

The Effect of Competitive Games on Trend towards Handball for Orphan Pupils of (10-12) Years Old

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Abstract

The purpose of this paper is to preparing competitive games and recognizing their impact on the trend towards the game of handball and encouraging students to play the game and develop the spirit of competition away from the idea of winning and losing, which gives an educational and positive dimension inculcated in the hearts of students, and the pupils' tendency towards handball is the motivation and motivation to practice the game and pay attention to the young age stage. They are elementary school students who need to use methods, means and games that contribute to their numbers in various aspects to build the base of the game. As for the research problem, it focused on the fact that educating pupils in the elementary stage requires great effort because it is the stage of construction and numbers for various sports, including handball, and competitive games are among the most popular games for students because of their excitement and excitement through which they can teach the pupil various sports activities and skills. The research aimed at preparing competitive games for the handball game for orphan pupils of (10-12) years old and identifying the effect of these games in the direction towards a ball game for orphan pupils. The two researchers used the experimental approach to solve the research problem. The research community was identified with orphan students aged 10-12 years in Baghdad governorate, who numbered 16 students, and they were divided equally into two groups by a simple random method.

Introduction:

Human wealth is the real wealth of any society and children are considered at the head of that wealth because of their importance in facing the challenges of the modern era, as primary schools are a fertile field for learning different types of activities and movement games, as it is a basic base for learning different games ⁽¹⁾, and the primary stage is It is one of the most important stages of a person's life, in which his capabilities grow, his talents mature, and he is capable of influencing, directing, shaping, and determining his directions in the future. The physical education lesson in elementary schools is one of the important areas for developing the various abilities of students, and the importance of competitive games extends to include anatomical, physiological and motor aspects. It positively affects the development of the functional internal organs, strengthens the muscular system, maintains good posture, and develops the various sense organs. Students are taught the laws and details of the game in an easy, simple and fun way, treat mistakes with patience, and teach them ways to perform them to plant simple principles of competition and love the game through these games and teach them to cooperate between them and at these ages, the exercises with the ball are 95% so that they do not feel bored ⁽²⁾. Competitive games are "those games that show the clear role of basic movements in the content of the game and aim to overcome the difficulties and obstacles that are placed in the way of the

goal of the game”⁽³⁾. Encouraging students to play games and develop a spirit of competition away from the idea of winning and losing gives an educational and positive dimension that instills in the hearts of students.

Research problem:

Through the researcher's field experience, they identified the problem of their research in that educating pupils in the elementary stage requires great effort because it is a stage of building and preparing a base for various sports games, including the game of handball, and competitive games are one of the most popular games for students because of their excitement and suspense through which they can be taught. The student has various sports activities of all kinds, so it was necessary for us to make the school a suitable environment for the development of the student at this stage and direct him to the correct face that we want for him in building his future personality and progress in the field of sports, especially handball, and moving away from stereotypes, as competitive games are also seen as one. Among the means with important educational and educational goals, as well as its contribution to the development and improvement of motor abilities and physical attributes, and through the researchers' observations of physical education lessons in primary schools affiliated with orphanages, I noticed the lack of these lessons in competitive games and reliance on physical and skill exercises to a large extent and the almost total absence of education lessons. Mathematics in the elementary stage, which is an important stage in mathematics. The physical and movement of the student, which prompted them to try to employ competitive games within the physical education lesson to improve the attitude of orphan pupils aged 10-12 years towards the game of handball.

Research objective:

- Theresearchers identified the goal of the research, which is preparing competitive games for orphan students and learning about the impact of these games on the trend towards handball for orphan students.

Research fields:

- Represented by orphan students aged (10-12) years old in Baghdad governorate, and the time of conducting the experiment was on 2/8/2020 until 8/4/2021, as for the place where the experiment was conducted, it was conducted in the orphanage yard (Buds Salikh) in the governorate Baghdad.

