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The role and contribution of intuitive speed in learning the performance of the skills of receiving and blocking in volleyball for fifth-grade preparatory school female students.

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Abstract

Intuitive speed is considered a facet of intelligence and an attractive trait in one's social personality. The importance of researching the contribution of intuitive speed to improving skill performance in volleyball has emerged. However, the problem identified in the research is the evident weakness in learning and performing the skills of receiving serves and blocking in volleyball. The research aims to identify the level of intuitive speed and to recognize the numerical values of the performance of the skills of receiving the serve and blocking in volleyball. It also seeks to understand the role and contribution of intuitive speed in learning performance of the skills of receiving the serve and the blocking in volleyball among fifth-grade preparatory students. The researchers hypothesized that intuitive speed is associated with, contributes to, and affects the learning of the performance of the skills of receiving the serve and the blocking in volleyball among the research sample. The descriptive approach was adopted using the correlational studies method on a sample of fifth-grade preparatory students, numbering (68) students. They were deliberately chosen constituting (35.979%) of the original population represented by the female students of Al-Aqeelah Preparatory School for Girls - Al-Karkh II - Baghdad during the academic year (2021-2022). After adopting the measurement tools and conducting a pilot study for the researched variables, the main study was carried out at the end of the second semester of the current academic year. The data obtained were processed using the Statistical Package for the Social Sciences (SPSS). The study found that fifth-grade girls need high intuitive speed. Additionally, they require an advanced level of performance in the skills of receiving serves and blocking in volleyball. Moreover, there is a positive correlation, contribution, and impact of intuitive speed on the learning of receiving serves and blocking skills among fifth-grade preparatory school female students. And this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education). The researchers recommended that it is essential to intensify efforts and collaboration to support the enhancement of intuitive speed among female students in preparatory schools. It is due to its significant role in skill learning. Utilizing academic and sports expertise can help achieve motor learning goals. This approach aims to provide a foundation for female learners in the game of volleyball based on scientific and non-improvisational principles.

Keywords **Intuitive speed, performance of the skill of receiving the serve, volleyball blocking performance**

Introduction

(Abdul Wahid and Haider) explained that intuitive speed is "a primary aspect of intelligence, and it is a fundamental characteristic of an attractive or successful human personality in social life. It involves quick responses to surprises, requiring rapid thinking and linking situations" (2). They also pointed out that "there are stages of proper practical training, which are interrelated steps for the intuitive speed:

The necessity of optimism and joyfulness: A person needs to be optimistic, looking forward to a better tomorrow, a better situation, or a brighter state. It is not about naive or imaginary optimism. When examining human history, it

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becomes clear that setbacks and stagnation are often followed by a period of growth, advancement, and triumph. The psychological and mental impact of feeling optimistic is profound, as it fills the individual with spiritual energy that directly propels them to creative work and challenges the impossible. Certainly, joyfulness is also essential for learning intuitive speed as it creates an atmosphere filled with joy, elation, and satisfaction. It's crucial to provide the psychological and environmental conditions for mastering this skill. It entails having a genuine and earnest desire to learn it and possessing self-discipline (patience) to acquaint oneself with others' skills and to learn this particular skill by allocating adequate time for its study. It's also beneficial to maintain a journal or a notebook to record instances of spontaneous reactions to document, reflect, and measure them. Thoroughly acquaint oneself with poetry, proverbs, and expressive words that aptly reflect significant situations and working towards memorizing them for future reference is essential. Constructing self-confidence through intrinsic belief in untapped potentialities and realizing that others are not necessarily more competent. Everyone who embarks on a journey can reach their destination with determination, willpower, and adaptability to changing circumstances.

The necessity of retrieval: Retrieval is the conscious reading aimed at memorizing information and then storing it. These matters are related to memory. The processes of retrieval and recall can succeed under the conditions of sincere desire and firm determination to learn and acquire intuitive speed. It's essential to feel that this activity (exercise) will benefit in achieving this ability or skill and to pay full attention to what can be gained from the outcomes, i.e., extracting the results, analyzing them, and utilizing them for the next task.

The necessity of listening and observing performance models: Listening means investing in the sense of hearing, and hence the individual acquires an auditory memory, distinguishing between melodies or sounds, whether in direct or indirect dialogue. It's essential to heed the words of those known for their intuitive speed, stressing the necessity of thoughtful consideration before speaking. We can categorize all the speech we hear into three types: repetitive speech, which flows conventionally; speech that connects one event to another, represented by the process of recollection; and speech that revolves around a conceptual, reflective, or analytical approach. In the context of this approach, there is a (perception) and (contemplation) of the presented speech, representing what happened in the past or what will happen in the future in terms of prediction or expectation. The necessity of developing mental maturity: An individual grows physically, psychologically, mentally, and socially. The process of developing mental and psychological maturity means advancing in understanding and progressing in intellectual growth. The writer aims to achieve mental maturity promotion. It means the continuous deepening of maturity so that the individual possesses skills, abilities, and predispositions for mental or social activities of a high level. He acts in a manner that calls for admiration or contentment. “He is patient at the appropriate time, gets angry at the right time, forgives when capable, and does not forget the rights of others" (2).

Furthermore, Dewey also recommended that learners should acquire and discover their surrounding environment, interact with it, and thereby enhance their problem-solving abilities in the context of their environment and society. It fosters their confidence and reassurance, which amplifies their inclination towards learning and boosts their motivation. It aligns with the findings of (Haneen and Najla), who indicated that "the key to a successful learning journey for students lies in fostering interaction, psychological readiness, and aligning their

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motivations with their needs and desires" (4). According to a study by (Raad Abdul-Kadhum), "students work according to inclinations when interacting with each other." The psychological foundations for the inquiry can be traced back to the cognitive theory, which explained learning as occurring due to the interaction of an individual's mental forces with stimuli present in their environment (16). A study by (Hind and Iqbal), citing Mohammed Al-Waeli and Osama Kamal, highlighted that "learners can be accommodated in the learning process by providing them with opportunities to choose, practice, think, and make decisions based on their self-analysis and self-evaluation of the presented information" (5). (Mohammed Hammad) indicated that "according to this theory, the learner's activity in the educational situation is considered a mental activity based on the learner's cognitive forces interacting with stimuli and educational experiences. It leads to the understanding and comprehension of the stimuli, phenomena, and the relationships between them, thereby achieving learning" (9). A study by (Dania and Shaymaa) emphasized that "learning the skill results in the student's desire to achieve progress" (7). A study by (Raheeq and Nuhad) pointed out that (cognitive abilities encompass aspects of learning, performance aspects, and the adoption of motor programs for the skill) (17). Given the importance of this elaboration on the significance of intuitive speed and the importance of improving skill performance in volleyball, considering it as the fundamental basis to achieve the advanced stages required for learning. Through the research of academic researchers in kinesthetic learning and field visits to high schools, they noticed that fifth-grade preparatory students have a clear weakness in learning and performing the skills of receiving the serve and blocking in volleyball. Considering that these are two defensive skills that require quick alertness and acumen since volleyball skills in general are open skills characterized by the variability and change of their environment. Although teachers have made strenuous efforts to implement modern teaching and learning techniques, it is crucial to prioritize mental characteristics. This is due to their role in improving skill performance by designing kinesthetic programs specifically for these two skills. This research serves as an attempt to support the efforts made to improve the skillful performance learning of volleyball in the physical education lesson, focusing on identifying relationships to reach scientifically proven facts supported by numbers. As pointed out by (Abbas Fadel and Abbas Ali), "Volleyball is a game that requires high speed in performance and precision during execution due to its many variables at one time, which distinguishes it from other games" (1).

The research aims to identify the level of intuitive speed of fifth-grade female students, determine the numerical values of reception and blocking skills performance in volleyball, and explore the role and contribution of intuitive speed in learning the performance of receiving the serve and blocking skills in volleyball among fifth-grade female students. The research hypothesis assumes a correlation between intuitive speed and the performance of the skills of receiving the serve and blocking in volleyball among the research sample.

The method and tools:

The descriptive approach was adopted, which is defined as "the approach that describes a phenomenon among phenomena according to a specific research plan that includes the description of phenomena, the collection of facts and information about them, and evaluating these phenomena in light of what they should be, and according to certain standards, suggesting the steps that should be taken." It is what was indicated in the study of both (Majdi Salah) that to find solutions to the current problem, the two researchers adopted the correlational study method of this

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descriptive approach (8). As defined by (Muhammad and Osama), the correlational study method in research methodology is "the research that seeks to try to determine the relationship between two or more measurable variables" (10).

The scope of this population is represented by the fifth-grade students of the literary section in Al-Aqila Girls' Preparatory School / Al-Karkh II, who attended regular in-person classes during the academic year (2021-2022). The total number of these students is (189), distributed across (6) classes. The research sample was randomly selected from two specific classes denoted (B) and (C), resulting in a research sample of (68) students, which constitutes approximately (35.979%) of the original population. The researcher was directed to this population due to its relevance to the research specificity and because they represent the specific group in the problem population of the research itself. They were accessible to the researcher because of the ease of communication and ensuring their presence.

Measurement and tools: The researchers adopted the speed intuitive Scale for Learning Volleyball Skills, Appendix (1), with its structure illustrated in Table (1):

Table (1)
shows the structure of the intuitive speed scale for learning volleyball skills

Dimensions		Number of Items	Positive-Direction Item Alternatives	Correction key	Total score limits	Hypothetical mean
1	Mental Readiness	8	Always Sometimes Never	3 2 1	8-24	16
2	Cognitive and Perceptual Preparedness	8			8-24	16
3	Psychological Readiness	8			8-24	16
4	Effective Mental Utilization	8			8-24	16
Total		32	3	3	32-96	64

The researchers also utilized the assessment of receiving and sending skills accuracy test (Mohamed & Hamdi) (11). and the accuracy of the blocking skill (Nouri Abdullah) to evaluate the performance of the female students by three evaluators, according to the evaluation form that consists of a total of (10) scores, divided into (3) scores for the preparatory section, (5) scores for the main section, and (2) scores for the concluding section for each skill. (15)

The researchers conducted an exploratory survey on (10) female students from the same research population and outside the main sample before starting the actual survey. These students did not face any mentioned obstacles. Then, the main study was conducted by administering the survey using the intuitive speed scale to the main sample of (68) female students. After each respondent completed the survey, the paper questionnaires were collected.

The researchers then proceeded with the following steps:

1. Calculate for each item the weight of the chosen alternative by the respondent using the correction key of the scale.
2. Summing the scores of the items after adjusting them with the key, then aggregating these scores to determine the total score obtained by the respondent on the scale.
3. The scores from the scale were collected for each of the individuals in my application sample and tabulated separately in preparation for statistical analysis.

Then, the researchers administered the two skill tests and filmed them using a video camera (z5) to record long and short videos. The video camera included a recording cassette, a processor, temporary and permanent storage memory (for test recording and documentation), and the footage was stored on compact discs (CDs). The three evaluators were presented with

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these videos. After completing the main survey study, the data from each scale and the two skill tests for each participant were tabulated in a separate form to analyze the relationships statistically. This study took place at the end of the second semester of the academic year (2021-2022). The researchers verified the processing of the results using the Statistical Package for the Social Sciences (SPSS) system. They automatically extracted values such as the percentage ratio, arithmetic mean, standard deviation, the t-test for a single sample, the Linear Correlation Coefficient, the contribution ratio, the F-test for goodness of fit, and the slope (effect) using the T-test for linear regression.

Results:

Table (2)
shows the results of descriptive statistical characteristics.

Researched variables	Measurement unit	Count of Items	Total score	N	Hypothetical mean	Arithmetic mean	Standard deviation	Skewness
Intuitive Speed	Score	32	96	68	64	62.59	8.42	0.431
Reception Performance Skill	Score	-	10	68	-	4.56	1.189	-0.062
Blocking Performance Skill	Score	-	10	68	-	4.79	1.288	0.311

Table (3)
shows the results of the simple correlation coefficient, linear regression coefficient, and contribution percentage.

Effective scale	Skill performance test	Simple Correlation Coefficient (R)	Linear Regression Coefficient (R^2) (Coefficient of Determination)	Contribution percentage	The standard error of the estimate
Intuitive Speed	Reception of the serve	0.949	0.9	0.899	0.378
Intuitive Speed	Blocking	0.95	0.903	0.901	0.405

Table (4)
shows the results of the F-test to examine the quality of fit for the linear regression model.

Effective scale	Skill performance test	Variance	Sum of Squares	Degrees of Freedom	Mean Squares	Calculated (F) value	(sig) score	Significance
Intuitive Speed	Reception of the serve	Regression	85.322	1	85.322	596.357	0.000	Significant
		Errors	9.443	66	0.143			
Intuitive Speed	Blocking	Regression	100.29	1	100.29	611.319	0.000	Significant
		Errors	10.828	66	0.164			

N= (68), Significance level (0.05) , the value of (F) is a function if the value of the degree of (Sig) < (0.05)

Table (5)
shows the results of the estimated values for the constant limit and slope (effect)

Effective scale	Variables	Beta	Standard error	Calculated (t) value	(sig) score	Significance
Reception of the serve	The constant limit	-3.829	0.347	11.05	0.000	Significant

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	Intuitive Speed	0.134	0.005	24.420	0.000	Significant
Blocking	The constant limit	-4.3	0.371	11.588	0.000	Significant
	Intuitive Speed	0.145	0.006	24.725	0.000	Significant

N = (68), significance level (0.05), (t) value is considered significant if the (Sig) > (0.05)

Discussion:

The results shown in Table (1) indicate that all the research variables were not at the desired level for the research sample. Additionally, the results of the linear regression models show the presence of a linear relationship and high contribution percentages for the effect of intuitive speed on the performance of both receiving and blocking skills. The researchers attribute these results to the fact that the researched skills are characterized by their speed of execution according to the requirements of volleyball, where swift performance is essential. It requires rapid mental acuity to carry out their skill tasks and adapt to the changing situations within the instructional exercises included in their practical lessons. These exercises have improved their readiness, a requirement for motor learning and cognitive function. Accurate coordination of body movements is key to exhibiting skill performance while excluding unnecessary motions and increasing spatial awareness. This control over the timing and coordination of body movements ensures the purposeful execution of the skill in alignment with the proper technique. These findings highlight the role of mental training in achieving proficient skill execution. And this is what (Mustafa Hussein) pointed out, stating that "play is the primary means in the process of developing imagination, intelligence, language, social skills, cognitive and sensory abilities" (12). Studies in this field, including one by (Fadia Abdul Hassan), indicated "a strong relationship between thinking and the muscular activities of the person who thinks. The more a person immerses in thinking, the more muscle contractions they have, and the opposite is true, meaning when a person is not thinking about anything, there is muscle relaxation. The muscular activities carried out by the individual allow him to direct his thinking towards what he wants" (3). It is also supported by a study by (Dania and Nihad), which indicated that "mental abilities play a significant role in developing skills and acquiring information from the surrounding environment" (13). (Nahida Abd Zaid) explained that "the connection between aspects of attention and reaction time is one of the fundamental requirements in performance, especially since motor performance is strongly associated with the unity of attention, which results in a good reaction and a correct motor response. Presenting a story to a group of learners must be accompanied by a set of images. It is impossible to separate the story or the lesson material from the accompanying drawn image, which forms its essence, events, and atmosphere. This beautiful image helps endear the story to the learner, attracting them to it and aiding them in understanding and absorbing it appealingly. This approach helps the learner become more aware of certain concepts, contemplation, intelligence, imagination, and aesthetic feelings, which stimulate the learner's strong sensory perceptions and emotions" (14). (Ishaq Farhan) pointed out, "The trainer strives and focuses most of his attention to bring each member to the optimal suitable state, which is the ultimate goal of psychological skills training, encompassing the relationship between the teacher and the learners" (6).

The researchers concluded the following:

1. Fifth-grade preparatory female students require a high level of intuitive speed.
2. Fifth-grade female students need advanced skills in serving, receiving, and blocking in volleyball.

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3. Intuitive speed is positively correlated, contributes to, and impacts the learning and performance of reception serving and blocking skills among fifth-grade preparatory female students.

The researchers recommended the following:

1. It is essential to develop educational curricula that contribute to improving intuitive speed among learners. They also emphasized the need for intensified efforts and collaboration to enhance intuitive speed levels among female students in preparatory schools. This should be achieved through the adoption of academic and sports expertise in the field of motor learning, to provide a solid foundation for volleyball players based on scientific principles rather than improvisation.

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 (february /2023)

Author's contributions:

All contributions of this study were done by the researchers (F.N. and A.J.) who get the main idea and work on writing and concluding also with number of experts, Safaa Abdul-wahab in Statistics, Huda Shihab in revision, Nour Riadh in translating, Mazin Hadi in proofreading

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Appendix (1)
illustrates the scale of intuitive speed for learning volleyball skills.

Seq.	Firstly: The dimension of mental preparation:	Always	Sometimes	Never
•	I feel the desire to know the characteristics of volleyball skills.			
•	I comprehend the details of movements in volleyball skills.			
•	I prepare my memory to receive and process the information I perceive about volleyball skills.			
•	I believe that I am mentally ready to learn volleyball skills.			
•	The shape of the volleyball court motivates me to learn the skills of the game.			
•	I feel a self-driven enthusiasm towards learning volleyball skills.			
•	I activate my mind to receive the anticipated real-time information when performing volleyball skills.			
•	I believe that my cognitive abilities allow me to learn volleyball skills.			
Seq.	**Secondly: The dimension of cognitive and perceptual preparedness**	**Always**	**Sometimes**	**Never**
•	I believe I can process information from multiple senses while playing volleyball.			
•	I find it easy to determine the measurements of a volleyball court during play.			
•	I believe that my motor abilities suit the performance of volleyball skills.			
•	I believe that I can enhance my existing volleyball skills through additional training and practice.			
•	I can hear the teacher's instructions when performing volleyball skills.			
•	I feel that my previous information supports my current performance in volleyball skills.			
•	I am capable of encoding storage information related to volleyball skills.			
•	I can recall the information store to know new information about volleyball skills.			
Seq.	**Thirdly: Psychological Preparedness:**	**Always**	**Sometimes**	**Never**

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•	I avoid tension when recalling my previous knowledge about volleyball skills.			
•	I prepare a calm state of mind that helps me recall the immediate instructions from the coach.			
•	I connect positive learning experiences with performing volleyball skills.			
•	I feel joy when attending lessons on learning volleyball skills.			
•	I feel happiness anticipating the school's encouragement for my performance in volleyball skills.			
•	I believe that team play, when performing volleyball skills brings me joy.			
•	I find that learning volleyball skills provides me with psychological relief.			
•	I am keen to continue attending lessons on learning volleyball skills.			
Seq.	**Fourthly: The dimension of Cognitive Preparedness:**	**Always**	**Sometimes**	**Never**
•	I feel that I can recall quickly during the volleyball skills lesson.			
•	I review my knowledge of volleyball skills before starting the lesson.			
•	I repeatedly think about volleyball skills information to facilitate its retrieval.			
•	I find it easy to recall the demonstrated model while performing volleyball skills.			
•	It's easy for me to remember when I put in high effort in repeatedly performing volleyball skills.			
•	I feel that my mind is prepared for easy recall during the volleyball skills lesson.			
•	I am able of creating a mental space to store complex information about volleyball skills.			
•	I feel capable of comprehending the information as I perform volleyball skills.			

دور وإسهام السرعة البديهية بتعلم أداء مهارتي أستقبال الإرسال وحائط الصد بالكرة الطائرة لطالبات الصف الخامس الإعدادي

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2&1 جامعة بغداد/ كلية التربية البدنية و علوم الرياضة للبنات

مستخلص البحث

ان السرعة البديهية هيم مظاهر الذكاء و من مزايا الشخصية الانسانية الجذابة في الحياة الاجتماعية ، وبرزت اهمية البحث في اسهام السرعة البديهية في تحسين الأداء المهاري بالكرة الطائرة،اما مشكلة البحث ضعف واضح في تعلم وأداء مهارتي استقبال الإرسال وحائط الصد بالكرة الطائرة،هدف البحث إلى التعرف على مستوى السرعة البديهية، والتعرف على القيم الرقمية لأداء مهارتي استقبال الإرسال وحائط الصد بالكرة، والتعرف على دور وإسهام السرعة البديهية بتعلم أداء مهارتي استقبال الإرسال وحائط الصد بالكرة لدى طالبات الصف الخامس الإعدادي، وأفترضت الباحثتان بأنه ترتبط وتسهم وتؤثر السرعة البديهية بتعلم أداء مهارتي استقبال الإرسال وحائط الصد بالكرة لدى عينة البحث، وأعتمد المنهج الوصفي بأسلوب الدراسات الارتباطية على عينة من طالبات الصف الخامس الإعدادي البالغ عددهم (68) طالباً اختيروا عمدياً بنسبة (35.979%) من مجتمع الأصل المتمثل بطالبات اعدادية العقيلة /الكرخ الثانية المستمرين في الدوام الحضوري (2021-2022)، وبعد اعتماد أدوات القياس والاختبارات للمتغيرات المبحوثه وتجريبها استطلاعياً، تم اجراء الدراسة الرئيسة في نهاية الفصل الدراسي الثاني من هذا العام الدراسي، وتمت معالجة النتائج بنظام (SPSS)واستنتجت الباحثتان بأن طالبات الصف الخامس الإعدادي يحتاجون إلى مستوى عالٍ من السرعة البديهية، وأنهم يحتاجون إلى مستوى متقدم من أداء مهارتي استقبال الإرسال وحائط الصد، وترتبط وتسهم وتؤثر السرعة البديهية إيجاباً بتعلم أداء مهارتي استقبال الإرسال وحائط الصد لدى طالبات الصف الخامس الإعدادي، وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد). واوصت الباحثتان ومن الضروري تكثيف الجهود وتعاونها لدعم رفع مستوى السرعة البديهية لدى طالبات المدارس الإعدادية لما لها من دور في التعلم المهاري، باعتماد خبرات اكاديمية رياضية في مجال التعلم الحركي لتوفير قاعدة من المتعلمات بلعبة الكرة الطائرة على وفق اسس علمية غير ارتجاليه

الكلمات المفتاحية | **السرعة البديهية، أداء مهارة استقبال الإرسال، أداء حائط الصد بالكرة الطائرة**