Direct and Deferred Retrieval of Basketball for Student of the College of Physical Education and Sport Sciences

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Abstract

This study aimed to identify the differences between the members of the sample in direct retrieval and postponed retrieval at the levels (remembering, understanding) according to the variable of the study type (morning and evening) and the acceptance channel variable (scientific, literary, and professional), and the researcher used the descriptive approach to its suitability of the current study and was chosen The sample intentionally from the second stage students for the morning and evening studies at the College of Physical Education and Sports Science / University of Samarra for the academic year 2017/2018 because the basketball course is taught within the vocabulary of the second stage in the College of Physical Education and Sports Science and the sample consisted of He urged (31) students were 77.5% of formed from the research community of 40 students. Tis study comes out with the following results: There are non-significant differences between the students of the study according to the scientific, literary and professional branches in the direct retrieval of the level of remembering, whether between the mornings or evening study students.

Keywords: Sports, Physical Education, Academic Achievement, Generation of Youth, School Students

1. Introduction

The ultimate goal of the educational process has always been to create a generation of youth that society depends entirely on in finding all that is new from the sciences that a person needs in providing his various needs and reaching a state of perfection that society seeks and creating a generation that carries all new sciences that will develop All aspects of life, but this was not an easy thing, especially when the young generation faces challenges that make preserving information a difficult thing in light of the availability of many types of technology, including useful and harmful, in terms of frequent use, and because today is the age of information, which works to take a large portion of that The time allocated to the information that students must retain and the ability to keep the information and retrieve it at the required time, so it works in the opposite direction of the retrieval process, i.e. it makes the process of retrieving information difficult due to the dispersal of the student's memory between the large number of information stored in an incorrect way, and also that there is useful and required scientific information and unwanted information From a scientific point of view, which affects the size of the memory, the type of information it holds, and the period that it can keep. The fate of the information may be forgetting as a result of the contention and overlap of different information, where (Sam 2015) indicates "that the theory of interference A Overcrowding indicates that the large number of information overlaps in the short memory during processing or in the long memory during storage and the large number of learning tasks performed by the learner works to disperse the information stored in the memory and facilitate the process of
forgetting "(Wissam Salah, 2015, 121)," and excellence is not just the absorption of the material Educational means rather the ability to scientific thinking and the use of science in the field of specialization, hence the goal of education is to qualify students to be innovative personalities capable of real practice of innovation from the early years of their lives or gradualization in that at all levels "(Khudair et al., 1983, 32).

The importance of the research manifested itself in identifying the amount of desirable information that students can keep according to the period of retention and the ability to sort and tabulate the information under two names desirable or not desirable from a scientific point of view and according to the type of study that was accepted according to it and through that we will get to know the amount of information that students receive Through the teaching process, especially that students of the Faculties of Physical Education and Sports Science who are admitted from different academic branches (literary, scientific, and professional) are also in the morning and evening studies, and they must study theoretical material for its importance in forming an integrated student ideas in terms of For specialization materials and building an integrated personality for the physical education teacher, as well as for its importance for the teacher in knowing the most appropriate way to communicate the information to the student in a manner that enables him to retrieve it at any moment, as well as the method of setting tests according to scientific standards, and this is confirmed by sports psychology, which specialists known as "the science that is interested in studying The effect, importance, and effectiveness of various psychological phenomena such as suggestion, attention, perception ... etc."(Faraj, 2000, 46)

