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The effect of murder's strategy to developing psychological flow and learning some basic skills for female basketball students

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Abstract

Learning the basic skills of this subject requires various variables, including the psychological flow, which is one of the important psychological factors in learning the basic skills of basketball. The availability of psychological experiences for the learner makes him more stable and confident, enabling him to learn and master these skills and acquire information about them. Through the researcher's follow-up of the educational process of this subject, she noticed a weakness in learning the motor skills of female basketball students, in addition to what was mentioned, the researcher wondered whether the student in basketball for the first stage has a level of psychological flow, and whether this is reflected in the learning of skills, therefore, the researcher sought to find an answer to these questions, by using the Murder strategy in developing psychological flow and measuring its impact on learning basketball skills within the research.

The Objectives of the research is:

1. Preparing the psychological flow scale for first-stage students in basketball in the College of Physical Education and Sports Sciences, University of Al-Qadisiyah.
2. Knowing the effect of using Murder's strategy on developing psychological flow and learning some basic skills for female basketball students at Al-Qadisiyah University. The most important conclusions were:
3. The educational curriculum prepared by the teacher showed the development of psychological flow and the learning of some basic skills for female students in basketball.
4. The Murder's strategy used on the experimental group showed a clear advantage in developing psychological flow and learning some basic skills for female students in basketball.
5. Murder's strategy has an active and clear role because effectiveness requires focus, attention and speed of performance.

Keywords: Murder strategy - psychological flow, basic skills in basketball

1. Introduction

The teaching process is an organized and sequential process that contains interconnected elements, and this process cannot take place without these elements, which are the student, the teacher, and the curriculum, and the extent of its importance and its positive role in educational outcomes, through the teacher's choice of the optimal method among many of them, and each of those types is characterized by specifications that distinguish one from the other. Studies and educational experiences have proven that the successful teacher is the one who chooses the most appropriate of them, and whom he deems appropriate for his students, so that the educational process proceeds according to what is planned by taking into account the given scientific material, the receiving student, and the teaching atmosphere within the lecture. It is one of the concepts that are constantly subject to scientific studies and research for the purpose of reaching the most effective, most effective and least difficult methods for students. (Lec. Dr. Ali Radhi Abdul Hussein, & Lec. Dr. Murtaza Ali Shaalan. 2021) ^[12]

That every educational goal or activity requires a strategy in order to teach it so that the meaning and desired is communicated to the learner, and the best way to learn is to have a strategy to coordinate what you want to learn, and the challenges that are likely to teach you those lessons and methods that guide learning. One of these strategies is the Murder strategy, which is one of the cognitive strategies that include the stages of mood, understanding, retrieval, assimilation, expansion and revision, through which the student can prepare and process a large amount of information in the content. The learner, in all stages of learning,

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fulfills his psychological and physical needs through play. Basketball is one of the important and widespread sports in many countries, because it is a fun and exciting game that suits all ages, according to its capabilities. And that it has a number of educational and skill advantages and characteristics, which made it different from other games, which made the number of followers of that game increasing. The interest in strengthening the psychological flow of students during the educational process is very important because of their great role in various sports activities, especially the game of basketball, as they increase the effectiveness of performance and lead to achieving the desired achievement, by enjoying the increased desire for training and competition, and psychological flow indicates a feeling A person's personal value, his confidence in his situation, his self-confidence, it is a feeling that arises in the individual after obtaining a sufficient percentage of appreciation and encouragement, especially by his teachers and parents. The importance of the research through the use of the Murder strategy in developing psychological flow and learning some basic skills for female basketball students to be an expressive means used by teachers to serve the game of basketball.

1.1 Research Problem

Basketball is one of the important courses for first-year students in the faculties of physical education and sports sciences, and learning the basic skills of this subject requires variables in various aspects, including psychological flow, which is one of the important psychological factors in learning basic skills in basketball. The availability of psychological experiences for the learner makes him More stable and confident, enabling them to learn and master these skills and gain information about them, through the researcher's follow-up of the educational process of this subject, she noticed a weakness in learning the motor skills of the female students in basketball, in addition to what was mentioned, the researcher asked whether the student in the basketball subject for the first stage has a level of psychological flow and is this reflected in the learning of skills, so she sought the researcher to find an answer to these questions, by using the Merder's strategy in developing psychological flow and measuring its impact on learning basketball skills within the research.

