

## **The effect of the learning strategy for mastery in learning some basic football skills for students**

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### **Abstract**

The purpose of this paper is to preparing educational units according to the education strategy to master some basic football skills, identifying the effect of educational units according to the learning strategy for proficiency in learning some basic football skills for students (experimental group) in the pre and post-tests, and identifying the priority of influence in the post-tests between the two research groups in learning some basic football skills for students. The researchers used the experimental method, where the experimental method is considered the most appropriate for the subject of the study. The research community was determined by a deliberate method, and they are the students of the first stage in the Department of Physical Education and Sports Sciences - Al-Safwa University College for the academic year (2021-2022), and their number is (97) students divided into (3) sections (A-B-C). The researcher chose the study sample by random method and by lottery method, as Division (B) represented the experimental group of (12) students, which were taught according to the learning strategy for mastery, and Division (A) represented the control group of (12) students, which were taught according to the strategy of commands followed by The teacher will have the total number of the sample (24) students, as for the exploratory experiment sample, which numbered (10) students from Division (C). One of the most important results reached by the researcher is that: The strategy of learning to master has a positive effect on learning some basic skills (passing, rolling, Put down) in football for students, the strategy adopted by the teacher has a positive effect in learning some basic skills (handling, rolling, and squeezing) in football for students, but in a small percentage compared to the learning strategy for mastery, and learning according to the learning strategy of mastery worked to attract the attention and interest of students, and increased their motivation and interest in learning. One of the most important recommendations recommended by the researchers is that: Emphasis on the use of modern strategies in the learning and teaching process, including the learning strategy for mastery in learning some basic skills (handling, rolling, quenching) in football for students, and emphasizing the need for change and diversification in educational strategies because of its great importance in improving the level of learning, enriching the educational process and taking into account individual differences among learners.

**Introduction:**

Societies in many parts of the world face challenges and problems dictated by the nature of our present age and its distinctive characteristics. Because of the scientific and cognitive development that the world is witnessing, as well as the mismatch between educational systems and educational demands. To motivate, motivate and encourage students to be able to access information and discover facts to be learned on their own, which leads to increased student positivity.

Accordingly, education is the main axis and one of the pillars that plays an important role in the development and progress of societies and peoples, and this is done by paying attention to the educational process and directing it towards the right path in line with scientific and cognitive development and progress to invest human resources and energies that provide society with principles and religious, cognitive and behavioral values and values in the areas of Life, especially the sports field, to bring learners to the desired levels of performance.

In order for the one in charge of the educational process to be able to push the students towards education, different and multiple strategies must be used, which requires the teacher or the teacher to be aware of how the learning takes place on the part of the student and how these strategies affect the achievement of the desired goals.

Hence, teaching strategies appeared that advocate and support the growing interest in the learner, not by transferring the educational process from relying on the teacher to relying on the learners on themselves only, but went to more than that in order to reach the educated individual to the required level of proficient and successful performance in the educational material or educational situation, One of these strategies is the (learning to mastery strategy), which has recently focused attention as one of the modern educational trends because of its enrichment and a positive impact on the educational process by reaching the learners to the required levels of learning and taking into account the individual differences between them and the application of this strategy.

Football is one of the most important team games in the world because of its unique advantages over other games in terms of excitement, suspense and competition more as well as it is one of the most popular games in the world and this popular passion for this game came for many reasons, including the multiplicity of skills and its diversity in what is in the games The other, and in order to achieve a level of better and successful performance among learners, which calls for the use of the most advanced strategies, methods and methods, especially since educational institutions are the basis for the development and progress of nations and peoples in all areas of life and various sports, including football.

Hence, the importance of the study by bringing the learner to the optimal and required level of learning through the tasks and duties assigned to him by the teacher and what the educational process requires.

**Research problem:**

Teaching strategies play a prominent role in transferring the educational material to the learners, as the teaching process is closely linked in terms of the abilities and quality of students in choosing the best of them and taking into account the individual differences between them in learning.

Through the researcher's knowledge of the course of the teaching processes in educational institutions, as a teacher of physical education and a practitioner of the game of football, he found that the strategy used in teaching is the traditional strategy (command strategy), in which the teacher presents the educational material or the educational situation, and the students must receive and apply without active participation. And influencing the educational process by the learners, in other words, there is a weakness in achieving the desired educational and educational goals, which leads to the difficulty of mastering and retaining the learned material and thus forgetting it. The course of the lecture as well as reducing the learner's motivation towards the application of motor skills.