The researcher has noticed that there are no studies in this part, namely direct and deferred retrieval in the academic aspect of the study of physical education. The researchers addressed the concept of direct and deferred retrieval for school students and in various subjects as Al-Omari (2011) emphasized in his study that targeted a sample of third-grade secondary students The scientific subject of biology in the Kingdom of Saudi Arabia using the concept maps strategy and its effect on direct and delayed retrieval at levels (remembering, understanding, application) and showed a significant relationship in general (Saeed Al-Omari, 2011, 64), and the study of Al-Qawabba (2007) showed a statistical relationship with And between the arithmetic circles of direct and deferred achievement among university college students (Bassam Al-Qawabdeh, 2007, 47), while Al-Badri study (2017) aimed to analyze and evaluate the final academic achievement tests for the four stages in the College of Physical Education and Sports Science by analyzing them according to Bloom's cognitive levels (remembering Understanding, application, analysis, synthesis, and evaluation. The study reached a percentage of remembering tests that reached (74.88%) of the total tests that were weak in preparing these tests, as they included questions from all cognitive levels (Omar Al-Badri, 2017, 12). There is a study (Ali Muhammad and another N 2013), which aimed to identify the effect of using the Bloom model for non-technical learning in developing learning with some basic handball skills and retaining this learning. The experimental method was used in the manner of the two groups equal and pre and post-test, which is called experimental design with tight control and the research group, was chosen from the class students. The third in the College of Physical Education, Anbar University, and I found that using the principle of mastery learning with the Bloom model enhances the amount of retention and this is confirmed by the results of the study, and that the method of mastery learning with the Bloom model has an important impact in increasing the proportion of group A retention Experimental compared to the control group in the skills under discussion (Ali Muhammad Khalaf et al., 2013).In addition, there is a study (Mahdi 2011) that aimed to identify the effect of using thinking skills in understanding and preserving information for students of the Faculty of Physical Education at the University of Kufa and the researcher used the comparative experimental approach. The research sample was made up of (40) students from the College of Physical Education and the study reached The students’ use of thinking skills while reading university courses has a positive impact on understanding and preserving information and the high level of educational achievement of students who used thinking skills in understanding and preserving information (Muhammad Yasir Mahdi, 2011, 217), hence the importance of research in shedding light on the study of this
File Home for students of the Faculty of Physical Education and Sports Science and to identify its levels and effects on the educational process.

2. The research problem

It lies in answering the following questions:

- What is the amount of information retention?
- How much information is retrieved?
- Is there a difference in direct and delayed retrieval between morning and evening study students?
- Is there a difference in direct and postponed retrieval between morning and evening study students according to their admission channel (scientific, literary, and professional)?

2.1 Research Goals:

- Identify the differences between the members of the sample in direct and postponed retrieval at the two levels (remembering, understanding) according to the variable of the study type (morning and evening).
- Identify the differences between the members of the sample in direct and postponed retrieval at the two levels (remembering, understanding) according to the variable of the admission channel (scientific, literary, and professional) for the morning and evening studies.

2.2 Research Hypotheses:

- The presence of a statistically significant relationship between the morning and evening studies in the levels (remembering and understanding) and in favor of the morning study.
- The presence of a non-significant relationship with statistical significance in the two variables of research, remembering and understanding according to the variable of the acceptance channel (scientific, literary, and professional).

3. Definition of Terms:

Recall: the ability of an individual to store and recall material or information previously learned (Halenen, et al, 1996, 101)

4. Research Methodology and Field Procedures

4.1 Research Methodology:

The researcher used the descriptive approach to suit the current study.

4.2 Research Society and Sample:

The sample was chosen intentionally by students from the second stage of the morning and evening studies at the Faculty of Physical Education and Sports Science / University of Samarra for the academic year 2018/2019 because the basketball subject is taught within the vocabulary of the second stage and (9) students (6) were excluded because of Their absence from performing the second (sudden) and (3) exams because they did not
answer all the required test questions and (4) students were conducting the exploratory experiment on them, thus the research sample consisted of (42) students and constituted 76.363% of the research community of (55) As a student, as shown in Table No. (1).

Table (1) shows the community size, sample size and participation rate:

<table>
<thead>
<tr>
<th>No</th>
<th>The study</th>
<th>Total</th>
<th>Sample size</th>
<th>Participation percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>morning</td>
<td>40</td>
<td>30</td>
<td>%75</td>
</tr>
<tr>
<td>2</td>
<td>evening</td>
<td>15</td>
<td>12</td>
<td>%80</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>55</td>
<td>42</td>
<td>%76.363</td>
</tr>
</tbody>
</table>

Figure (1) the size of the community and the research sample and its distribution between the morning and evening studies