1.2 Research objective

- Preparing a psychological flow meter for first-stage students in basketball in the College of Physical Education and Sports Sciences, University of Al-Qadisiyah.
- Knowing the effect of using Merder's strategy on developing psychological flow and learning some basic skills for female basketball students at Al-Qadisiyah University.

1.3 Research Hypotheses

- Merder's strategy has a positive impact on the development of psychological flow and learning and some basic skills of female basketball students at the University of Al-Qadisiyah.

1.4 Research fields

1.4.1 The human field

Female students of the first stage in the College of Physical Education and Sports Sciences - University of Al-Qadisiyah for the academic year 2021-2022.

1.4.2 Time field

From 15/11/2021 to 11/4/2022.

1.4.3 Spatial field

The closed hall - College of Physical Education and Sports Sciences - University of Al-Qadisiyah.

2. Research methodology and field procedures

2.1 Research Methodology

The researcher used the experimental method with two equal groups.

2.2 Research community and sample

The research community was determined by the students of the first stage, the College of Physical Education, the University of Al-Qadisiyah, the University of Babylon and Al-Qasim Green University, for the academic year (2021-2022), and their number is (96) students. The sample was divided randomly into two groups, the first being a control group, which numbered (12) students, and the second experimental group, which numbered (12) students as well.

2.3 Devices, tools and means used in the research

2.3.1 Means of collecting information.

1. Determination.
2. The interview.
3. Observation and experimentation.
4. Test and measurement.

2.3.2 Devices and tools used in the research.

1. One (1) video camera, type (SUNY).
2. CD. Legal basketball court.
3. SMART TIME type stopwatch.
4. Hand-held calculator (KENKO).
5. (12) Chinese-made basketballs.
6. Two poles (plastic cones, 30 cm high).
7. Portable calculator (laptop) number (4) type (DELL).
8. Tape measure.

2.4 Field Research Procedures

2.4.1 Procedures for preparing a psychological flow meter for female basketball students

After reviewing the literature and previous studies and examining the relevant measures, the researcher adopted the Psychological Flow Scale prepared by (Baza, Amal Abdel-Sami Meligy, 2010, p 45) ^[1], which contains (56) items. The researcher has reformulated its paragraphs in line with the nature of the sample and the subject of the study, and after completing the process of preparing the paragraphs, work has been done to collect them in one scale or test, and the key to correction is as follows:

Always	Often	Sometimes	Rarely	Never
5	4	3	2	1

2.4.2 Determining the validity of the psychological flow scale items

After preparing the paragraphs of the scale in its initial form, which numbered (56) paragraphs, they were presented to (11 experts) of specialists to determine their validity to

represent what they were developed for. After collecting and unpacking the data, the researcher used the (Ka^2) test to identify the valid paragraphs from others, and the results showed the validity of (56) and Table (2) shows that.

Table 2: Shows the validity of the paragraphs of the psychological flow scale:

Paragraph numbers	Validity		Calculated Ka^2 value	Sig type
	Validity	Non-Validity		
18,17,12,10,9,6,5,3,2,1, 19,30 49,37,33,32,21,25, 26	11	0	11	Sig
20,14,13,11,8,7,4, 24, 27, 28 56,53,50,31,29,23,22, 45	10	1	7.36	Sig
41,40,39,38,36,35,34,32,42 55,54,52,51,48,47,46,40,44,43	9	2	4.45	Sig

2.5 The exploratory experiment

The paragraphs of the scale may not be as clear to the testers as they are to the researcher, so the scale designer conducts an exploratory experiment on a group of testers to learn about:

- The opinion of the testers in the instructions and the detection of weaknesses in them in terms of wording, content and appropriateness of language.
- The time taken for the test.
- Efficiency of the assistant work team.
- Diagnosing ambiguous, difficult, or blurred paragraphs for the purpose of reprinting or formulating them.

Thus, the researcher conducted his exploratory experiment on 27-28/11/2021 on a sample of (70) female students, knowing that the average response time on the scale is (16) minutes.