In order to keep pace with recent developments and trends in education, the researcher decided to use a strategy that has recently increased interest, which is the learning strategy for mastery, hoping that it will contribute to enriching the educational and teaching process by emphasizing the extent to which the desired goals are achieved in the learning process and the need to involve the student and activate his role effectively and positively and not limit his role. In receiving and applying the required duties, in addition to developing many other aspects and skills of students, including discussion and dialogue, accepting the opinions of others, analysis, criticism and evaluation, as well as working on developing personal qualities and self-confidence, making effort to confront problems and finding appropriate solutions to them, and developing the ability to take responsibility in making sound decisions.

From this point of view, the importance of this study was to reveal the effect of using the learning strategy for mastery and to know the extent of its impact on learning some basic football skills for students.

**Research objective:**

- Preparing educational units according to the education strategy to master some basic football skills.
- Identifying the effect of educational units according to the learning strategy for proficiency in learning some basic football skills for students (experimental group) in the pre and post-tests.
- Identifying the priority of influence in the post-tests between the two research groups in learning some basic football skills for students.

**Research hypothesis:**

- The educational units prepared according to the learning strategy for mastery have a positive effect on learning some basic football skills.

- There is a preference in influence between the strategy of learning for mastery and the strategy of commands used in learning some basic skills in football.

### **Research fields:**

- Human field: Students of the first stage, Department of Physical Education and Sports Sciences / Al-Safwa University College in Karbala Governorate for the academic year (2022-2021).
- Time field: (12/12/2021) to (1/8/2021)
- Spatial field: Classrooms, and the Al-Hur Sports Club stadium affiliated to Al-Safwa University College in Karbala Governorate for the academic year (2022-2021)

### **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 was determined by a deliberate method, and they are the students of the first stage in the Department of Physical Education and Sports Sciences - Al-Safwa University College for the academic year (2021-2022), and their number is (97) students divided into (3) sections (A-B-C)

The researcher chose the study sample by random method and by lottery method, as Division (B) represented the experimental group of (12) students, which were taught according to the learning strategy for mastery, and Division (A) represented the control group of (12) students, which were taught according to the strategy of commands followed by The teacher will have the total number of the sample (24) students, as for the exploratory experiment sample, which numbered (10) students from Division (C).

#### **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 who receive the experimental treatment, and the control group is the one who receives a treatment different from the experimental treatment.

#### **Sample homogeneity**

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 (height, age, mass) and descriptive statistics indicators represented by the values of (arithmetic mean, standard deviation, skew coefficient) The results showed the homogeneity of the sample members, as the skew coefficient was little, and this is a good indicator as (Whenever this value is zero or close to that, it indicates that the distribution is moderate.) (Allam. 2000)

Table (1) shows the homogeneity of the research sample shows the variables (Length, weight and chronological age)

Variables	sample	Mean	standard error	Median	Std. Deviations	Skewness	lowest value	greater value
Age	24	19.87	0.147	20.00	0.832	0.246	19.00	21.00
Length	24	173.03	0.8150	172.50	4.610	0.202	165.00	181.00
weight	24	68.15	0.797	68.00	4.508	0.139	60.00	77.00

### **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 sources and references.
- Personal interviews

#### **Equipment and tools used in the research:**

The researcher used the following devices and tools:

- One (1) Sony digital camera
- A tape measure with a length of (20) m.
- Colored adhesive tape (10)
- stopwatch number (2)
- 510 legal footballs
- Fox type whistle (2)
- Plastic poles, 30 cm high, number (20).
- Medical scale to measure weight

## Field Research Procedures

### Defining the basic skills of football

The researcher relied on the curriculum established by the Ministry of Higher Education and Scientific Research allocated to first-stage students in the Department of Physical Education and Sports Sciences - Al Safwa University College for the academic year (2022-2021) from the first semester. Some basic football skills have been identified, namely (passing, rolling, putting down).

