), which provides beginners with sufficient time to understand and apply the skill and is one of the most important sources of educational activities and modern strategies under the term active learning (**Jawdat Saadeh, et al., 2006, p. 26**). This is confirmed by a study (**Al-Sadaani Ghufraan, year 2019**) (the effect of the educational pillars strategy according to the method of exploratory activities in learning basketball skills for first-grade intermediate students).

The active learning method (**Lutfi Abdel Fattah, 1972, p. 75**). allows students to actively participate in the activities that take place within the educational unit so that this participation takes students beyond the role of the passive listener who takes notes primarily and to the person who takes the lead in the various activities that take place with his colleagues during the educational process Within the educational unit, this method has become one of the modern and widely used methods in the educational field. (**lorenzen ,2011,35**).

The study confirmed (**Saray Ahmed, year 2020**) (the impact of the four pillars strategy on the realization of second-grade intermediate students in biology and the ability to make a decision The use of strategies and teaching methods for sporting events is the first step in learning and developing skills for beginners in a way that serves the educational process and the student. It became clear when implementing this skill by students that it is difficult and does not achieve the required level. Therefore, the researchers decided to study (the effect of the educational pillars strategy (corners of the playground) on learning the skill of flying strike (volley) among third-year students). This is what motivates students to learn by moving away from routine and boredom and investing the time in the educational unit as much as possible, which is reflected in the progression of the student's skill level. With the nature of the corners of the pitch strategy.

Thus, the educational units that are designed according to the strategy of the corners of the field that use the active learning process, that is, activating the role of the learner more than the role of the teacher, so that all students can benefit and develop their physical and skill capabilities with their different levels, in addition to developing their cognitive side, since tennis is one of the games that You need to learn the cognitive side at the same level as the skill side, as it is one of the difficult individual games to learn and needs to facilitate the process of learning its basic skills.

The target of the research is to differentiate the effect of the educational corner's strategy (corners of the field) in learning the skill of flying strike (volley) for

students of the third stage. The researchers hypothesized that there is statistically significant variation between the results of the pre-tests and post-tests for the experimental and control groups in learning some basic tennis skills and abilities for third-year students / College of Physical Education and Sports Sciences. There are also statistically significant differences between the two research groups in the post-tests in learning some basic skills in tennis for students of the third stage / College of Physical Education and Sports Sciences.

Materials and Methods: Search procedures

First-the research method.

The two researchers used the experimental method for two experimental and control groups with pre and post-tests, due to its suitability and the nature of the research.

Secondly- research areas

The human field: third-year students/Faculty of Physical Education and Sports Sciences.

Time range: 11/13/2021 - 20/1/2022.

Spatial domain: open playgrounds for the Faculty of Physical Education and Sports Sciences.

Third - the research community and its sample.

The research community included the students of the third stage / University of Baghdad - College of Physical Education and Sports Sciences, who numbered (235), and the research sample was represented by students of Division (B, D), numbering (30), who were chosen by lottery. The two researchers divided the sample into two groups. One experimental, numbering (15) students, and the second control, which numbered (15) students as well. The researcher conducted a homogeneity for the members of the research sample as shown in Table 1 and parity between the two groups to start from one starting line.

Table 1

The sample is homogeneous because the variables lie under the equilibrium curve (± 3).

descriptive statistics	the middle	mean	standard deviation	skew modulus
Age/year	22.5	21	5.37	1.39
Length/cm	176.83	180	7.83	1.21
Mass/kg	70.33	71	7.33	0.13

Table 2
It shows the parity between the two groups in the skill of flying kicks in tennis.

skill	the group experiment		control group		T. value	Sig	Indication
	mean	$\pm$ standard deviation	mean	$\pm$ standard deviation			
Forehand strike skill	13.98	0.23	14.44	0.33	0.83	0.600	insignificant
Backhand Strike skill	11.88	0.81	11.67	0.65	3.14	0.520	insignificant

Means of collecting information:

- Arab and foreign sources.
- Personal interviews. *
- Information collection form. **
- Tests and measurements.
- Internet networks.
- Staff.