2.6 Statistical Analysis of the Paragraphs of the Psychological Flow Scale

2.6.1 Extracting the discrimination coefficient

To detect the discriminatory power of the psychological flow scale items, the two peripheral group's method was used, as this method is one of the appropriate methods for distinguishing the items. The total scores obtained by the students after correcting the scale were arranged in descending order, then I chose the upper and lower (27%) of the scores to represent the two groups. On this basis, each peripheral group included (19) students, and for the purpose of calculating a coefficient of differentiation for each of the paragraphs of the scale (56) items, the t-test was used for two independent samples by the statistical bag for social sciences (spss) and the T-value was counted as a statistical function An indicator for distinguishing the paragraphs, and it was found that all the paragraphs of the scale have discriminatory power, so it was accepted, and Table (3) shows that.

Table 3: Shows the T-values of the psychological flow scale items:

N	Higher group		Lower group		T value	Sig type
	Mean	Std. Deviation	Mean	Std. Deviation		
1	3.47	1.19	4.59	0.75	4.15	0.000
2	3.47	1.04	4.34	0.97	3.47	0.001
3	3.44	1.52	4.56	0.75	3.47	0.000
4	3.06	1.21	3.84	1.05	2.75	0.008
5	3.06	1.29	4.09	1.17	3.34	0.001
6	3.06	1.36	4.44	0.71	5.04	0.000
7	3.19	1.37	4.53	0.80	4.77	0.000
8	3.25	1.27	4.41	0.94	4.13	0.000
9	3.19	1.32	4.28	0.77	3.97	0.000
10	3.34	1.47	4.50	0.76	3.95	0.000
11	3.41	1.31	4.25	0.98	2.90	0.005
12	3.38	1.26	4.47	0.98	3.86	0.000
13	3.16	1.46	53.4	04.1	33.4	000.0
14	3.34	1.31	16.4	05.1	74.2	000.0
15	3.28	1.17	72.4	52.0	34.6	000.0
16	3.28	1.32	56.4	84.0	62.4	000.0
17	2.84	1.29	34.4	93.0	30.5	000.0
18	3.19	1.35	78.4	49.0	26.6	000.0
19	3.25	1.31	72.4	45.0	95.5	000.0
20	3.41	1.54	47.4	67.0	57.3	001.0
21	3.25	1.19	81.4	39.0	04.7	000.0
22	13.19	1.49	53.4	62.0	91.4	000.0
23	3.16	1.43	34.4	90.0	96.3	000.0
24	3.09	1.53	69.4	53.0	56.5	000.0
25	3.66	1.18	75.4	56.0	72.4	000.0
26	3.53	1.34	31.4	89.0	24.2	008.0
27	3.97	1.51	50.4	67.0	50.5	000.0
28	3.06	1.62	88.4	42.0	11.6	000.0
29	88.2	1.18	44.4	84.0	09.6	000.0

30	3.75	1.10	56.4	71.0	49.3	001.0
31	3.16	1.37	66.4	82.0	30.5	000.0
32	3.03	1.44	13.4	94.0	58.3	000.0
33	3.25	1.27	34.4	02.1	68.3	000.0
34	2.81	1.30	03.4	12.1	01.4	000.0
35	3.25	1.31	44.4	80.0	35.4	000.0
36	3.43	1.57	81.4	39.0	11.5	000.0
37	3.56	1.68	72.4	81.0	50.3	000.0
38	3.38	1.66	19.4	14.1	28.2	000.0
39	3.72	0.88	81.4	69.0	49.5	000.0
40	3.09	1.25	47.4	80.0	23.5	000.0
41	3.00	1.52	25.4	91.0	98.3	000.0
42	3.75	1.24	84.4	57.0	64.8	000.0
43	3.53	1.21	34.4	09.1	26.6	000.0
44	3.44	1.36	47.4	80.0	68.3	000.0
45	03.3	40.1	44.4	75.0	99.4	000.0
46	25.3	48.1	31.4	09.1	27.3	000.0
47	00.3	29.1	81.4	47.0	98.6	000.0
48	22.3	12.1	28.4	99.0	00.4	000.0
49	97.2	17.1	38.4	03.1	07.5	000.0
50	19.3	46.1	65.4	64.0	29.5	000.0
51	47.3	39.1	63.4	94.0	89.3	000.0
52	03.3	28.1	63.4	65.0	25.6	000.0
53	03.2	33.1	31.4	89.0	52.4	000.0
54	66.2	15.1	44.4	84.0	06.7	000.0
55	94.2	24.1	28.4	05.1	66.4	000.0
56	25.3	21.1	56.4	84.0	02.5	000.0

2.6.1.2 Internal consistency: The internal consistency was verified through the following indicators

2.6.1.2.1 Correlation coefficient between the paragraphs's score and the total sum of the scale

To find the validity of the internal consistency, the formula of the Pearson correlation coefficient was used between the paragraph score and the total score of the scale, and for all the sample numbers of (70) students. Table (4) shows this.

