

DOI: <https://doi.org/10.54702/ms.v22i2.1116>

The impact of the mobile correspondent strategy on social-psychological adjustment and learning the skill of volleyball serving among preparatory stage students

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Received: 09/02/2023, Accepted: 06/03/2023



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Abstract

The mobile correspondent strategy is considered one of the strategies that achieve the greatest possible benefit for students in their academic achievement, encouragement and excitement, making them collaborative and productive within groups. The importance of the article lies in exploring the mobile correspondent strategy and its impact on social-psychological adjustment in the skill of volleyball serving. The problem addressed in the article is the lack of alignment and focus in implementing educational units among students, which leads to weakened learning. The article aims to explore the impact of the mobile correspondent strategy on social-psychological adjustment and learning the skill of volleyball serving among preparatory stage students. Which will be accomplished by developing a scale of social-psychological adjustment for preparatory stage students and preparing educational units using the mobile correspondent strategy for teaching the skill of volleyball serving to preparatory stage students. The researchers adopted the experimental method with an experimental and control group design for the two equivalent groups. The research population consists of preparatory stage students from 14th of July School and Al-Maimon Preparatory School for Boys attending the morning shift during the academic year (2021-2022), with a total of (177) students. They were divided into a sample of (15) students for the exploratory sample and (32) students for the main experimental sample, divided into two groups, as for the sample numbers was (100) students, and the remaining participants were excluded. The researchers developed the social-psychological adjustment scale through sequential methodological steps and conducted statistical analysis to make it suitable for the research sample. Afterward, they developed an instructional approach to be implemented in the sports arena at a rate of one instructional unit per week, with a total of (7) educational units. After completing the development of the scale, the researchers verified the results using the statistical package (SPSS), and the conclusions drawn were that the social-psychological adjustment scale is a valid tool for measuring preparatory stage students, meeting scientific criteria. The researchers recommended the implementation of the mobile correspondent strategy in teaching volleyball, as it helps students improve their social-psychological adjustment, excel, and enhance their performance compared to students who are taught using the traditional method by the subject teacher.

Keywords

Mobile correspondent strategy, social-psychological adjustment

Introduction:

Educators have paid increasing attention in recent times to events, activities, methods and strategies that make students the focus of the learning and teaching process and the most of these prominent strategies is the mobile correspondent strategy, which involves dividing

students into groups where each group performs a specific learning task. The mobile correspondent then moves between the groups, observes and takes notes, and then returns to their own group. So, the mobile correspondent strategy is considered one of the important strategies that are based on students achieving

the greatest possible benefit in their achievement. It ensures that students are not passive learners but rather productive learners within their groups. Through active participation in learning with their colleagues and encouraging each other, the educational material becomes engaging and exciting, making them cooperative and productive in groups. Their active participation and the challenge of competition and cooperation require all of them to be aware of the interactions that students engage in within the group, whether they are positive or negative, as they affect their personalities and interactions. Psychosocial adjustment is an important variable in handling the situations that students encounter in their academic and daily lives. It enhances their self-confidence and enables them to confront difficulties with courage, rely on themselves, and fulfill their required responsibilities. Volleyball is one of the team sports that provides opportunities for practice, competition, and recreation, where the success of the team depends on the ability of its players to perform basic skills in various forms and with few errors by performing the skill quickly, accurately, smoothly and efficiently. Volleyball has reached a level of progress and has witnessed notable advancements in all its aspects. This has led to the search for innovative methods, techniques, and strategies to enhance the performance level of students and achieve a good level of skills. It is important to utilize strategies that play a significant and influential role in the learning process, particularly in relation to technical performance. The significance of these strategies lies in creating educational motivation and facilitating knowledge transmission. The role of the correspondent in relation to educational units is not limited to facilitating the acquisition of information and knowledge for students but it extends to assisting them in gaining the necessary skills as well. As a result of these factors, the importance of researching the impact of the mobile correspondent strategy on

psychosocial adjustment and learning the skill of serving in volleyball. Based on the observations of the researchers regarding teaching volleyball to preparatory school students, they believe that there is a lack of utilization of modern strategies commonly used in learning sports skills in general, and volleyball in particular. Typically, strategies that depend on lecturing by the instructor and the students being passive listeners are predominantly used. Furthermore, the lack of compatibility between students and the lack of focus in implementing the educational units lead to suboptimal learning outcomes. Hence, the researchers saw the need to use a modern strategy that assigns an important role to the student, shifting from being a passive recipient of information to an active performer, thinker, and observer. This strategy known as the mobile adjustment strategy, involves steps that facilitate the learning process for students. Moreover, it helps in fostering psychosocial adjustment among students, leading to better learning outcomes for the skill of volleyball serving. The aim of this article is to identify the impact of the mobile correspondent strategy on social-psychological adjustment in learning the skill of volleyball serving among preparatory school students. This will be accomplished by preparing a scale to measure the social-psychological adjustment of preparatory school students, and preparing instructional units based on the mobile correspondent strategy to enhance the technical performance of the skill of volleyball serving for preparatory school students.