4.3 Research Tool:

The researchers prepared a cognitive achievement test, which is "a test designed to measure accurately and broadly what each teacher measures regularly when he wants to know the extent to which each student has been able to teach" (Leona A. Tyler, 1988, 97) and included four questions from the subject of psychology Mathematical methodology, two of which measure student recall and two of them measure understanding and according to Bloom's cognitive levels. This test measures the academic achievement of students and academic achievement as he knows (Maher, 2002, 59) as "the amount of learning accomplished by individuals or the amount of information gained And experiences as a result of their study of an educational program or subject and examination Also, the amount of what is achieved from the educational goals is achieved, and achievement is usually measured by tests known as achievement tests. The test questions were developed to measure levels of recall or memorization and understanding, where “the Bloom’s area of knowledge is divided into six levels of varying ease, difficulty, and hierarchical order, where we find that the base of the pyramid The easy levels are formed while the other levels become more difficult the closer we are to the top of that pyramid "(Jawdat Saadeh, 2001, 126), as shown in Figure No. 2:
For the purpose of finding the scientific foundations for the test, the achievement test was presented to the experts for the purpose of identifying the validity of the test and its scientific and linguistic integrity and to verify the sincerity of the achievement test. The test obtained a consensus of experts of 100%, after which an exploratory experiment was conducted on a sample of (4) students For the purpose of finding consistency, "the test or instrument is considered stable if we obtain the same results from it when re-applying it to the individuals themselves and in the same circumstances" (Samara and Al-Alayli, 2008: 83), and in order to verify the consistency of the paper and prepared test test (achievement test) the test was given For (4) students within the research community And three weeks later, the tool was re-applied to the same sample of the exploratory experiment, and the results were statistically treated using the Pearson correlation coefficient and the stability coefficient reached (0.83), which is a high stability coefficient, as the correlation coefficient of the static test should range between (0.70) to (0.90) (Abu Hawij et al., 2002: 139), and then the answers were collected, standardized and organized according to the proposed levels.

4.4 Field Research Procedures:

Students were subjected to a cognitive achievement test (paper and pen test) "It is a test given to the participant, either written or oral in the form of objective or subjective questions and he is asked to answer them in writing" (Amin Ali and Rajaa Mahmoud, 2010, 195) consisting of four two questions Including one measures the level of recall and two measures the level of understanding according to the above mentioned Bloom cognitive levels, and each question has five grades, so each student has a score for remembering from (10) degrees and for understanding (10) degrees. This test was in the basketball subject for the second stage and was specific and known to students after giving lectures Established by this Article, and after a period of (21) days, Tabar sudden the same questions and the first model was then conducting the required statistical analyzes and make the necessary to get results comparisons.

4.5 Statistical Means:

4.5.1 Presentation, Analysis and Discussion of Results:

a. View, analyze and discuss the results of direct retrieval

b. View, analyze, and discuss the results of direct recall of memorization and understanding levels:

After statistically clearing and processing the data, the following was revealed:
Table (2) shows the statistics of levels of recall and understanding in direct retrieval between morning and evening students.

<table>
<thead>
<tr>
<th>Level</th>
<th>Study</th>
<th>Arithmetic Mean</th>
<th>Standard Deviation</th>
<th>T-test</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>Morning</td>
<td>6.37</td>
<td>1.70</td>
<td>2.13</td>
<td>0.04</td>
</tr>
<tr>
<td></td>
<td>Evening</td>
<td>4.96</td>
<td>1.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td>Morning</td>
<td>5.84</td>
<td>1.88</td>
<td>2.70</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Evening</td>
<td>4.13</td>
<td>1.61</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results are shown in Table No. (2), which is related to achieving the first goal of the research which is (identifying the differences between the members of the sample by direct retrieval at the level of recall according to the variable of the study type (morning and evening). The mean of the sample students from the morning study was (6.37) and the deviation, the standard (1.70). As for the evening study students, the mean was (4.96) and a standard deviation (1.95). The value of T (2.13) was at the level of test significance (0.04) and it was found that there were significant differences with statistical significance in favor of the morning study at the degree of freedom (29) and the level of The error (0.05), and also from Table (2), shows that the mean for the understanding level For the sample members of the morning study is (5.84) and the standard deviation (1.88), for the evening study students, the mean was (4.13) and the standard deviation (1.61) and the value of T (2.70), with the level of test significance (0.01) and showed the presence of significant differences with statistical significance In favor of the morning study at freedom degree (29) and the error level (0.05).