Table 4: Shows the correlation of the paragraph's score with the total score of the scale:

Paragraph number	Correlation coefficient	Sig	Paragraph number	Correlation coefficient	Sig
1	43.0	Sig	29	48.0	Sig
2	38.0	Sig	30	49.0	Sig
3	40.0	Sig	31	55.0	Sig
4	28.0	Sig	32	35.0	Sig
5	43.0	Sig	33	30.0	Sig
6	46.0	Sig	34	46.0	Sig
7	45.0	Sig	35	43.0	Sig
8	38.0	Sig	36	40.0	Sig
9	40.0	Sig	37	49.0	Sig
10	47.0	Sig	38	33.0	Sig
11	38.0	Sig	39	47.0	Sig
12	44.0	Sig	40	44.0	Sig
13	44.0	Sig	41	42.0	Sig
14	41.0	Sig	42	65.0	Sig
15	47.0	Sig	43	53.0	Sig
16	45.0	Sig	44	37.0	Sig
17	47.0	Sig	45	43.0	Sig
18	64.0	Sig	46	32.0	Sig
19	56.0	Sig	47	60.0	Sig
20	46.0	Sig	48	37.0	Sig
21	57.0	Sig	49	51.0	Sig
22	38.0	Sig	50	53.0	Sig
23	38.0	Sig	51	50.0	Sig
24	58.0	Sig	52	58.0	Sig
25	52.0	Sig	53	41.0	Sig
26	40.0	Sig	54	53.0	Sig
27	46.0	Sig	55	47.0	Sig
28	54.0	Sig	56	46.0	Sig

2.6.1.2.2 Correlation coefficient between the paragraph score and the total sum of the field:

To find the validity of the internal consistency, the Pearson correlation coefficient formula was used between the paragraph score, the total score of the domain, and for all

the sample numbers, which numbered (70) students. Table (5) shows this.

Table 5: Relationship of the degree of the paragraph with the total degree of the field:

Paragraph number	Correlation coefficient	Sig	Paragraph number	Correlation coefficient	Sig
First field			Fifth field		
1	54.0	Sig	29	58.0	Sig
2	64.0	Sig	30	49.0	Sig
3	57.0	Sig	31	64.0	Sig
4	49.0	Sig	32	48.0	Sig
5	58.0	Sig	33	41.0	Sig
6	63.0	Sig	34	52.0	Sig
7	48.0	Sig	35	55.0	Sig
Second field			Sixth field		
8	52.0	Sig	36	58.0	Sig
9	57.0	Sig	37	52.0	Sig
10	63.0	Sig	38	44.0	Sig
11	54.0	Sig	39	57.0	Sig
12	70.0	Sig	40	58.0	Sig
13	57.0	Sig	41	62.0	Sig
14	56.0	Sig	42	70.0	Sig
Third field			Seventh field		
15	55.0	Sig	43	66.0	Sig
16	60.0	Sig	44	49.0	Sig
17	63.0	Sig	45	67.0	Sig
18	63.0	Sig	46	48.0	Sig
19	62.0	Sig	47	65.0	Sig
20	62.0	Sig	48	51.0	Sig
21	62.0	Sig	49	51.0	Sig
Fourth field			Eighth field		
22	0.44	Sig	50	53.0	Sig
23	0.51	Sig	51	50.0	Sig
24	68.0	Sig	52	58.0	Sig
25	61.0	Sig	53	41.0	Sig
26	46.0	Sig	54	53.0	Sig
27	56.0	Sig	55	47.0	Sig
28	66.0	Sig	56	46.0	Sig

2.6.1.2.3 Correlation coefficient between the score of the domain and the total sum of the scale

To find the validity of the internal consistency, the Pearson correlation coefficient formula was used between the degree of the field, the total score of the scale, and for all the sample numbers, which numbered (70) students. Table (6) shows this.