The researchers used the tools:

- Tennis rackets (30) types and not a racket.
- Tennis balls (6 sets).
- A stopwatch number (to be determined later) and of a type (sony).
- Metal metric tape, number (1).
- Sticks to fix the corners.
- Adhesive tape.
- chalk.

Research tests

First: Shaffer and Taider test for the accuracy of performing the flying strike (**Ali Salloum Jawad, 2002, pp. 196-197**).

Measures

Implementation of the basic research experiment:

Tribal tests:

The two researchers led the pre-test on the members of the research sample before starting the implementation of the main experiment (20/11/2021) which included the (Shaffer and Taider test) to measure the accuracy of the performance of the flying strike on the open stadiums of (College of Physical Education and Sports Sciences / University of Baghdad) open.

The main experience:

The two researchers prepared educational units using the educational pillars strategy in the game of tennis for the skill of flying strike. The educational units were applied to the (experimental group) for a term of eight weeks, with one educational unit per week, and the time of one educational unit was (90 d). The two researchers divided the playground into four corners (educational corners), which are the corners that were used to teach the skill of flying kicks with tennis for the experimental group. Contents by the sample and organizing of the research procedures properly by the two researchers.

The transfer of students in one educational unit between the pillars and according to the order set by the two researchers, as the students start from the first pillar and end with the fourth pillar. The two researchers divided the pillars based on scientific sources as follows:

1. *Planning corner:* the teacher can start with the planning corner as a learning corner first in the class because it is easy to set up, add to organizing it does not require high cost does not require additional furniture, and the planning corner is easy to implement and easy to monitor because the instructions on how to use it are few, and this corner is responsive Because it is related to the concept of the study, reading, explanation, and clarification of the skill and re-explanation of how to apply it while teaching the students, with an explanation of the instructions that the student passed, the steps and procedures that can be implemented and the duties of the learner and the teacher and this pillar according to the educational activity intended to be applied.

2. *Creativity Corner:* the two researchers prepared educational exercises similar to the actual performance of the skill. This corner gave the sample a picture of the skill in terms of the application of educational exercises that seek to build new learning according to the students' physical and mental capabilities As well as correcting motor paths by reducing what is wrong with the skill so that it creates creative ideas for the student through the two researchers' use of gradual exercises that start from easy to difficult, taking into account individual differences that organize exploratory aspects related to performance on the one hand and aspects of learning on the other.

3. *Research and Exploration Corner:* After going through the first and second pillars, it became necessary here for the two researchers to know the extent of the students' understanding of the first and second pillars by preparing questions for the tennis flying strike skill about the form of the skill and how to implement it to know how to stimulate the learner's ideas and exploration to reach solutions to face the forms of actual performance and excel in that as well. It gives the researchers full knowledge of what the previous pillars have achieved.

4. *Exploratory Games Corner:* This corner included games similar to the application of the skill of flying strike in tennis prepared by the two researchers so that the skill is applied during those games and an attempt to discover mistakes by urging the student's mind around the parts of the skill and the section that was stopped at and exploring appropriate solutions to reach the performance for the best.

And that this strategy was applied by the experimental group in the main section of the educational unit and in accordance with what was implemented by the control group in terms of the time period, number of exercises, and target skill to adjust the largest possible number of variables to ensure the credibility of what is achieved by the educational pillar's strategy (corners of the playground) when implemented before Experimental group.

Post-test.

The two researchers conducted the post-test for the two research groups on Saturday (22/1/2022) for the experimental and control group.

Statistical means

The statistical package (SPSS) was used to extract

- mean
- std. deviation
- skew modulus
- The t value of the independent and dependent samples.

Results and Discussions

After processing the results of the tests statistically, the two researchers reached values for the means, std. deviations, and the (t) value between the pre-tests and post-tests of the flying strike, for both the experimental and control groups, as shown in Table 3.

Table 3
Values for the means, std. deviations, and the (t).

groups	experimental		controller		Calculated T-value	sig. value	indication
	mean	St. Deviation	mean	St. Deviation			
forehand	18.04	0.44	15.53	0.42	10.98	0.00	moral
backhand	16.65	0.19	14.72	0.55	11.66	0.00	moral

Table 4
Difference values for the means, std. deviations with the (t) and the level of
significance (saig).

Variables	measuring unit	experimental								indication
		pretest		post-test		Mean of the difference	St. Deviation of the difference	Calculated T-value	sig. value	
		mean	St. Deviation	mean	St. Deviation					
forehand	Degree	13.98	0.23	18.04	0.98	17.33	0.81	21.39	0.00	Moral
backhand	Degree	11.88	0.81	16.65	0.19	14.00	1.26	11.11	0.01	Moral

Variables	measuring unit	pretest		post-test		Mean of the difference	St.	Calculated T-value	sig. value	indication
		mean	St. Deviation	mean	St. Deviation		Deviation of the difference			
forehand	Degree	14.44	0.33	15.35	0.42	14.33	0.81	17.69	0.00	Moral
backhand	Degree	11.67	0.65	14.72	0.55	12.00	1.26	9.52	0.01	Moral

Table 3-4 shows the value of (t) (4) and the level of significance (saig) (0,02), which shows that the variation between the results of the pre and post-tests were significant, as the significance value is less than (0.05), which point the significance of the differences. In favor of the post-test for the control group, as Table No. (3) shows, the value of (t) (6,43) and the level of significance (saig) (0.00), show that the variation between the results of the pre-tests and post-tests were significant, as the significance value is less than (0.05), which indicates the significance of the variation and in support of the post-test of the experimental group The two researchers impute this to the fact that the application of the sample to the educational units for (8) weeks improved the performance of the sample for the skill of flying strike-through repetition of exercises and in a manner consistent with the level of the sample.

The use of the educational pillars strategy (corners of the playing field) had an important effect on the sample's performance of the skill through the sequence of the pillars and what each corner contained and the extent of the application of its contents, which gave the student an opportunity in terms of repeating the explanation and application, providing the opportunity for creativity and exploration, and stimulating the student's mind to reach to discover errors and address them through questions put The two researchers included the three skill sections, and this was confirmed by him

The two researchers attribute this difference in the experimental group members as a result of using the educational pillars strategy, as the use of this strategy contributed to the development of students and increased their learning of skills more and faster, by choosing what suits students and creating an educational environment in line with their capabilities and preparations and allowing diversity through By including more than one corner and moving from one corner to another for the purpose of increasing motivation, enthusiasm, and diversity, as well as increasing the feedback that students need.

Also, what was included in the educational units of the educational pillars strategy according to the method of the exploratory activities of a full explanation of the skill and its presentation by the teacher explains the method of performing the skills, as well as asking questions and discussion in the lesson has contributed to the formation of a kinetic and adequate perception of the skills, especially the use of feedback by the two researchers and motivation In the lesson, which contributed to the students reaching a good level of performance, which appeared through the results of the post-tests

He states, "The integration of technology with strategy and learning style enabled the two researchers to identify individual differences between students and give them appropriate exercises.

4 Conclusion

- The use of the strategy of the four pillars of learning (corners of the playing field) helped in learning the dexterity of flying kicks in tennis for the research pattern.
- Continuing the in-person educational units for a period of 8 weeks gave the learner an opportunity to improve the performance of the tennis volley for both groups.
- Dividing the playground into four corners gave the learner enough opportunity to go through the different stages of learning from planning how to perform the skill to creativity in solving performance problems facing the learner.
- The educational pillars strategy gave the learner the opportunity to be creative and explored, which was positively reflected in the performance of the tennis skill.

Future works

- The necessity of using the four corners strategy to learn the rest of the tennis skills.
- The necessity of using the educational pillars strategy with different age groups for those wishing to learn tennis skills and during the teaching curricula.
- The necessity of using modern technological means in the first pillar, saves the time allotted for an explanation, and this is what the two researchers have been doing, but the obstacles of the place used to implement the research prevented that.

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