### Identifying basic football skills tests:

The researcher prepared a questionnaire form to determine the most appropriate tests for each of the basic skills in football, 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 football. 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: passing test:

- 1- test name (Al-Khashab and et al) : passing the ball around three circles drawn on the ground with concentric diameters (3m, 5m, and 7m) respectively.
- 2- The purpose of the test: Measuring the accuracy of the passing skill.
- 3- Tools used: Five (5) soccer balls, sticky tape for planning, fabric tape for measuring
- 4- How to perform: Draw overlapping and concentric circles with a diameter of 3 m, 5 m, 7 m, respectively. The starting line is determined at a distance of a meter from the center of the circle and a length of (10 m). The player stands behind the starting line and then handles the six balls in a row, trying to drop them in the middle circle with any foot from the feet, and when the ball touches a common line between two circles, the highest score is counted, and the player is given one attempt.
- 5- Registration: Grades are calculated as follows: (3) degrees are given if the ball falls in the middle circle, while the second circle is (2) degrees and the third circle (1) is a degree, and if it is dropped outside the circles, it is not given a degree, knowing that the highest degree is 15.

#### Second: rolling test

- 1- Test name: (Ibrahim. 1994) Rolling the ball between two straight parallel lines

- 2- The purpose of the test: Measuring the performance level of the skill of rolling the ball 15m back and forth in a straight line in the least time
- 3- Tools used: Legal soccer ball, electronic stopwatch, whistle, adhesive tape for planning, fabric tape for measuring.
- 4- How to perform: Two parallel lines are drawn on the ground with a length of 15 m and a distance between them of 1 m. It defines the starting line as well as the end line. When the start signal is heard, the player rolls the ball between the two lines forward as quickly as possible from the starting line until he reaches the end.
- 5- Registration: Records the time taken by the laboratory to perform the test

Directions: The attempt is considered a failure if the ball goes outside the side lines. The time is recorded from the moment the tester exits the ball from the starting line until it reaches the finish line and returns to the starting line. Each tester is given one attempt.

### **Third: putting down test**

- 1- Test name: (Al-Azzawi. 1991) putting down the ball in a square (2m x 2m).
- 2- The purpose of the test: Measure the level of performance of the skill of putting down the ball, regaining control of it by the side of the foot, with the foot, with the thigh or with the chest.
- 3- Tools used: (5) Legal soccer balls, adhesive tape for planning, whistle, tape measure.
- 4- How to perform: The player stands behind the test area with the ball on the line and after giving the start signal kicking the ball (a high ball to the player by a fellow player 10m away from the test area) who advances from the starting line to the test area (2m x 2m) trying to stop the ball at any part of the parts of his body except the arms, and then return to the starting line, and so the player repeats the attempt (5) consecutive times, and the ball must be stopped behind the line within the area specified for the test, provided that one of the feet is inside the test area, if the teacher (colleague) makes a mistake In throwing the ball, the attempt is re-tried and it is not counted.
- 5- Registration: The ball is kicked with the foot from the bottom up, and the attempt is considered unsuccessful in the following cases:
  - If the player fails to stop the ball.
  - If it passes any of the test area lines.
  - If he stops the ball illegally in football.

Registration method:

- Two points are given for each correct attempt.
- The player is given zero if the attempt is unsuccessful.

- (10) marks are given for the sum of the five attempts

### **Exploratory experience:**

The exploratory experiment of skill tests was conducted on a sample from within the research community and outside the research sample, which numbered (10) students from Division (c), and Ashraf researcher and subject teacher on Tuesday, 15/1/2022, and 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 football skills that were nominated to be able to be approved and applied to the research sample.

Honesty: "An honest test or measure is one that measures with sufficient accuracy the phenomenon for which it is designed to measure." (Allawi and al-Din Radwan. 2000)

The researchers relied on the validity of the content or content by presenting the tests to a group of experts and specialists in the field of football, kinetic learning, sports training, teaching methods, testing and measurement to choose the appropriate test for each basic football skill 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 two similar days under the same conditions" (Pearson) 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, i.e. a high degree of stability.

### **Objectivity:**

Objectivity means "there is no difference between the assessors in judging something or on a particular subject" (Bahi. 1999), and the researcher has found the objectivity coefficient for each of the skill tests by finding the simple correlation coefficient (Pearson) between the results of the two arbitrators in the first application that was conducted during The exploratory experiment, and the correlation coefficients were high, which indicates the objectivity of the tests used in the research.

Table (2) shows the Stability and objectivity coefficients of the skill tests

No.	Tests name	Stability coefficient	T value tabular	objectivity coefficient	T value tabular
1	Hitting the ball from a distance of (10 m) towards three concentric circles of diameters 3 m, 5 m, 7 m.	0.86	4.767	0.92	6.640

2	The student rolls back and forth to their distance and in a straight line.	0.82	4.052	0.94	7.793
3	Put down the thrown ball from a distance of 6m into a square (2m x 2m).	0.84	4.379	0.91	6.208

### Preparing educational units according to the learning strategy for mastery:

The educational curriculum included educational units for teaching according to the learning strategy for mastery through the application of the educational stages of this strategy.