The researchers attribute the results of the significant differences to the fact that the morning study students are the youngest and continue to study up to the university stage and most of them have no work but study and that the family is the breadwinner for them and they do not bear any burdens in addition to that the morning study conditions are usually better than the evening study in terms of time and atmosphere Study other than evening study students who are a working majority of employees and workers and needs a graduation certificate in order to raise his standard of living (his monthly salary) or for a social status he needs in addition to that most of them drop out for a long time and also that the study time is pain Evening and its weather are not identical to the morning study.

Table (3) shows the F-test at the levels of remembering and understanding in direct retrieval between morning and evening students according to the admission channel (scientific - literary - professional).

<table>
<thead>
<tr>
<th>Level</th>
<th>Degree of freedom between groups = 5</th>
<th>Degree of freedom between groups = 25</th>
<th>F-test</th>
<th>Significance Level</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>23.31</td>
<td>89.52</td>
<td>1.30</td>
<td>0.29</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Understanding</td>
<td>40.91</td>
<td>71.82</td>
<td>2.84</td>
<td>0.03</td>
<td>Significant</td>
</tr>
</tbody>
</table>

From Table No. (3) it is clear that there are non-significant differences between students of study according to the scientific, literary and professional branches in direct retrieval at the level of remembering, whether between students of morning or evening study. As a professional) as a result of
the age convergence between them, especially the morning study, and the study that they graduated from despite the different subjects, but it achieved their educational goals, and it appears from Table No. 3 that the value of F-test was (2.84) and that the differences were significant between the students of the study according to The scientific, literary and professional branches of Wallace Direct return to the level of understanding, and since there is a significant difference to the level of understanding, then the researchers found (LSD the least significant difference) between the six groups (1. Morning scientific understanding, 2. Evening scientific understanding, 3. Morning literary understanding, 4. Evening literary understanding, 5 Morning. Professional understanding, 6. My evening professional understanding) as following:

The table includes only the groups in which the significant (L.S.D) had the least significant difference:

<table>
<thead>
<tr>
<th>Groups and Means</th>
<th>The Difference in The Means</th>
<th>Significance Level of The Text</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3.50) (4) – (6.14) (3)</td>
<td>2.64</td>
<td>0.01</td>
<td>Significant</td>
</tr>
<tr>
<td>(3.80) (6) – (6.14) (3)</td>
<td>2.34</td>
<td>0.02</td>
<td>Significant</td>
</tr>
<tr>
<td>(6.83) (5) – (3.50) (4)</td>
<td>3.33</td>
<td>0.01</td>
<td>Significant</td>
</tr>
<tr>
<td>(3.80) (6) – (6.83) (5)</td>
<td>3.03</td>
<td>0.02</td>
<td>Significant</td>
</tr>
</tbody>
</table>

From Table No. (4) it was found that the value of the level of significance of the LSD test was significant in the mean difference teams with the level of understanding between the following research groups (morning literary and evening literary), (morning literary and evening professional), (evening literary and morning professional), (morning professional and evening professional). These significant differences were in favor of the groups with a higher mean and the researchers attribute them to the different abilities of students among them in the ability to express and formulate sentences according to the material they received and the difference in the level of their perception according to their personal opinions as well as to the individual differences between them in the levels of intelligence that indicated their performance values in the tests and the fact that The essay tests, as Omar (2010) states, “measures the student’s expressive ability through his use of the structural method of answering, as well as the student’s ability to plan the answer, organize his thoughts, link each other, express personal opinion, and issue rulings” (Omar M. Maud Ahmed et al. 2010, 364-365).

4.5.2 View, analyze, and discuss delayed retrieval results:

View, analyze and discuss the results of the deferred retrieval at the levels of remembering and understanding: The results from Table No. (5), which pertain to achieving the first goal of the research, are (identifying the differences between the members of the sample by deferred retrieval at the level of recall according to the variable of the study type (morning and evening). The mean for the sample students from the morning study was (5.96) and the deviation was The standard (1.80), as for the evening study students, the mean was (4.10) and a standard deviation (2.02) and the value of T (2.71), at the level of test significance (0.01) and showed the presence of significant differences with statistically significant benefit in favor of the morning study at the degree of freedom (29) and the level of The error (0.05).
Researchers attribute this result to the ability of the subject teacher to communicate information in ways that allow the learner to understand it, which makes remembering it easier without having to memorize it for fear of this information from forgetting or being distracted. This is confirmed by Al-Khikani (2015) "that any information, skill, or experience is not used by the individual It is used continuously or does not use it permanently, and over time it becomes oblivious, meaning its effects disappear from the brain and becomes vulnerable to forgetting "(Amer Al-Khanki and others, 2015, 154).