Research methodology and field procedures:

Research Methodology:

Knowing the nature of the problem under study is what determines the appropriate approach to be followed by the researcher to reach solutions to that problem⁽⁴⁾, so the two researchers used the experimental method and the design of the two equivalent groups (experimental and control) with the pre and post-tests to suit the nature of the problem.

Community and sample research:

The research community was selected for elementary school students in orphan schools in the Baghdad governorate for the academic year 2020-2021. As for the research sample, it was selected from one of the orphanages included in the research (House Buds Al Sulaikh) and its number is 16 pupils (ages 10-12).

Devices, tools and methods used in the research:

Research tools and used devices: The researchers used the Methods of data collection

- Arab and foreign sources.
- International information network (the Internet).

- Interviews.
- The trend scale towards the game of handball.
- A special form for recording test results.

As for the devices used in the research

- Adhesive tape
- 20 hand balls.
- signs 10
- Hoops 10
- Hard disks (CDs).
- Electronic stopwatch, count (1).
- (1) HP laptop.
- Camera (1) type (Sony).

Field research procedures:

Prepare the trend scale towards the game of handball for the elementary stage:

The researcher made use of the scale of the trend towards the handball game illustrated and prepared by (Aseel Sabah 2019)⁽¹⁾, and it includes 30 items distributed into four fields:

- **First field:** It included the specific Self paragraphs (24,20,18,9,8,7 ,6,5)
- **Second field:** It included the paragraphs pertaining to the family (28,15,13,12,10,4).
- **Third field:** the paragraphs about friends (27,23,22,21,19,17,16, 14).
- **Fourthfield:** the school-specific paragraphs (30,29,26,25,11,3,2, 1).

The total score of the scale was (30) degrees according to a binary answer scale (1, 0). The two researchers presented the scale to the experts and specialists to demonstrate its validity and suitability for the research sample. The experts confirmed its validity and an agreement rate of 100%.

Main experiment procedures:

After completing the exploratory experiment and making sure of it, the researchers applied the main experiment by applying units and competitive games to the research sample, and the pre-test was conducted on Sunday 1/2/2021. The two researchers prepared educational units for competitive games based on sources, references and their personal experience, and the application of educational units on the experimental group began on Monday, 8/2/2021.

Details of the educational units

- The duration of implementing the educational units is (8 weeks).
- The number of educational units per week: Two educational units on Mondays and Tuesdays of every week.
- The total number of educational units is (16) educational units.
- The time for the educational unit is (40) min.
- The time for the main section of the educational unit is (28) min.

The vocabulary of the educational units of the experimental group was implemented by the orphan house teacher with the help of the assistant work team and under the direct supervision of the two researchers.

- A variety of exercises and games in the educational units to prevent the state of boredom and boredom that may afflict the members of the experimental group.
- Graduation from easy to difficult in implementing educational units.
- The aim of implementing the educational units was to improve and develop the trend towards handball for pupils for orphans.

- The members of the control group followed the educational units prepared by the physical education teacher in the orphanage with the same number of educational units for the experimental group and their timing.

Post-test: The two researchers, with the help of the assistant work team, conducted the post-tests for the research sample after completing the implementation of the educational units on (8/4/2020) and taking into account the same circumstances in which the pre-test was conducted.

Statistical means:

The two researchers used the Statistical Package for the Social Sciences (SPSS) for analyzing the research results, including:

- Arithmetic mean.
- Mediator.
- Standard deviation.
- Test (T) for cross-linked samples.
- Test (T) for independent samples.

Presenting, analyzing and discussing the results:

Presentation and discussion of the results of the pre and post-experiment of the control and experimental groups of the trend scale towards the illustrated handball game.

Table (1) shows the arithmetic mean, the standard deviations, and the value of (t) between the pre and post-tests of the experimental group to distance the trend towards the game of handball and the general total

Group	Fields	Pre-test		Post-test		T value	Level sig	Sig type
		Mean	Std. Deviations	Mean	Std. Deviations			
Experimental	School	15.233	0.870	24.066	0.791	47.437	0.000	sig
	Self	14.866	1.141	23.400	0.732	45.939	0.000	sig
	Family	13.300	0.925	18.733	0.654	47.432	0.000	sig
	Friends	15.433	1.322	24.633	0.613	42.211	0.000	sig
	Total	58.832	4.258	90.832	2.79	117.26 1	0.000	sig

Presentation of the results of the pre and post-experiment of the control group for the searched variables

Table (2) shows the arithmetic mean, standard deviations, the value (t) calculated for the correlated samples, the level of test significance, and the significance of the difference for the pre and post-test of the control group for the studied variables.

Group	Fields	Pre-test		Post-test		T value	Level Sig	Sig type
		Mean	Std. Deviations	Mean	Std. Deviations			
	School	13.000	1.100	20.833	1.842	15.696	0.00 0	sig
	Self	12.733	0.990	20.966	1.577	21.465	0.000	sig

Control	Family	10.033	0.908	16.766	1.499	19.676	0.000	sig
	Friends	12.133	1.532	22.300	1.985	18.358	0.000	sig
	Total	47.899	4.53	80.866	6.903	32.749	0.000	sig

Presentation of the post-test results of the control and experimental groups of the trend scale towards the game of handball

Table (3) shows the arithmetic mean, standard deviations, the value (t) calculated for the correlated samples, the level of test significance, and the significance of post-test of the control and experimental group for the studied variables.

Fields	Group	Mean	Std. Deviations	Mean	Std. Deviations	T value	Level Sig	Sig type
School	Experimental	13.000	1.100	20.833	1.842	9.092	0.000	sig
	Control	12.733	0.990	20.966	1.577			
Self	Experimental	10.033	0.908	16.766	1.499	11.759	0.000	sig
	Control	12.133	1.532	22.300	1.985			
Family	Experimental	47.899	4.53	80.866	6.903	6.779	0.000	sig
	Control	13.000	1.100	20.833	1.842			
Friends	Experimental	12.733	0.990	20.966	1.577	6.302	0.000	sig
	Control	10.033	0.908	16.766	1.499			
Total	Experimental	12.133	1.532	22.300	1.985	13.367	0.000	sig
	Control	47.899	4.53	80.866	6.903			

With regard to the results of tables (1,2,3), it becomes clear that there are significant differences between the scores of the pre and post-test for both groups and in favour of the post-test in the scale of the trend towards the game of handball. The teacher feedback and their desire to compete with the experimental group resulted in improving performance and motivating the pupils and encouraging them to practice sports, especially handball with remarkable passion ⁽⁵⁾. Indicates that good use of activities and exercises has several advantages and fruitful benefits as it stimulates motivation and attraction and contributes to Overcoming the factor of stress and anxiety that impedes the learning of many novice students ⁽⁶⁾. The results of the experimental group also showed its superiority over the control group in the trend tests of the scale of a tendency towards the game of handball for orphan students. The pupils were not familiar with it before, so it had a positive effect on improving their attitudes towards the game of handball in the sense that these games and the movements and activities they contained It was important in supporting the student's sense of confidence in his abilities and capabilities to deal with new games on him, as (Al-Khawali1996)⁽⁷⁾ indicates that the student's practice of various activities and games provides rich opportunities for self-realization through his passing through success and failure experiences that help him expand his perceptions. While (Alwan 2015)⁽⁸⁾ pointed out that the use of competitive games or the program's containment of a large percentage of them and activating the element of competition among the members of the experimental group effectively contributed to the speed of learning for these games.

Displaying the results of the least significant teams for the trend of the trend scale towards the illustrated handball game and the general total of the experimental group and analyzing it.

Table (4) Shows (L.S.D) values for the trend of the trend scale towards the pictorial handball game and the general total of the experimental group.

Field s	varian ce	Sum of square s	Degr ee of freed om	Avera ge of square s	F value	sig	Arithmetic mean differences		Mean	Std. Deviati ons	Lev el Sig
Scho ol	Betw een group s	720. 892	4	720. 892	606.6 02	0.0 00	Self	0.343 33*	33.0 667	0.162 42	.0 43
	Inside group s	46.9 00	118	46.9 00			Fami ly	6.333 33*		0.162 42	.0 00
	Total	766. 792	119	766. 792			Frien ds	.6 6667*		0.162 42	.0 01
Self	Betw een group s	720. 892	4	720. 892			Scho ol	0.343 33*	33.4 000	0.162 42	.0 43
	Inside group s	46.9 00	118	46.9 00			Fami ly	6.666 67*		0.162 42	.0 00
	Total	766. 792	119	766. 792			Frien ds	0.233 33		0.162 42	.1 55
Fami ly	Betw een group s	720. 892	4	720. 892			Scho ol	6.333 33*	17.7 333	0.162 42	.0 00
	Inside group s	46.9 00	118	46.9 00			Self	6.666 67*		0.162 42	.0 00
	Total	766. 792	119	766. 792			Frien ds	6.900 00*		0.162 42	.0 00
Frien ds	Betw een group s	720. 892	4	720. 892			Scho ol	.6666 7*	33.6 333	0.162 42	.0 01
	Inside group s	46.9 00	118	46.9 00			Self	0.233 33		0.162 42	.1 55
	Total	720.	119	720.			Fami	6.900		0.162	.0

		792		792			ly	00*		42	00
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Displaying the results of the least significant teams for the trend of the trend scale towards the illustrated handball game and the general total of the control group and analyzing it.

Table (5) shows the values of (L.S.D) for the dimension of the trend scale towards the pictorial handball game and the overall total of the control group

Fields	variance	Sum of squares	Degree of freedom	Average of squares	F value	sig	Arithmetic mean differences		Mean	Std. Deviations	Level Sig
School	Between groups	516.567	4	172.856	70.264	.0000	Self	.1433330	20.833	.446020	.7700
	Inside groups	330.800	116	3.852			Family	5.06667*		.4 6020	.0000
	Total	848.367	120				Friends	2.46667*		.446020	.0010
Self	Between groups	516.567	3	172.856			School	0.14333	20.966	0.44602	0.770
	Inside groups	330.800	116	3.852			Family	4.30000*		0.44602	0.000
	Total	848.367	120				Friends	1.43333*		0.44602	0.004
Family	Between groups	516.567	4	172.856			School	5.06667*	16.7667	0.44602	0.000
	Inside groups	330.800	116	3.852			Self	4.30000*		0.44602	0.000
	Total	848.367	120				Friends	6.53333*		0.44602	0.000
Friends	Between groups	516.567	4	172.856			School	1.56667*	22.3000	0.44602	0.001
	Inside groups	330.800	116	3.852			Self	1.43333*		0.44602	0.004
	Total	848.367	120				Family	6.53333*		0.44602	0.000

By looking at Tables 4 and 5 to distance the scale of the trend towards the game of handball, and for the experimental and control groups, you find that the experimental group is superior in the post-tests and that the arrangement of the dimensions and the two groups came as follows (after friends, self, school, family) respectively, and the researcher believes that the cause of occupation after Friends are ranked first in the order of dimensions due to the pupils seeing that playing with friends in the classroom helps them integrate with the rest of the friends, as it improves their relationship and behavior, helps them to each other, and participates them in social life. And the tendency to their colleagues and makes them feel enjoyment while they exercise sports and that they are in agreement with their colleagues and their interests and opinions and that they are members of the group of friends^{”(4)} It follows in the arrangement after school, where the researcher attributes that to the fact that practicing sports inside the school contributes to reducing the feeling of loneliness among primary school students and achieving self-realization by asserting the individual himself and achieving his hobby in addition to simplicity and spontaneity in performance "through which the achievement of individual aspirations that make the student satisfied with himself a believer. In his own capabilities.

Conclusions and recommendations:

Conclusions:

Based on the research results that have been reached within the limits of the research community, the following conclusions could be reached

- The experimental group members excelled in the post test of the trend scale towards the illustrated handball game.
- The dimensions of the trend scale towards the illustrated handball game occupied the following order of the experimental and control groups (after friends, self, school, family).
- Competitive games have a clear effect on improving the attitude of orphan pupils towards the game of handball.

Recommendations:

- Focusing on the use of competitive games to improve students attitudes and develop their sports skills
- Conducting research and other studies to find out the pupils 'attitude towards other sports.

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Appendix No. (1) a sample of the illustrated tendency scale towards the game of handball

1- I love to study sports because it makes me happy



2- I want to learn Sports games



3- I like to have a ball



4- I have a wish to get to know handball



Appendix No. (2) A model for some competitive games

1- Name of the game: The game to find the right student

Method of performance: the class is divided into 5 groups, each group of 6 students, and one ball is placed in each group. Students are numbered in each group from 1 to 6, and the ball is passed from 1 to 2 to 3 to 4 to 5 to 6, so that the pupils rotate as much as possible around the circle.

2- Name of the game: Star ball passing game

Method of performance: The class is divided into three groups, and each group includes 10 students, and one group is divided into two. The outer group is 5 students and the inner group

is 5 pupils in the form of a five-pointed star. The outer circle then receives the second ball in the same way, meaning that the balls move in opposite directions

3- Name of the game: Move and race game

Method of performance: The class is divided into 3 groups, and each group of 10 students is divided into two groups: an inner group and an external group, meaning that each pupil opposite him forms a circle and the outer group passes the ball between them without dropping it three times and the members of the inner group try to prevent them from passing, then it is done. The groups change and in case the ball is dropped, the ball is given to the other group.

4- Name of the game: Ten passes game

Method of performance: The class is divided into three groups that define the area for each group. The group pupils handle 10 times without dropping it or leaving the restricted area and the student who drops the ball exits the group or takes it outside the specified area exits the game and the teacher counts for the totals.

5- Name of the game: Squirrel hideout

Method of performance: The class is divided into 3 teams and each team of 10 students where a basket is placed at a distance of 10 meters to transfer the balls from one place to another through the ball paddle, where the pupil is on the circles drawn on the ground and the first student starts by giving the whistle from the teacher and upon transferring the ball To the basket the student who starts after him and the team that finishes first is considered the winner.

Appendix No. (3) Educational unit for competitive games

Date: Monday 8/2/2021


Lesson time: 40 minutes

Number of pupils 8

Tools: balls, boxes, Shapes of people

Educational goals: teaching some games that develop the trend towards handball.

Educational goals: Spreading the spirit of cooperation and the positive morals of sports among students.

department	Time (min)	Motor activities	Organization	Notes
Preparatory section	10	Entering the arena,		Emphasizing calm when gaming
Introduction	2	taking absences and		
Warm-up	3	performing the sports salute		
Exercise	5	Regular walking, regular jogging,		Emphasize the distances between pupils and another
The game of throwing and receiving the ball	2	walking with the ball thrown in the air and receiving it, walking, spinning the ball between the two legs,		Give a minute between another game and organize the class into teams
Circle ball game	2	jogging with the ball receiving the ball between hands in front of the head, walking	<p>xxxxx</p> <p>xxxx</p>	

		<p>Pupils stand in two teams, each student with a ball throws and receives the ball into the air from walking and then forms a circle</p> <p>The class pupils form a large circle and move clockwise with throwing and receiving into the air</p>		
department	Time (min)	Motor activities	Organization	Notes
Main	28	Teacher gives a simple explanation of the competitive games	xxxxxxxxxxxxxxxxxxxxxx	5 minutes were given to illustrate games and change formations
The educational aspect	8	The following competitive games application viewed by a performance and explained by the teacher		
	20			
The practical side	5			
	5			
	5			
The closing section	2	1- Finding the Right Student Game Game No. (1)		
		2- Ball game in the form of a star Game No. (2)		
		3- Move the ball and race game No. (3)		
		Pupils stand in a pattern, give directions, then cry out and return the tools		