### Basic research experience:

After the football skill tests were finalized, the researcher applied them to the members of the basic research sample (the control group, the experimental group) represented by students of the first stage, the Department of Physical Education and Sports Sciences - Al Safwa University College, for the academic year (2022-2021).

### Pre-test:

On Thursday, January 26, 2022 AD, the skill tests were applied in football after preparing the forms for each student's name, and 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.

### Equality of the sample:

To ensure that the sample members are a single starting line to start implementing the educational units prepared by the researcher, a process of equivalence between the two research groups (experimental and control) must be conducted in the skills under study (passing, rolling, Put down). The equivalence between the two groups was found using the T law for independent samples, Table (3) shows this.

Table (3) shows the equivalence of the two groups in age, height, mass, and some basic football skills under investigation

Variables	Groups	Mean	standard deviation	T value calculated	Level Sig	Type Sig
Put down	Control	4.0000	.75593	.151	.881	Non sig
	Experimental	3.9333	1.53375			
Rolling	Control	11.8700	.50512	.241	.812	Non sig
	Experimental	11.8233	.55556			
Passing	Control	6.0000	1.51186	-.112	.912	Non sig
	Experimental	6.0667	1.75119			
	Experimental	19.4667	1.99523			

### Implementation of educational units according to the learning strategy for mastery:

The application of the educational units of the learning strategy for mastery began with an average of two educational units per week, as the first educational unit per week was implemented on Saturday, February 5 2022, and the last educational unit ended on Monday, March 14, 2022 by the subject teacher. The number of units reached (12) an educational unit.

### Post-test:

After completing the implementation of the educational units according to the triple peer learning strategy, the researcher conducted the post-tests on the research sample (the experimental group and the control group), which took place on Saturday 19/3/2022. Where the time of the test, the place of the test, the sequence of performing the tests 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:

The results were presented by the researcher in the form of tables, because they are considered an illustrative means of the results included in the research, which “reduce the possibilities of error in the following stages of the research and enhance the scientific evidence and give it strength” (Schummer. 1984), and these results were analyzed and discussed to determine the extent to which the objectives of the research and test The validity of the hypotheses.

### Presentation of 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:

In order for the researcher to be able to detect the differences between the tribal and remote tests for the members of the control group, the researcher performed statistical manipulations of the data and extracted the arithmetic mean value and the standard deviation of the data for the pre and post-tests for the variables under study (passing, rolling, Put down) and Table (4) shows this.

Table (4) shows the T values between the pre and post measurement for members of the control group for the variables under study (passing, rolling, Put down)

Variables	Measuring unit	Pre-test		Post-test		arithmetic mean of difference	standard deviation of differences	T value calculated	Level Sig	Type Sig
		Mean	standard deviation	Mean	standard deviation					
Passing	Degree	6.00	1.51	8.66	1.04	2.66	0.210	12.64	0.00	Sig
Rolling	Time	11.87	0.505	10.81	0.558	1.06	0.122	8.62	0.00	Sig
Put down	Degree	4.00	0.755	5.06	0.703	-2.06	0.118	17.48	0.00	Sig

Tabular (T) value (1.14) at the degree of freedom (11) 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 standard deviation for all the variables under study (passing, rolling, Put down) and Table (5) shows that.

Table (5) shows the (T) values between the tribal and remote measurements of the experimental group members for the variables under study (passing, rolling, Put down)

Variables	Measuring unit	Pre-test		Post-test		arithmetic mean of difference	standard deviation of differences	T value calculated	Level Sig	Type Sig
		Mean	standard deviation	Mean	standard deviation					
Passing	Degree	6.06	1.75	10.46	1.55	4.40	0.305	14.40	0.00	Sig
Rolling	Time	11.82	0.555	9.99	0.501	1.82	0.142	12.80	0.00	Sig
Put down	Degree	3.93	1.53	7.00	0.845	3.06	0.283	10.80	0.00	Sig

Tabular T value (1.14) at the degree of freedom (11) 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) that there are significant differences between the tribal and remote tests of the control group in the variables under study (passing, rolling, Put down). Positive impact on the level and performance of some basic football skills for students by giving them skills and knowledge related to the skills under study, which are the historical profile, technical stages, educational steps, technical errors and their correction, as well as continuous guidance and individual and collective repetitions giving feedback to them in its various forms as well as the legal aspect, all of them had a positive effect in forming a clear picture, and this in turn improves performance and saves time and effort, in addition to that understanding them collectively has motivated students to compete among themselves.

As 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 diverting attention from it (Peter, M., Birgit, M., & Celine, v. L. H, 2008).

### **Discussing the results of the differences between the two tests, before and after, for the members of the experimental group:**

Through Table (5), it is clear that there are significant differences between the tribal and remote tests of the experimental group and in favor of the post tests for the variables investigated (passing, rolling, Put down), and this confirms that there is a significant effect of the educational units according to the learning strategy for mastery in learning some basic football skills. Prepared by the researcher.

The researcher attributes these moral differences and development and in favor of the post-tests in the variables under study for the experimental group that used the learning strategy to mastery to the effect of the learning strategy for mastery in developing the level of students' performance by providing the opportunity to perform skills with an increase in learning time and the number of repetitions in addition to giving feedback to address errors committed by students while learning the skill, and this indicates the success of the learning strategy for mastery in increasing students' learning rates for the learned skill and this is consistent with the findings of the study (Guskey, and Gates. 1986), when they concluded that "students' learning of skills had a longer effect on learning for mastery." (Guskey, and Gates. 1986).

The sources indicate that the development of the performance level for learners is by emphasizing on giving feedback after each attempt, and this is consistent with what was reached (Christina, 1996), as it proved that "in the stages of acquiring the initial skill, feedback must be given after each attempt (continuing reinforcement)." (Christina. R. W. 1996).

### **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 calculated and tabulated T value for the results of the post-tests of the research variables for the control and experimental group.

Variables	Measuring unit	Control		Experimental		T value calculated	Level Sig	Type Sig
		Mean	standard deviation	Mean	standard deviation			
Passing	Degree	8.66	1.04	10.46	1.55	3.72	0.01	Sig
Rolling	Time	10.81	0.558	9.99	0.501	4.22	0.00	Sig
Put down	Degree	6.06	0.703	7.00	0.845	3.28	0.03	Sig

Tabular (T) value (2.04) at the degree of freedom (22) 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 under study to the effectiveness of using the learning strategy for mastery and its impact, which had an effective and clear role in demonstrating and improving students' abilities. The skill in acquiring the skills given in teaching basic skills in football also increased their excitement and suspense in the lesson when learning, as the learning strategy for proficiency 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 an optimal way for learning, and this is what confirm it (Abdullah Al-Moussawi) 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." (Al-Moussawi. 2005).

The researcher also attributes that the positive effect of the learning strategy for proficiency worked to give the learners enough time to learn the skills, as well as the researcher proceeded to gradual difficulty of the exercises from easy to difficult, taking into account the technical steps of the skill according to its logical sequence, as well as giving sufficient opportunity for all levels that help learners. To reach mastery in learning the skill "Learning for mastery depends on clear and competing educational tasks for the learner to enable him to master if he obtains the sufficient time required for mastery." (Al-Ferjani. 2010).

## **Conclusions and Recommendations:**

### **Conclusions:**

According to the research results, the researcher reached the following conclusions:

- The strategy of learning to master has a positive effect on learning some basic skills (passing, rolling, Put down) in football for students.
- The strategy adopted by the teacher has a positive effect in learning some basic skills (handling, rolling, and squeezing) in football for students, but in a small percentage compared to the learning strategy for mastery.
- Learning according to the learning strategy of mastery worked to attract the attention and interest of students, and increased their motivation and interest in learning.
- Learning according to the learning strategy of mastery has changed the reality in which students live and moved away from the imperative strategy, which made the student play a positive role by participating in the educational process.

### **Recommendations:**

Based on the research results, the researcher recommends the following:

- Emphasis on the use of modern strategies in the learning and teaching process, including the learning strategy for mastery in learning some basic skills (handling, rolling, quenching) in football for students.

- Emphasizing the need for change and diversification in educational strategies because of its great importance in improving the level of learning, enriching the educational process and taking into account individual differences among learners.
- Adopting modern teaching strategies that move away from the traditional strategy as much as possible, and make the learner the focus of the educational process in terms of thinking and discussion.
- Emphasis on conducting similar studies on age groups that were not covered by the current study for male and female students.

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