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THE EFFECT OF COMPARATIVE COMPETITION METHOD ON TEACHING SOME FOOTBALL SKILLS AMONG MIDDLE SCHOOL STUDENTS

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ABSTRACT

The objective of this study was to examine the effects of the comparative competition method on the acquisition of basic football skills among second-grade intermediate students. The study compared the outcomes of using the comparative competition method with the traditional competition method in teaching these skills. The researcher hypothesized that there would be statistically significant differences in the average scores of students between the pre-test and post-test in both research groups, with the post-test showing higher scores. Due to the nature of the research and its applicability, the researcher chose the experimental methodology. The research sample included forty students in the second intermediate grade at the Aden Intermediate School for Boys in the Great Magyar District of the Misan Governorate (2023-2022). The experimental group, the comparison competition method, the control group, and the control group, the traditional method, were all applied to each group to teach certain fundamental football abilities. The main experiment's implementation started on Sunday, October 2, 2023, and finished on Wednesday, December 14, and parity was found between the two research groups for the variables of age, weight, and height, as well as several aspects of physical fitness affecting the teaching of fundamental football skills. The researcher concluded that the two methods (comparative competition and traditional) are effective for teaching the level of performance of football abilities such as rolling and handling, scoring, putting, and hitting the ball with the head in football. The comparative rivalry method of teaching rolling, passing, scoring, suppression, and heading has surpassed the conventional method. The researcher suggested that comparative competition be used to teach fundamental football skills such as rolling, handling, scoring, suppression, and head-butting the ball in football.

Keywords: Comparative, Competition, Method, Football Skills, School Students.

INTRODUCTION

The development that has occurred in institutions in all sciences in general and in sports in particular is a result of the development and progress in various educational methods, where we observe that education has received a substantial amount of attention from those responsible for the educational process (Morris, Perry & Wardle, 2021). The utilization of diverse educational methods serves to mitigate learner boredom that may arise from the exclusive use of a single method (Kruk et al., 2022). An effective teacher demonstrates proficiency in employing multiple methods and demonstrates an awareness of learner preferences and trends, as these factors serve as catalysts for individual engagem (Godor, 2021). Recent studies have demonstrated the efficacy of competition as a method for enhancing learning speed and skill development (Walter, Nikoleizig & Alfermann, 2019). It is considered a valuable tool in scientific education, and educators should incorporate it when instructing

fundamental principles (Abdulrahaman et al., 2020). Various forms of competition exist, enabling individuals to assess their abilities and gauge their performance in relation to others or their respective groups, as well as compare their performance to that of other groups engaged in similar endeavors (Mikalef, Pateli & van de Wetering, 2021). Competition among students during physical education lessons serves as a significant and essential motivator for engaging in exercise (Luo et al., 2020). The significance of the learner's preparation and participation lies not in isolation, but rather in its connection to the performance level of other learners (Sintema, 2020). This association allows individuals to strive for excellence and achieve their highest potential through healthy competition. Consequently, competition plays a pivotal role in fostering the growth and enhancement of an individual's skills and capabilities (Yuldashevich, 2021). The significance of research in a rigorous scientific endeavor lies in its emphasis on verification and the pursuit of specific objectives. In this context, the researcher's focus is on investigating the influence of the method of comparative competition in education for fundamental football skills. The researcher's interest stems from the aim of contributing to the evaluation of optimal learning methods and the application of competitive approaches within educational settings. This endeavor seeks to provide teachers with scientifically grounded methods that can be utilized to facilitate the learning process through the implementation of exercises.