Taking into consideration the cognitive levels as well as his ability to formulate achievement tests through which the student can answer within the level of remembering as well as using modern educational methods that will also develop feedback and then increase the level of understanding and awareness of students and thus the ease of remembering this information and Marzanoa states that when available The learning environment The learners will have positive attitudes towards learning if they provide a safe, comfortable and organized learning place "(Wissam Salah, 2015, 143).The results show from Table No. (5), which is related to achieving the first goal of the research, which is (Identifying the differences between the individuals of the sample by deferred retrieval in the level of understanding according to the variable of the study type (morning and evening). The mean of the sample students from the morning study was (4.96) and the deviation, the standard (1.61). As for the evening study students, the mean was (4.20) and a standard deviation (1.99), and the value of T (1.18) was at the level of test significance (0.24) and it was found that there were non-significant differences at the degree of freedom (29) and the error level (0.05).

This result indicates that there are no differences in how the material is understood and researchers attribute it to the result of the teacher using the same method and method in communicating information to students, whether they are in the morning or evening study in addition to taking the principle of equality in the formulation of achievement tests, and Table (10) shows the value A test (F) between morning and evening study students at the level of recall according to the type of admission channel (scientific, literary, and professional) so it was between groups (32.43) with a degree of freedom (5) and within groups (100.93) with a degree of freedom (25) and thus the value of (P) (1.60) was equal to the test significance level (0.19), and the result of the differences was not significant This is what Muhsin (2015) confirmed, "This level (remembering) is one of the lowest and easiest levels of thinking, which means that the learner is in a position capable of remembering the information and retrieving it from his memory. It means just memorizing the information, not understanding it or applying it (Mohsen Ali Attia, 2015, 67).
While Table No. (6) shows the value of the (F) test among morning and evening study students in the level of understanding according to the type of admission channel (scientific, literary, and professional), it was between groups (13.73) with a degree of freedom (5) and within groups (85.97) with a degree of freedom (25) Thus, the value of (P) was equal to (0.79) at the level of test significance (0.56), and the result of the differences was not significant, and researchers attribute this result to the students reaching the scientific level required to understand and remember the information they obtained during the study period, which was supported by The teacher through educational means and illustrations, which in turn fed the cognitive reflux of students, which was reflected in their performance in the test She saw that the student became able to formulate what he learned in his own way and does not repeat what he read or heard and has the ability to form his own meaning and Mohsen (2015) stresses that understanding, comprehension or perception is the most prestigious skill of knowledge or remembering in the sense that when an individual reaches this level he has not His level of awareness is limited to merely remembering information, but he understood the information and was able to derive its meaning and formulate its concept or summarize it (Mohsen Ali Attia, 2015, 68).

5. Conclusion and Recommendation

5.1 Conclusion:

- The researcher concluded the following:
- The presence of statistically significant differences in favor of the morning study in the results of direct retrieval at the level of recall.
- The presence of statistically significant differences in favor of the morning study in the results of direct retrieval at the level of understanding.
- There are non-significant differences between the students of the study according to the scientific, literary and professional branches in the direct retrieval of the level of remembering, whether between the morning or evening study students.
- There were significant differences in the level of understanding among students of study according to the scientific, literary and professional branches in direct retrieval.
- There were statistically significant differences in the results of the postponed retrieval at the level of recall in favor of the morning study.
- There were no significant differences in the results of the postponed retrieval at the level of understanding between the morning and evening studies.

5.2 Recommendation:

- The need for teachers to know the best way to formulate achievement tests according to Bloom levels to ensure real results of measurement and assessment of students' level.
The necessity for the teachers to choose the best methods of teaching and teaching students about such type of tests during the study and not surprising them at the time of the exam.

References:


