# The Effect of the Three-Step Interview Strategy on Learning Some Volleyball Skills for Students

**Ali Hasan Jasim [1] , Assist. Prof. Dr. Husam Ghaleb Abdulhussein [2]**

[1] Master. Student. Faculty of Physical Education and Sports Sciences / University of Kerbala, Iraq.

[2] Faculty of Physical Education and Sports Sciences / University of Kerbala, Iraq.

a19911991il@gmail.com , husam.ghaleb@uokerbala.edu.iq

**Abstract**

The purpose of this paper is to preparing educational units according to the three-step interview strategy in learning some basic volleyball skills, and identifying the effect of educational units according to the three-step interview strategy in learning some basic volleyball skills for students (experimental group) in the pre and post-tests. The researcher used the experimental method, where the experimental method is considered the most appropriate for the subject of the study. The research community identified the students of the second stage in the College of Physical Education and Sports Sciences, University of Karbala, who numbered (161) students, distributed among (6) people (A.B.C.D.E.F) And then the research sample was chosen randomly, as Division (B) was chosen, numbering (30) students to represent the experimental group, and Division (D), which numbered (30) students to represent the control group and (4) students from Division (F) for the exploratory experiment One of the most important results reached by the researcher is that: The three-step interview strategy helped in developing the students' learning of some volleyball skills. One of the most important recommendations recommended by the researchers is that: Necessity of using modern strategies and methods (the three-step interview strategy) because of its importance in discovering all that is new and developing strategies and methods of practice and moving away from traditional methods, and necessity of using the (three-step interview strategy) for the different academic stages, whether they are higher or lower than the first, third or fourth stage students, with games and skills other than the game and the skills studied, and observing their development rates.

**Introduction:**

Teaching strategies are considered complex mental processes and skills that help the learner perceive and acquire knowledge. It also enables him to store information and its stability and gives him the ability to organize this information in memory, which helps to ease its recall. Modern strategies have appeared in teaching, including the strategy (three-step interview) ,Which is one of the cooperative learning strategies in which the learner implements most aspects of the activity. Learning in this strategy is fun and supportive, and makes each learner engaged in the activity and applies what they learn to learn better and helps learners to listen, think, observe, discuss and actively participate with others, and the learners in this strategy have a great deal of responsibility towards their learning, and they are interested in evaluating their performance, and the initiative of the learner and his carrying out the learning process himself makes him go through direct educational experiences that are difficult to forget and makes him discover

many things and information, in addition to that he acquires the skill of taking responsibility and applying it in practice.

And to determine the educational activities that achieve the desired goals by choosing appropriate objective evaluation methods to verify the extent to which the learner acquires the learning outcomes and to increase the opportunities for the learner to communicate with his colleagues and to discuss the learning outcomes in learning all games and events, including learning the skills of volleyball, which is one of the team games that need it is based on a basic rule, which is the correct performance of skills and to progress in this game, you must master and learn to perform skills well, including skills (blocking, defending the playing court , and spiking ) to reach a better level of learning, and through the foregoing, the researcher decided to use the three-step interview strategy with its details, which may help the students to have good attention control and thus may lead to better learning of the skills of the blocking wall and defending the playground And overwhelming beating with my learning, whether it is emotional or skill.

**Research problem:**

Knowledge is no longer sufficient to succeed in a global society characterized by acceleration and complexity in all areas of life, so the situation requires that we move from the traditional trend in teaching, which we have been practicing for long periods of time, in which processes and procedures revolve around the teacher as the only source of knowledge to the modern trends that advocate it Most of the educational and educational systems, for which conferences and meetings are held in various countries of the world. Where there are many means of displaying the information by the teacher and the sources of obtaining it by the learner makes the student a focus in the educational process and makes the teacher a guide, supporter and ally for the student and not a sole source for obtaining information. In order to achieve these mechanisms and methods, the teacher must possess many competencies, including Modern strategies to help the teacher transfer the student from the state of traditional passive learning to the state of active positive learning, which we hope to see firmly in the minds of teachers and applied in the educational field in an elaborate manner that serves work and self-development. It develops the capabilities of learners in our schools, colleges, and educational environments. Likewise, the teacher performs other roles for the learning of his students, as he is the guide, guide and facilitator for their learning so that he is an ally for the student. It constantly works to build a safe classroom environment that contributes to the student's use of his intellectual abilities and energies without any hindrance. And because the researcher works in the field of teaching as a lecturer and through his observation of the strategies, methods and methods used in teaching volleyball in the college, and after reviewing many sources, references and research in addition to the personal interviews of experts and specialists that he conducted, he noticed that there is a weakness among students of the second stage in the performance of skills Volleyball, especially the skills of blocking the wall, defending the field, and spiking hitting, and their mastery by the students, and this is one of the justifications that called for conducting such a study and experimenting with the most appropriate strategies and teaching models to acquire information and theoretical knowledge and apply it on the ground theoretically and practically. Through the application of the three-step interview strategy for active learning in social cohesion and some basic volleyball skills.

**Research objective:**

- Preparing educational units according to the three-step interview strategy in learning some basic volleyball skills.
- Identifying the effect of educational units according to the three-step interview strategy in learning some basic volleyball skills for students (experimental group) in the pre and post-tests.

**Research hypotheses**:

- There is a positive effect of the three-step interview strategy in learning some basic volleyball for students
- There are statistically significant differences between the experimental and control groups in learning some basic skills in volleyball and in favor of the experimental group.

**Research fields:**

- Human field: Students of the second stage in the College of Physical Education and Sports Sciences (morning study) Kerbala University for the academic year 2021-2022
- Time field: (1/12/2021) to (8/5/2021)
- Spatial field: The closed hall in the Faculty of Physical Education and Sports Sciences

**Research methodology and field procedures:**

**Research Methodology:**

The researcher used the experimental method, where the experimental method is considered the most appropriate for the subject of the study.

**Community and sample research:**

The research community identified the students of the second stage in the College of Physical Education and Sports Sciences, University of Karbala, who numbered (161) students, distributed among (6) people (A.B.C.D.E.F) And then the research sample was chosen randomly, as Division (B) was chosen, numbering (30) students to represent the experimental group, and Division (D), which numbered (30) students to represent the control group and (4) students from Division (F) for the exploratory experiment

**Experimental design used in the research**

In this study, the researcher followed the experimental design, which depends on two equal groups (experimental and control). The experimental group is the group of individuals that receive the experimental treatment, and the control group is the one that receives a treatment different from the experimental treatment. The following figure shows the experimental design used in the current study.

**Homogeneity of the sample:**

To ensure the homogeneity of the sample members and to control the variables that may affect some of the results of the experiment in terms of individual differences and the homogeneity of the sample members in the variables (length, age, weight) and descriptive statistics indicators represented by the values (arithmetic mean, standard deviation, skew coefficient, and the results showed the homogeneity of the sample members if it was the skew coefficient is a little, and this is a good indicator, as

((whenever this value is zero or close to that, it indicates that the distribution is moderate)).

**Table (1) shows the arithmetic means, standard deviations and the skew coefficient for the purpose of homogeneity of the research sample in the variables (weight, length).**

| Variables | Measuring unit | Degrees of freedom between groups | Degrees of freedom within groups | Leven value for the arithmetic mean | Level sig | Type sig |
|---|---|---|---|---|---|---|
| length | Cm | 1 | 10 | 1.473 | .253 | Non sig |
| Weight | Kg | 1 | 10 | .455 | .515 | Non sig |

**Means, devices and tools used in the research:**

For the purpose of collecting information and data to reach the truth, the researcher used the following methods:

**Means of collecting information:**

- Arab and foreign references and sources.
- A questionnaire form to survey the opinions of experts and specialists.
- Information collection form.
- Observation.
- Personal interviews.
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**Devices and tools used in the research:**

The researcher used the following devices and tools:

- One (1) Sony digital camera
- Laptop (Dell) type 2.
- Electronic stopwatches type (Casio) number (2).
- Video camera type (Sony), 1 number.
- A Chinese-made metric tape with a length of 10 m.
- Volleyball balls number (30) moltan ball.
- Number of pens (60).
- A legal volleyball court.
- Educational signs, number 24.
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**Field Research Procedures:**

**Identifying the basic skills of volleyball:**

The researcher relied on the curriculum established by the Ministry of Higher Education and Scientific Research allocated to students of the second stage in the College of Physical Education and Sports Sciences, University of Karbala for the academic year 2021-2022 from the first semester (second course).

**Identifying basic skills tests in volleyball:**

The researcher prepared a questionnaire to determine the most appropriate tests for each of the basic skills in volleyball, which is the subject of our study , Then this form was presented, which contained (3) tests for each skill, to a group of (11) experts and

specialists in the field of volleyball. After emptying the forms and processing them statistically by extracting percentages, the tests that obtained the highest percentage for each of those skills were nominated.

**Description of the skill tests:**

After the experts selected the skill tests, the researcher developed a description of these tests in terms of the tools and devices needed to apply the test, the nature of the test form design, and how to calculate the grades, as follows:

**First: Tennis Service Evaluation Test**

- Test name: Service skill test (tennis)
- The purpose of the test:
- Evaluating the technical performance of the tennis skill through its virtual form.
- Tools used:
- A legal volleyball court, (3) legal volleyballs and a calendar form.
- How to perform: The tested student performs the skill of sending tennis from the middle of the service area defined by (9 m) to the opposite court, provided that the ball crosses the net trying to drop it in the opposite half of the court.
- Registration: Three assessors evaluate the three attempts for each laboratory student, and three marks are awarded for each evaluation, bearing in mind that the final evaluation mark for each attempt is (10) degrees.

**Second: A test to Evaluation the performance of the skill of spiking**

- The name of the test: The spiking Skill Test
- The purpose of the test:
- Evaluating the technical performance of the skill of spiking through its apparent form.
- Tools used:
- A legal volleyball court and legal volleyballs (3) and a calendar form.
- How to perform: The tested student performs the spiking from the center (4) so that the teacher or a member of the assistant work team prepares the ball for him from the center (3), and the test student performs the skill of spiking, trying to drop the ball into the opposite court.
- Register: Three assessors evaluate the three attempts for each laboratory student and award three marks for each evaluation, spiking in mind that the final mark for each attempt is (10) marks.

**Third: The evaluation test of the technical performance of the skill of the blocking**

- The name of the test: the wall skill test
- The purpose of the test:
- Evaluation of the technical performance of the skill of the wall of the barrier according to the "virtual construction of the skill and its three sections (preparatory, main, final).
- Tools : used legal volleyball court, (3) legal volleyballs, (SONY) video camera, (3) seats. As shown in Figure (8).
- Method of performance:

- The three seats are placed in positions (2, 3, 4) in a row and at a distance of (50 cm) from the net, as an assistant stands on each seat holding the ball with both hands above the level of the net at a height of (30 cm) approximately.
- The side distance between the three seats is equal and is (2.25 m).
- The test student stands in position (3), and when the start signal is given, he begins to move towards center (4) to perform the skill, by touching the ball over the net with both hands, then returning to center (3) and from there to center (2) to perform the same skill, respectively.

- Registration: Each assessor is awarded three marks for each laboratory student according to the chosen division, by awarding (3) marks for the preparatory section, (4) for the main section, and (3) marks for the final section - note that the total mark for each attempt is (10) marks - after which a selection is made. The best score for each assessor and by extracting the average for the best three scores, the final score for each laboratory student is calculated.

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**Exploratory experience:**

The exploratory experiment was conducted on (Sunday) 3/3/2022 on a sample of (4) students who were not from the research sample in the presence of the supervisor and the assistant work team.

**Scientific foundations of the tests:**

For the purpose of ensuring the correct measurement, the researcher must verify the scientific transactions, for the tests before executing the main experiment and the tests of basic skills in volleyball that were nominated to be able to be approved and applied to the research sample.

**Honesty:**

An honest test or scale is one that measures with sufficient accuracy the phenomenon for which it is designed to measure. The researcher relied on the validity of the content or content by presenting the tests to a group of experts and specialists in the field of volleyball, kinetic learning, sports training, teaching methods, testing and measurement to choose the appropriate test for each basic skill in volleyball under study.

**Stability:**

The researcher found the reliability coefficient for the skill tests and thus adopted the method of applying the test and reapplying it on the same sample in seven days under the same conditions" (Spearman ranks) between the first application of the test and the second application for each test, and the results showed that the tests are characterized by high correlation coefficients, that is, a high degree of stability.

**Objectivity:**

Objectivity means that the estimators do not differ in judging something or on a particular topic, and the researcher has found the objectivity coefficient for each of the skill tests by finding the correlation coefficient (Spearman ranks) between the results of the two arbitrators in the first application that was conducted during the exploratory experiment. The correlation is high, which indicates the objectivity of the tests used in the research.

**Table (2) shows the Stability and objectivity coefficient of the tests**

| no. | Tests | Stability coefficient | T value | objectivity coefficient | T value | Type Sig |
|---|---|---|---|---|---|---|
| 1 | Serving | 0.90 | 8.04 | 0.88 | 7.18 | Sig |
| 2 | Spiking | 0.88 | 7.18 | 0.86 | 6.50 | Sig |
| 3 | Blocking | 0.85 | 6.20 | 0.82 | 5.56 | Sig |

**Preparing educational units according to the three-step interview strategy:**

The educational curriculum included educational units for teaching according to the three-step interview strategy through the application of the educational stages of this strategy in preparing the educational units, the researcher relied on some sources, studies and scientific research, in addition to that, he used the experiences of some professors of methods.

**Basic experience in research:**

After the foot skill tests have taken their final form if the researcher applies them to the members of the basic research sample of (60) (the experimental group, the control group) represented by the students of the second stage, the College of Physical Education and Sports Sciences, University of Karbala, the morning study for the academic year 2021-2022.

**Pre-test:**

The researcher conducted tribal tests for the research sample on (Sunday) 10/3/2022 before starting the main experiment with all variables controlled. The researcher worked to establish all the conditions related to the tests such as the place and method of implementation and work as much as possible, creating the same conditions for the post-tests.

**Sample equivalence:**

In order to equalize the research groups among themselves, the researcher worked by relying on the tribal test for all basic skills and by applying the statistical method for the results of the tribal tests, as it indicates that the differences between the two groups are not significant in these tests, and this confirms the equivalence of both groups before conducting the field experiment as shown in Table (3).

**Table (3) Shows equivalence between the two groups in the pre-tests**

| Variables | Experimental | | Control | | T calculated | Level sig | Type sig |
|---|---|---|---|---|---|---|---|
| | Mean | Standard deviation | Mean | Standard deviation | | | |
| Serving | 4.05 | 1.10 | 4.27 | 0.95 | .674 | .515 | Non sig |
| Spiking | 4.27 | 0.57 | 4.38 | 0.96 | .520 | .614 | Non sig |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Blocking | 3.72 | 0.46 | 4.48 | 0.69 | .368 | .721 | Non sig |

**Implementation of the educational units according to the three-step interview strategy:**

The application of the educational units of the three-step interview strategy began with an average of two educational units per week, as the first educational unit per week was implemented on Sunday, February 15, 2022, and the last educational unit ended on Tuesday, May 17, 2022 by the subject teacher, and the number of units reached (16) educational unit.

**Post-test:**

After completing the implementation of the educational units according to the three-step interview strategy, the researcher conducted post-tests on the research sample (the experimental group and the control group) the researcher has created the same conditions in which the tribal tests were conducted in terms of test time, test place, test performance sequence and using the same auxiliary tools in the two tests.

**Statistical methods**: The search data was processed through the Statistical Package for the Social Sciences (SPSS).

**Results and discussion:**

**Research results presented, analyzed and discussed:**

The researcher in the form of tables presented the results, because they are considered an illustrative means of the results included in the research, and they reduce the possibilities of error in the next stages of the research, enhance the scientific evidence, and give it strength. These results were analyzed and discussed to determine the extent to which the research objectives were achieved and to test the validity of the hypotheses.

**Presenting the results of the pre and post-tests for the members of the two groups:**

**Presentation of the results of the pre and post-tests for the members of the control group:**

For the purpose of revealing the difference between the pre and post-tests for the members of the control group, the researcher used the (t) test for the corresponding samples and extracted the calculated (t) value as shown in Table (4).

**Table (4) shows the arithmetic means, standard deviations, and (t) value calculated for the pre and post-tests of the members of the control group in the studied variables.**

| | Variables | Pre-test | | Post-test | | T calculated | Type sig |
|---|---|---|---|---|---|---|---|
| | | Mean | Standard deviation | Mean | Standard deviation | | |
| | Serving | 4.05 | 1.10 | 4.64 | 0.63 | 2.53 | Sig |
| | Spiking | 4.27 | 0.57 | 4.61 | 0.67 | 2.38 | Sig |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Blocking | 3.72 | 0.46 | 4.16 | 0.38 | 3.68 | Sig |

Tabular (t) value (2.05) at the degree of freedom (29) and the level of significance (0.05)

**Presentation of the results of the pre and post-tests for the experimental group:**

In order for the researcher to be able to detect the differences between the tribal and remote measurements of the members of the experimental group, he sought to treat the data statistically and extract the values of the arithmetic mean and the standard deviation for all the variables under study, which are (Serving, Spiking, Blocking) and the table (5) shows that.

Table (5) shows the arithmetic means, standard deviations, and the calculated and tabulated (t) value between the pre and post-tests for the experimental group's tests in the studied variables.

| Variables | Pre-test | | Post-test | | T calculated | Type sig |
|---|---|---|---|---|---|---|
| | Mean | Standard deviation | Mean | Standard deviation | | |
| Serving | 4.27 | 0.95 | 7.05 | 0.53 | 11.74 | Sig |
| Spiking | 4.38 | 0.96 | 6.44 | 0.61 | 8.26 | Sig |
| Blocking | 4.48 | 0.69 | 6.11 | 0.47 | 9.71 | Sig |

Tabular (t) value (2.05) at the degree of freedom (29) and the level of significance (0.05)

**Discussing the results of the differences between the pre and post-tests for the two research groups:**

**Discussing the results of the differences between the pre and post-tests for the members of the control group:**

By presenting and analyzing the results in Table (4) it was found that there are significant differences between the tribal and remote tests of the control group in the variables investigated (Serving, Spiking, Blocking) , the researcher attributes the moral differences between the pre and post-tests indicated that the used method represented by verbal explanation and model performance had a positive impact on the level and performance of some basic volleyball skills for students by giving them skills and knowledge related to the skills under study represented in the historical profile, technical stages, educational steps, technical errors and their correction, as well as continuous guidance individual and group repetitions, and giving feedback to them in its various forms, as well as the legal aspect, all had a positive effect in forming a clear picture, and this, in turn, improves performance and saves time and effort, in addition to their collective understanding that motivated students to compete among themselves. Learning any skill requires a high degree of focus and attention on the explanation of the technical performance of the skills by the subject teacher, as well as directing their attention to the important information and stopping the information and stimuli not related to the task by distracting attention from it.

**Discussing the results of the differences between the pre and post-tests for the experimental group members.**

Through table (5) it appears that there are significant differences between the tribal and remote tests of the experimental group and in favor of the post-tests of the variables investigated (serving, crushing, blocking), and this confirms that there is a significant effect of the educational units according to the three-step interview strategy in learning some basic skills with the ball. The Plane. Prepared by the researcher, this means that the use of the three-step interview strategy has a positive impact on learning some basic volleyball skills where the researcher sees that this positive effect of the three-step interview strategy is a teacher for each student as he has an exciting experience because he works on providing opportunities for the student to work with his colleagues, where he is once a skilled performer and at the other time he is observing the performance of colleagues and creates the opportunity to give immediate feedback and About the suspense and excitement, as the three-step interview strategy emphasizes making each one of them the focus of the educational process by involving them in the practice of learning on their own, increasing their interaction and giving them enough time to learn by increasing repetition and practice and investing the lesson time in a better way, which was positively reflected on learning the basic skills With volleyball. This is what was indicated by (Hamid and Bahi. 2000) that the three-step interview strategy shows its usefulness in the early stages of learning when students need to identify important points after each attempt to correct the motor performance of the skill, thus providing a teacher for each student

**Presentation of the results of the post-tests for the two experimental and control groups:**

**Table (6) shows the arithmetic means, standard deviations and the (t) value calculated between the post-tests of the tests of the investigated variables for the control and experimental groups.**

| Variables | Control | | Experimental | | T calculated | Type sig |
|---|---|---|---|---|---|---|
| | Mean | Standard deviation | Mean | Standard deviation | | |
| Serving | 4.64 | 0.63 | 7.05 | 0.53 | 14.41 | Sig |
| Spiking | 4.61 | 0.60 | 6.44 | 0.61 | 7.17 | Sig |
| Blocking | 4.16 | 0.38 | 6.11 | 0.47 | 8.27 | Sig |

* Tabular (t) value (2) at the degree of freedom (58) and the level of significance (0.05)

**Discussing the results of the post-test teams between the members of the control and experimental groups:**

Through Table (6) which shows the presence of significant differences between the control and experimental groups, the researcher attributes the reason for the differences between the control and experimental groups in favor of the experimental group in the post-tests of the variables investigated to the effectiveness of using the peer learning

strategy and its impact, which had an effective and clear role in demonstrating and improving students' cognitive abilities and skill (Experimental group sample) on acquiring the skills given in teaching basic skills in football and also increased their excitement and suspense in the lesson when learning, as the triple peer learning strategy emphasized making the student the focus of the educational process and giving him some roles and tasks to practice the learning process himself, and investing the lesson time in a way optimum learning, this is confirmed by (Hassan Al-Moussawi. 2005) that "caring for the learner and making him the focus of the educational process and the center of activity, respecting his opinions and abilities, and inundating him with kindness, acceptance and encouragement is a basic factor that helps learning, as (Muhammad Al-Zoghbi. 2007) indicates that the use of multimedia leads to an increase in the impact of what students learn of information and knowledge and its consolidation in their minds, which is reflected in the learning process , the researcher also attributes the reason for the development of the experimental group to the fact that this development in performance is commensurate with the level of the method used by the researcher in the application, as the researcher used one time the triple pairing learning strategy and that this strategy takes into account individual differences in learning, as individual differences are one of the most important conditions for success The educational process in the physical education lesson, while the control group, its curriculum does not take into account individual differences during the application of the educational unit

This is consistent with what (Allawi and Rateb. 1999) indicates that an individual's performance improves significantly if he receives special information about the relationship between his performance and the goal to be achieved. The skills under study are among the basic skills in football because the spirit of team play characterizes this game, the cooperation of the team in order to win is done by applying the performance skills correctly.

**Conclusions and Recommendations:**

**Conclusions:**

Through the results of the research and statistical data analysis and through the application of the educational units of the three-step interview strategy used in the research, the researcher reached the following conclusions:-

- The three-step interview strategy helped in developing the students' learning of some volleyball skills.

**Recommendations:**

According to the conclusions of the current research, the researcher recommended the following:

- Necessity of using modern strategies and methods (the three-step interview strategy) because of its importance in discovering all that is new and developing strategies and methods of practice and moving away from traditional methods.
- Necessity of using the (three-step interview strategy) for the different academic stages, whether they are higher or lower than the first, third or fourth stage students, with games and skills other than the game and the skills studied, and observing their development rates.
- Necessity of conducting studies similar to the three-step interview strategy for other stages and games for students.

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