The Problem of The Study

The game of football is widely popular and frequently practiced due to its accessibility and minimal equipment requirements. It is considered a team sport that emphasizes both individual and collective skills, with a strong emphasis on interdependence among players (Hyndman & Liguori, 2023). In order to excel in football, athletes are expected to possess a comprehensive mastery of various skills, without prioritizing one skill over another (Rye, Ransom & Littlewood, 2022). The practice of football training necessitates the utilization of diverse exercise techniques during the instructional phase, employing various stimuli to enhance specific skills (Otte et al., 2020). This approach aims to expose learners to situations and conditions resembling actual gameplay scenarios. However, it is noteworthy that teachers often overlook the significance of incorporating different learning methods, instead prioritizing traditional skill acquisition approaches (Nishijo, 2022). Moreover, there is a tendency to rely heavily on personal experience rather than implementing a structured and premeditated educational methodology (Ma & Kurscheidt, 2022). The researcher emphasized the significance of competition approaches, namely self-competition and comparative competition, in facilitating skill development for fundamental football abilities. This was achieved by incorporating educational curricula into the learning process.

The Objectives of The Study

1. Identify the impact of using the comparative competition method in teaching some basic football skills.
2. Identify the differences between the results of tests of some basic skills in football before and after the method of competition and comparison.

3. Identify the differences between the method of competition and comparative in the results of pre and posttests of some basic skills football.

The Hypotheses of The Study

1. There are morally significant statistical differences between the method of comparative competition in the results of pre- and post-tests for some basic skills in post-football and in favor of the comparative competitive style.
2. There are morally significant statistical differences between pretest and posttest of some basic football skills for the method of comparative competition and in favor of the results of the post-tests.

The Areas of The Study

Human field: Students of the second intermediate grade in Aden Intermediate School for Boys in the Great Magyar District in Misan Governorate.
Time Area: For the period from 01/11/2022 to 02/1/2023
Spatial Area: Aden medium playgrounds for boys in the great district of Hungary in Misan Governorate.

METHODOLOGY

Research Methodology

The researcher employed the experimental technique inside the framework of the method of equivalent groups, aligning with the study topic and aims. This approach is suitable for conducting a scientific diagnosis of problems or phenomena, particularly when objective research tools are accessible.

Community and Sample Research:

The research cohort comprised (80) male students from the second intermediate grade in Aden, located in the Great Magyar District within the Misan Governorate. The research community was deliberately selected. (20) students were excluded, and they are among those who were conducted exploratory experiments. The research sample consisted of (60) students representing two divisions and (30) students for each division. Thus, the research sample represented 75% of the total population, after which the teaching method was randomly distributed to the two groups.

Research Tools

Various research approaches were employed in this study, including content analysis, questionnaire consultation, personal interviews, exams, and metrics. Each of these tools was utilized to identify and pick the fundamental talents of football, with the assistance of experts and specialists.

Identify basic football skills and tests:

A group of skills was nominated and tested by experts and specialists, namely:

1. Rolling was measured by choosing to roll the ball between (10) signs between them two meters back and forth (Muneer, Maytham & Emad, 2021).
2. The pass was measured by choosing the accuracy of receiving and handling on five goals from a distance of (10) meters (Doewes et al., 2020).
3. Scoring was measured by testing scoring on the handball goal inside the football goal (Rosch et al., 2000).
4. Ball Stop Control (Suppression) Measured by Ball Stop Accuracy Test and Control Restoration In it in the foot (Muneer, Maytham & Emad, 2021).
5. Heading / Measured by choosing the accuracy of hitting the ball with the head on (3) circles (Doewes et al., 2020).

Scientific foundations of skill tests:

The veracity, stability and objectivity of the tests were verified as follows:

1. **Veracity of the test:** For the purpose of ensuring the honesty of skill tests, the researchers presented them to a group of experts and specialists. Additionally, the self-honesty of these tests was determined by calculating the square root of the test's stability coefficient; the self-honesty of the skill tests was (0.854).
2. **Test Stability:** The skill tests were administered to a subset of the research community, consisting of 20 students who were not part of the main experimental sample. The tests were conducted on December 27-28, 2009, and then again on January 3, 2010. The correlation coefficient for the skill tests was found to be (0.901).
3. **Objectivity of the test:** The objectivity of the skill tests was assessed by the researcher through the simultaneous recording of the arbitrators' results for the research sample. The researcher then computed the simple correlation coefficient between the arbitrators' results, which yielded a correlation coefficient of 0.898, indicating a high degree of correlation for the skill tests.

Exploratory study

The first exploratory experiment for the selected skill tests the first exploratory study was conducted on a sample of students of the second intermediate on (22/12/2009-21).

The second exploratory study of the teaching method under research :

The researcher conducted a second exploratory experiment on (1/1/2010) and the objectives of this experiment were:

1. Ensure the validity of the application of these methods.
2. Know the time taken and the extent to which it can be implemented.
3. Students are aware of the two methods and the extent to which they are aware of and accept them.
4. Ensure the validity of the educational program for the application in the final form.
5. Avoid expected errors and obstacles that may occur during the application of the program.

6. Identify the difficulties that may occur during the application of the experiment according to the two methods adopted and develop solutions to them.

Pre-tests

Pre-tests started on (14/2/2010) and continued until (16/2/2010).

Sample homogenization

The equivalence process was carried out among the members of the research sample in the variables (age, weight, and height) as follows:

Table 1: Shows the equivalence in the variables of age, weight, and height for the two research groups.

Variables	Unit of measurement	M	SD	Torsion coefficient
Age	Year	14.20	0.29	0.548
Height	CM	157.16	3.41	0.503
Weight	Kg	50. 23	0.88	0.497

Table 1 presents the results of a comparison between the computed t-value and the tabular value. The analysis reveals that there are no statistically significant differences seen between the two research groups across the variables stated. This suggests that the two groups may be considered equivalent in terms of these variables.

Equivalence in some skill traits

Table 2: Shows the statistical features of the two research groups in the skill tests.

Abilities	Comparative Competition		Traditional		T
Rolling	31.92	3.16	32.88	3.20	0.307
Passing	16.33	2.65	17.03	2.43	0.221
Scoring	18.22	2.58	17.79	2.35	0.710
Ball Stop Control (Suppression)	2.41	0.91	2.99	0.87	0.499
Heading	3.20	0.74	3.11	0.80	0.329

***** Tabular value of t in front of a df (38) and at an error ratio of (0.05) is equal to (2.02).

Table 2 illustrates that the computed t-values for all tests were lower than the critical value, indicating the absence of statistically significant disparities between the two research groups in the fundamental skills assessments. Consequently, the equality of the two research groups in terms of these skills may be inferred.

Curriculum Learning

After reviewing a examination of pertinent sources, references, and prior research, as well as engaging in personal interviews with esteemed professors who possess expertise in teaching methodologies and football, the aim was to solicit their perspectives and observations regarding the development of these instructional plans and their suitability for implementation. The instructional material was developed based on the comparative competition method, taking into

consideration the students' abilities and preferences. The researcher made necessary adjustments to ensure the applicability of these methods and unanimously agreed on their validity. These adjustments were aligned with the research objectives and were carefully considered by the researcher. The educational components of both groups exhibited similarities in the introductory phase, warm-up activities, and concluding segment. The discrepancy lied within the practical component, where the research sample engaged in exercise practices and the motor skills program.

Experimental group comparative competition method:

The group implemented skill exercises based on the comparison competition technique, wherein each student engaged in the practice of motor abilities assigned by their peer. The teacher has distributed the students into equal pairs from the beginning of the educational program in order to provide the student with an appropriate opportunity to struggle that pushes him to do the appropriate activity rather than experiencing the bitterness of failure and the psychological damage that results in a sense of weakness, exhaustion, and lack of ability. Based on this premise, the researcher instructed the students to adhere to this distribution until the program's implementation is concluded. Each student is encouraged to surpass their peers by obtaining higher scores and outperforming them, utilizing the registration card. The subsequent step involves determining the victor among the students, as the instructor circulates among them, discerns their performance, rectifies any errors, provides guidance and feedback, addresses student inquiries, motivates and supports students, and channels their efforts towards achieving optimal performance. The instructor accomplishes this by informing the learner of their performance outcomes, comparing them to their peers, and notifying them of any shortcomings or delays. Finally, the instructor publicly evaluates the students' results, while affording them the opportunity to participate in certain instructional decisions.

Main Search Experience

The subject teacher has incorporated a total of 30 educational units to instruct students on the proficiency level of five football skills, which are outlined as follows:

1. The first experimental group employed the comparative competition method in their educational units.
2. The educational unit employed the commentative method for the control group.

Post-tests:

The post-tests were conducted for the research sample after the completion of the implementation of the educational program on (18/4/2023).

Statistical Treatments Under Research:

The statistical data was analyzed with the help of the statistical program (SPSS) in order to reach the results of the required statistical research (arithmetic mean, standard deviation, simple correlation coefficient (Pearson), test (T) for related samples, self-validity coefficient).

RESULTS

Presentation, analysis, and discussion of results

Presenting and discussing the results of the impact of the two methods of comparative competition in teaching some basic football skills and discussing them for the two research groups:

Table 3: "Shows the arithmetic mean, standard deviation, and value of (T) between the pre- and post-tests of the control group" in the skill tests under study".

Variables		Unit of measurement	Pre-test		Post-test		T
			M	SD	M	SD	
Basic Skills Football	Rolling	Second	32.88	3.20	31.77	3.62	9.63
	Passing	Degree	17.03	2.43	19.80	2.57	7.45
	Scoring	Degree	17.79	2.35	20.66	4.50	8.09
	Ball Stop Control (Suppression)	Degree	2.99	0.87	3.65	1.11	3.89
	Heading	Degree	3.11	0.80	4.09	0.92	2.58

There exists a notable disparity in the mean scores of the pre- and post-tests for all fundamental skills within the control group that employed the conventional instructional approach. This is evident from the calculated t-value falling within the range of 2.58 to 9.63, which surpasses the critical t-value at a significance level of 0.05 and with 18 degrees of freedom, set at 2.10. These findings favor the post-test results.

Table 4: "Shows the arithmetic mean, standard deviation, and value of (T) between the pre- and post-tests of the experimental group" in the skill tests under study.

Variables		Unit of measurement	Pre-test		Post-test		T
			M	SD	M	SD	
Basic Skills Football	Rolling	Second	31.92	3.16	28.25	2.86	10.5
	Passing	Degree	16.33	2.65	22.75	2.49	8.11
	Scoring	Degree	18.22	2.58	23.91	4.01	8.27
	Ball Stop Control (Suppression)	Degree	2.41	0.91	4.77	1.03	4.34
	Heading	Degree	3.20	0.74	6.13	0.87	3.61

The analysis of Table 5 reveals notable disparities in the mean scores of the pre- and post-tests across all fundamental skills the experimental group, which employed the comparative competition approach during the instructional session. The computed values of (T) are constrained within the range of (3.61 to 10.5), surpassing the value of (T) for the reference group with a degree of freedom of (18) and a significance level of less than (0.05) at (2.10), indicating a preference for the post-test.

Table 5: "Shows the significance of the differences between the averages of the post-tests of the experimental and control groups" under study.

Variables		Unit of Measurement	Control		Experimental		T
			M	SD	M	SD	
Basic Skills Football	Rolling	Second	31.77	3.62	28.25	2.86	10.06
	Passing	Degree	19.80	2.57	22.75	2.49	7.78
	Scoring	Degree	20.66	4.50	23.91	4.01	8.58
	Ball Stop Control (Suppression)	Degree	3.65	1.11	4.77	1.03	4.11
	Heading	Degree	4.09	0.92	6.13	0.87	3.09

Table 5 displays the rates of progress in post-test for the pre-test of both the experimental and control groups across a range of skill tests. The data shown in this table suggests that the experimental group demonstrates a greater degree of advancement in these assessments when compared to the control group.

Discussing The Results of Post-Tests for Some Basic Football Skills

The results indicate that the initial experimental group, which employed the comparative competition approach, exhibited superior performance compared to the second group in various skills such as rolling, passing, scoring, ball stop control (suppression), and heading. The researcher posits that the efficacy of this method in motor skill instruction can be attributed to its ability to create an engaging and enthusiastic environment that fosters excitement and motivation among students. This method relies on the utilization of physical and psychological pressure within a context that closely resembles practical reality. In contrast, the traditional method lacks a competitive performance atmosphere. This approach served to emphasize the students' aptitudes and competencies in skill execution and facilitated comprehension of the essence of skills and their execution, while incorporating elements of motivation and anticipation. Consequently, students' motivation was enhanced, and their abilities were underscored, as this method served as a means to familiarize students with asserting themselves amidst these factors that fostered a desire to learn. Ultimately, this resulted in an elevated sense of satisfaction in engaging in skill performance. Within this context, the instructor affords students the autonomy to engage in performance, articulate their viewpoints, and refrain from disparaging the efforts of their peers. Furthermore, the teacher ensures that all students are given the opportunity to actively participate in the instructional session. According to Walter Nikoleizig and Alfermann (2019), competition plays a significant role in enhancing motivation as it signifies a higher level of achievement and has a direct impact on an individual's learning and performance in sports skills. Additionally, the authors highlight that factors such as the student's personality and skill level also influence performance. Motivation holds significant significance within the realm of education, given its instrumental nature. Motivation holds significant significance within the realm of education, as it serves as an educational objective in its own right. By fostering and guiding students' motivation, they become more inclined to engage in motor activities that have a direct impact on their personal development and level of ability (Petrovska et al., 2020). According to Al Ashqar (2019), motives play a crucial role in shaping a student's behavior and enabling them to utilize their potential effectively and positively in navigating their environment. These motives are vital in facilitating success, as well as fostering a willingness to embrace challenges, exhibit perseverance, cultivate self-confidence, and develop a feeling of competitiveness. Working within this methodology presents both challenges and enjoyment. It fosters the development of ideas and enhances students' motor skills. Consequently, it creates a conducive environment that combines motor performance with entertainment, effectively alleviating boredom among learners (Masanovic, Popovic & Bjelica, 2019). Simultaneously, this approach achieves social objectives, including the cultivation of moral, volitional, and personal attributes in students, as well as the promotion of independence and responsibility (Summerley, 2020). This aesthetically pleasing entity facilitated the learner's adaptation to valuing others and adhering to the rules

of the educational session, hence enhancing the learner's engagement and efficacy due to the inclusion of suspenseful and thrilling components. According to Stetter et al. (2019), the concept being discussed is the exceptional capacity to elicit optimal learning outcomes and ignite passion among individuals. Establishing goals is a fundamental aspect that contributes to the creation of meaningful challenges. The researcher posits that the comparative competition group demonstrates superior performance in skill acquisition due to the inclusion of self-confidence as a key factor. By involving students in evaluating their own performance and comparing it to their peers, the group fosters an environment that necessitates the presence of self-confidence. This element plays a crucial role in highlighting the students' individuality through challenging situations, ultimately enabling them to showcase their abilities and outperform their colleagues. This finding validates the importance of skill performance in effectively fulfilling the necessary responsibilities associated with the skill. Additionally, it suggests that higher levels of performance are correlated with increased confidence, leading to enhanced cognitive and affective processes. In contrast, the traditional approach to skill acquisition may hinder learners from showcasing their abilities and motor potential, thus limiting their ability to assert themselves. The learner's self-confidence is adversely affected by this situation. According to Bessa et al. (2021), it has been established that a strong sense of self-confidence and perceived competence among students can facilitate the accurate execution of skill movements. This is due to the detrimental impact of hesitation, fear, and confusion on the student's ability to effectively adhere to fundamental principles.

CONCLUSIONS

The following was concluded:

1. The comparative competition method is an effective method in teaching the level of performance of rolling skills, rolling, passing, scoring, ball stop control (suppression), and heading in football in different proportions.
2. The comparative competition method in teaching the level of rolling, passing, scoring, ball stop control (suppression), and heading in football outweighed the traditional method.

RECOMMENDATIONS

1. The use of the method of comparative competition in teaching the level of performance of some basic football skills (rolling, passing, scoring, ball stop control (suppression), and heading) on students of the second intermediate.
2. It is imperative for physical education instructors within educational institutions to prioritize the use of the comparative competition approach while instructing fundamental football skills.

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