The article hypothesis assumes that there are statistically significant differences between the pre-test and post-test measurements, in favor of the post-test measurements for the experimental group.

The article field is as follows:

Human Field: It involves the students of 9th grade at 14th of July Preparatory School and Al-Maimon Preparatory School.

Time Field: From 3/3/2022 until 17/4/2022.

Spatial Field: The sports arena of Al-Maimoun Preparatory School for Boys.

The method and tools:

The researchers adopted the experimental approach using the method of the equivalent experimental and control groups, with a pre and post-test, due to its suitability to the nature of the problem to be solved.

The research population is represented by preparatory school students for the academic year (2021-2022), with a total of (177) students. They were divided into the experimental research sample, consisting of (32) students, with a rate of (18.07%) of the total. And they were divided into the experimental and control research groups, with each group consisting of (16) students, representing (9.03%) of the total. The sample for the psychosocial adjustment scale consisted of (100) students, representing (56.49%) of the research population. The exploratory experimental sample consisted of (15) students, representing (8.4%).

Measurement and its procedures:

The researchers have developed the Psychological-Social Adjustment Scale, which was created by (Ibtisam Mahmoud Muhammed) (*) (1). The scale consists of (57) items and offers (5) response alternatives: (Very much, Much, A little, very little, and rarely). A five-point gradient scale has been adopted for the scale. The highest rating is "Very much" (5), followed by "Much" (4) as the second-highest, "A little" (3) as the middle rating, "Very little" (2) as the second-lowest, and "Rarely" (1) as the lowest rating for positive items. For negative items, the ratings are reversed, with "Rarely" (5) being the highest rating, followed by "Very little" (4), "A little" (3), "Much" (2), and "Very much" (1). The highest score achievable on the scale is 215, while the lowest score is 129.

The initial scale questionnaire was presented to (15) specialists in scale, evaluation, teaching

methods, and motor learning. They agreed to keep (43) out of (57) items. Out of these, (27) items were positive and (16) items were negative. The scale also requires the validity of the content to verify the scale. This was achieved by consulting (15) experts who agreed on keeping the items without modification or deletion. The scale also requires strong construct validity, characterized by the distinctiveness and consistency of the items. It was applied to a specific sample, and the results were ranked in descending order. The scale relied on a (27%) ratio for the highest and lowest groups, then, the internal consistency of each item's score with the overall scale score was verified using Pearson correlation coefficient. The researchers ensured the reliability of the scale using the test-retest method. The test was initially conducted on Thursday (3.3.2022) and then re-administered on Thursday (3.17.2022). The reliability coefficient was found to be (0.94) at a significance level of (0.05) and with 14 degrees of freedom. Also, the researchers applied Cronbach's alpha equation, which revealed a reliability coefficient of (0.91), indicating a high level of scale stability. The researchers followed the same testing procedures used in a previous study conducted by (Fatima Naim) regarding "the technical performance test of the skill of serving, which was used previously, is being referenced (6). Three evaluators evaluate each student's attempts and assign three grades for each expert. The final assessment grade for each attempt is out of (10), distributed across skill sections as follows: the preparatory section (3 grades), the main section (6 grades), and the concluding section (1 grade). The researchers applied the psychological-social adjustment scale to the experimental research sample on Sunday (20/3/2022), at 9:00 AM. After reviewing numerous scientific sources, the researchers began implementing the scale units from 24/3/2022, to 14/4/2022. The researchers prepared an educational curriculum using the mobile correspondent strategy, explaining the role of the correspondent and dividing students

into groups. The curriculum consisted of (5) educational units per week, with one unit being implemented in the schoolyard. Each educational unit had a duration of (45) minutes. The preparation section lasted for (10) minutes, while the main section consisted of two parts: the educational and the practical, each lasting for (30) minutes. The concluding section lasted for (5) minutes. The role of the teacher involves dividing the students into four groups, with each group having an assigned leader. The leader changes for each teaching unit. In the educational teaching aspect, the teacher presents an educational poster that illustrate the technical performance of the serving skill. The teacher performs the skill in front of the students, and the leader records the observations on the assignment sheet. In the practical aspect, the group performs a series of exercises. After each exercise, the leader moves to other groups and

records observations on the assignment sheet. Then, they return to their own group and teach them how to perform the exercise, providing nutrition for the students of their group. This process is repeated after each exercise. In the final phase, the instructor evaluates the best-performing group and after that, the session concludes, and everyone departs.

The researchers conducted the same test under the same spatial and temporal conditions on Sunday 17/4/2022.

After completing the main experiment, the data was processed using the social statistical package SPSS. The percentage value, independent samples t-test, Pearson correlation coefficient, and hypothetical mean were measured.

Results:

Table (1)

shows the results of the pre-test and post-test results for both the control and experimental research groups.

Groups	Variables	Pre-test		Post-test		(t)	(sig)	The significance
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
Control	Social-psychological adjustment	111.100	11.107	167.18	5.124	9.482	0.000	Significant
	The skill of serving	5.06	0.99	6.12	1.08	17.00	0.000	Significant
Experimental	Social-psychological adjustment	115.833	13.872	193.45	3.888	16.221	0.000	Significant
	The skill of serving	5.12	1.02	7.06	0.92	31.00	0.000	Significant

Table (2)
shows the post-tests for the experimental and control groups

Variables	Control group		Experimental group		(t)	(sig)	The significance
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
Social-psychological adjustment	167.181	5.124	193.454	3.888	9.427	0.000	Significant
The skill of serving	6.12	1.08	7.06	0.92	2.62	0.000	Significant

30 degrees of freedom and a significance level of (0.05), the unit of measurement is (degree)

Discussion:

The results revealed significant differences between the pre-test and post-test in psychological-social adjustment and technical performance of volleyball serve for both groups. The researchers attribute the differences observed in the experimental group compared to the control group to the utilization of the mobile correspondent strategy by the individuals in the experimental group, if the presence of competition among students of the group and other groups has led to individual differences, then if students engage in a new strategy that was unfamiliar in terms of the number of educational units, it would motivate them to carry out the educational units and their components effectively, apply the skills well, increase excitement, motivation, and self-confidence. This is what a study by Raja Hassan indicated "If diversification and renewal are the most suitable in generating excitement, enjoyment, and stimulation and gaining performance rapidly" (16), and also, (Saadi et al.) pointed out that, "the presence of students in educational groups close to their level increases their enthusiasm and activity in learning, and there is harmony among them that drives them to compete with their peers" (18). And also, the performance of exercises and repetitions contributes to the acquisition of experience among students, as indicated by (Jian and Sahar) that the process of organizing exercises and repetitions has an impact on enhancing the level of learning (10). Additionally, (Hind and Huda)

mentioned that the interaction among female students within the educational unit, the exchange of experiences, and consideration of individual differences among them help broaden the understanding of the process and motivate them to continue learning and increase their knowledge (9). The researchers also attribute the effectiveness of the strategy that motivates students to perform better, as the students feel that they belong to their group, rather than functioning as individuals in skill performance, along with the encouragement provided by students to each other during skill execution, where each student is part of their group, as indicated by (Luay Al-Samidai) "Learning the skill is the essence of the collective effort of the group members, and the student's desire is to achieve progress compared to other groups" (12). As, the researchers attribute that teamwork provides enjoyment for students through their cooperation in one group, addressing weaknesses collectively, breaking the barrier of fear among group colleagues, making them more effective, and motivating them to persevere. This is indicated by the study conducted by (Adel Fathel) "The collaborative work provides students with the opportunity to compete and engage in dialogue with their colleagues in the group. It allows for discussions, asking questions, and stimulating thinking, which enhances their motivation. Consequently, their position becomes more effective than a mere recipient of information to someone who plan answers and compare their findings" (2). (Ghofran and Widad) confirmed that

collaborative work among group members and other groups, along with effective discussions regarding the educational task that they are undertaking, has an impact on their understanding of the educational material" (8). (Ahmed and Ishraq) also indicated that working within cooperative groups adds to the learning outcomes by breaking the barrier of fear among some learners and promoting active participation within the groups" (3). According to (Shahad and Iqbal) "The persistence and perseverance of the learner lead to accomplishing tasks and feeling comfortable towards problem-solving" (19). The researchers believe that the feedback facilitates the learning process, encourages students to continue performing, improves and activates the learner, increases their performance, and enhances the learner's abilities, and this is what was indicated by (Ahmed Malik). "The practice, repetition, and immediate feedback contributed to the comprehension and effective application of skills, thus enhancing the level of learning" (4). Dania and Shaimaa pointed out that "feedback helps in rectifying students' mistakes and developing their skill performance" (5). Also, cooperation, encouragement, avoiding individualism, and integrating with the work between the leader and the leaders of other groups have an impact on the success of both the individual group and the other groups, as mentioned by (Khair El-Din Ali and El-Hilal) "the cooperation of a group with other groups, whether successful or not, works to develop cooperation within the group. Another reason for the excellence of the experimental group is that the compatibility among the group members leads to spreading a spirit of enthusiasm, understanding, commitment, balance, harmony, motivation, and self-confidence in the educational units" (11). (Najm) indicated that: "the social harmony that occurs in educational groups and their interaction in achieving goals, along with the enthusiasm that arises from acquiring learning" (15). And according to (Maha and Zeina), they stated, "the

presence of harmony generates relationships of balance and coherence with the educational environment, starting with the individual's feeling of need and ending with satisfying the need and the individual's feeling of social and psychological security" (14). Based on previous research, including the study conducted by (Sara and Bushra), it is indicated that the educational material used and the level of students depend on their cognitive understanding of the required skill, the method of implementing it, and the difficulties they encounter. These factors are addressed to enhance the positive role of students (17). In addition, the use of educational materials, including educational posters and homework assignments adopted by the teacher, had a positive impact on the skill. (Fatima and Aseel) pointed out that "the educational materials used in the lesson helped in adjusting body posture during performance, avoiding accompanying movements and common mistakes, as well as creating curiosity and motivation for the learner" (7). Furthermore, the assessment that takes place at the end of each educational unit has a role in the learning process. Assessment is essential for learning success as it improves performance and promotes progress. It serves as a tool to identify performance errors and correct the educational path. (Mohammed and Sa'ad) indicated that "the assessment is a continuous process that measures learning outcomes and aims to enhance the purpose and content of the learning process, while ensuring the achievement of desired goals" (13).

Conclusions:

The researchers concluded the following:

The utilization of the mobile correspondent strategy has a significant impact on acquiring the skill of volleyball serving.

The experimental group, which utilized the mobile correspondent strategy, demonstrated superior performance compared to the control group, which learned using the traditional

strategy, in acquiring the skill of volleyball serving.

The use of the principle of dividing students into different proficiency levels helped improve the learning of low-achieving students and acted as a motivating factor for high-achieving students in their performance.

The utilization of the mobile correspondent strategy is essential in promoting social-psychological adjustment across various educational levels and in both individual and team sports.

It is important to develop the positive attitudes towards teaching physical education, including the utilization of various strategies, such as the mobile correspondent strategy, due to the positive results achieved in the current study.

The researchers recommended the following:

The necessity for teachers to be familiar with multiple strategies and to use the appropriate strategy in relevant educational situations.

Utilizing the mobile correspondent strategy to effectively utilize effort and time.

Adopting the scale designed to measure the social-psychological adjustment in volleyball among preparatory school students.

Author's declaration:

Conflicts of interest: None

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-Clearance: this manuscript approved by local ethical committee of physical education and sport sciences college for women on (March /2023)

Author's contributions:

All contributions of this study were done by the researchers (H.M. and N.A.) who get the main idea and work on writing and concluding also with number of experts, Ali Sumoum in

Statistics, Huda Shamil in revision, Inaam Ghalib in translating, Mazin Hadi in proofreading

Facilitate the task: this study was supported by Wasit directorate of education– Wasit – Iraq

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Appendix (1)
illustrates the items of the social-psychological adjustment scale.

Seq.	Items	Very much	Much	A little	Very little	Rarely
1	I remain calm and composed during the initial learning of a skill.					
2	I feel satisfied with my abilities in performing the skill.					
3	I feel embarrassed when I fail to perform the skill.					
4	I feel confident when I connect the components of the skill.					
5	I find that the group system when performing skills has become stricter than necessary.					
6	I share with my colleagues in motivating them during skill performance.					
7	My relationship with both male and female colleagues is characterized by respect.					
8	I enjoy conversing with my colleagues while performing the skill.					
9	My social relationships with my classmates are tense.					
10	My teachers appreciate my intelligence in performing the skill.					
11	I feel guilty when I fail to perform the skill.					
12	I anticipate failure when performing skills.					
13	I believe that I am not desirable to my classmates.					
14	I hope to bring happiness to my educational group in performing the skill together.					
15	I take pride in being part of my educational group.					
16	I like to stay in my educational group as long as possible.					
17	I have concerns when I fail individually or when the group fails in performing the skill.					
18	My goals surpass my skill abilities.					
19	I have a brotherly friendship with my classmates.					
20	I feel that the members of my educational group respect me.					
21	I feel satisfied with my position in playing within the group.					
22	I am proud to be part of my educational group to perform a skill.					
23	My mood fluctuates quickly between success and failure in performing the skill.					
24	I feel that I understand myself very well when performing the skill.					
25	I am proud of all my colleagues in the educational group.					
26	I am confident in my abilities when achieving good results in performing the skill.					
27	I feel embarrassed when being reprimanded by the professor.					
28	I struggle with mental distraction when performing the skill.					
29	I am able to make the appropriate decision when					

	facing challenges during the performance of the skill.					
30	I regain my calmness after failing to perform the skill.					
31	I feel lucky to be part of my educational group.					
32	I feel a sense of despair when I fail to perform the skill.					
33	I hope I don't miss any educational unit for skill performance throughout the academic season.					
34	I prefer to isolate myself from the group while performing the skill.					
35	I get angry quickly when the group fails to achieve high performance.					
36	I feel relieved when the instructors are absent from the practical lectures for skill performance.					
37	I avoid unpleasant things in my performance of the skill.					
38	I do not desire to interact with my classmates in the class.					
39	My relationship with my colleagues in the group is bad.					
40	I participate with my classmates in class and extracurricular activities.					
41	I get lost in daydreams when performing skills.					
42	I apologize to my colleagues when I make a mistake in skill performance.					
43	I care more about good performance than receiving praise.					

أثر استراتيجية المراسل المتنقل في التوافق النفسي الاجتماعي و تعلم مهارة الارسال بالكرة الطائرة لدى طلاب المرحلة الاعدادية

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جامعة بغداد / كلية التربية البدنية و علوم الرياضة للبنات

مستخلص البحث

تعد استراتيجية المراسل المتنقل من الاستراتيجيات التي تحقق للطلاب اكبر فائدة ممكنة في تحصيلهم وتشجيعهم وتشويقهم فيكونوا متعاونين ومنتجين في المجموعات ، وبرزت اهمية البحث في التعرف على استراتيجية المراسل المتنقل والتوافق النفسي الاجتماعي لمهارة الارسال بالكرة الطائرة، اما مشكلة البحث عدم وجود توافق وتركيز في تنفيذ الوحدات التعليمية بين الطلاب يؤدي الى ضعف التعلم ، هدف البحث الى التعرف على اثر استراتيجية المراسل المتنقل في التوافق النفسي الاجتماعي وتعلم مهارة الارسال بالكرة الطائرة لدى طلاب المرحلة الاعدادية والذي يتم عن طريق اعداد مقياس التوافق النفسي الاجتماعي لطلاب المرحلة الاعدادية ، واعداد وحدات تعليمية باستراتيجية المراسل المتنقل لمهارة الارسال بالكرة الطائرة لدى طلاب المرحلة الاعدادية، واعتمدت الباحثتان المنهج التجريبي بالتصميم التجريبي للمجموعتين المتكافئتين التجريبية والضابطة ، وتتمثل حدود مجتمع البحث بطلاب المرحلة الاعدادية لمدرستي 14 تموز واعدادية الميمون للبنين لدراسة الصباحية المستمرين بالدوام للعام الدراسي (2021.2022) البالغ عددهم (177) طالب حيث كانوا مقسمين الى (15) طالب عينة للاستطلاعية و(32) طالب للعينة التجربة الرئيسية مقسمين الى مجموعتين ، واما عينة الاعداد كانت (100) طالب وتم استبعاد المتبقين، واعدتا الباحثتان مقياس التوافق النفسي الاجتماعي وفق خطوات منهجية متسلسلة ومعالجة احصائية ليكون ملائم لعينة البحث ، ومن ثم اعدتا منهج تعليمي يطبق في الساحة الرياضية بمعدل وحدة تعليمية واحدة في الاسبوع بواقع (7) وحدات تعليمية ، وبعد الانتهاء من اعداد المقياس تحققت الباحثتان من النتائج بواسطة الحقيبة الاحصائية (spss) لتكون الاستنتاجات ان مقياس التوافق النفسي الاجتماعي هو اداة صالحة لقياس طلاب المرحلة الاعدادية لتحقيقها الشروط العلمية ، واوصت الباحثتان بتطبيق استراتيجية المراسل المتنقل في تدريس مادة كرة الطائرة تساعد الطلاب في تحسين مستوى التوافق النفسي الاجتماعي لديهم وتفوقهم وتحسنهم على الطلاب الذين يدرسون الاسلوب المتبع من قبل مدرس المادة الاستاذ

استراتيجية المراسل المتنقل ، التوافق النفسي الاجتماعي

الكلمات المفتاحية