Table 6: Correlation of the degree of the field with the total degree of the scale:

The total score of the scale	The field							
	1	2	3	4	5	6	7	8
R	72.0	71.0	85.0	83.0	83.0	80.0	79.0	78.0

2.7 The scientific bases of the psychological flow scale

2.7.1 Scale validity

The degree of validity is the most important factor for quality criterion for tests and standards. The apparent validity of the scale was determined by adopting the opinions of experts and specialists, and the (Ka2) square test was used as it was presented to (11) experts in the field of research to determine the validity of the paragraphs. As for the validity of the construction, it was verified by the two extreme groups, while the researcher verified the validity of the internal consistency through the relationship of the paragraph degree with the total degree of the scale using the Pearson correlation coefficient.

2.7.2 Reliability of the scale

To verify the reliability of the psychological flow scale, the researcher used the following method:

2.7.2.1 Half-segmentation method

This method relies on dividing the scale after applying it to a certain group into two equal parts and calculating the correlation between these two parts. The split-half method is one of the most widely used reliability methods, due to its economy in effort and time. The (56) paragraphs of the scale were divided into odd and even paragraphs, with which the homogeneity of the two halves of the test was verified using the (F) test and its calculated value was (0.83)., and the level of significance is less than (0.05) and it was adopted, the researcher has adopted the experimental sample forms (70) to calculate the reliability coefficient in this way. The correlation coefficient was extracted between these two halves, and it was (0.81), and this value shows the reliability of the half of the test. The (Spearman-Brown equation) was used to find the reliability coefficient of the test as a whole. The reliability coefficient of the test as a whole was (0.90), which is a good indicator of the scale's reliability.

2.7.4.2 Choosing the basketball skills for female students

Some basketball skills were selected within the methodological subject of the first stage of the students of the Faculty of Physical Education, which is (high and low thumping, chest and rebound handling, peaceful shooting), and they were determined by the researcher after consulting

with the teachers of basketball in the college. The researcher used standardized tests, which are:

- **First test:** High start of the 20m high speed boom of the dominant arm: (Zidan, Mustafa, 1997, p. 25) ^[2]
- **The second test:** the test of the skill of the low drum: (Zidan, Mustafa, 1997, p. 27) ^[3]
- **The third test:** Chest handling test with both hands: (Al-Mandalawi, Qasim & others, 1999, p. 68) ^[4]
- **The fourth test:** the test of rebound handling with both hands: (Zidan, Mustafa, 1997, p. 30) ^[5]
- **The fifth test:** the peaceful shooting test: (Al-Mandalawi, Qasim & others, 1999, p. 68) ^[4]

2.8 Pre-tests

The tests were conducted for the two research groups (experimental and control), which numbered (24) female students at ten o'clock in the morning on Wednesday (15/12/2021) on the playground of the Faculty of Physical Education and Sports Sciences at Al-Qasim Green University, after Preparing the tools and supplies for applying the tests with the auxiliary work team; The tests were applied to the study sample. In order for the pretests to be feasible and according to the correct scientific foundations, the researcher gave the sample (the experimental group and the control group) two units of definition on the skills under study, and then the researcher performed the following procedures:

1. Psychological flow scale. 2- Basketball skill tests.

2.8.1 Procedures for the homogeneity of the sample and the equivalence of the two research groups

To complete the requirements of the experimental design for tests and scale through the use of the (Levene) test, in which the value of the significance level (sig) greater than (0.05) appeared for all tests, and this indicates homogeneity among the members of the research sample.

In order for the researcher to attribute the differences to the experimental factor, the equivalence between the two research groups was conducted in the studied tests, as the appropriate statistical method was used, represented by the (t-test) test for the independent samples in which the value of the significance level (sig) was greater than (0.05) and for all tests, and this indicates the equivalence of my groups Research as shown in Table (7).

Table 7: Shows the homogeneity of the sample and the equivalence of the two research groups in the variables investigated

Tests	F value	Sig level	T value	Sig level	Sig type
Psychological flow test	0.19	0.665	0.80	0.433	Non sig
High dribbling	0.75	0.388	1.34	0.196	Non sig
Low dribbling	0.15	0.698	0.68	0.500	Non sig
Chest passing	1.15	0.296	0.97	0.343	Non sig
Bounce pass	0.07	0.784	0.64	0.526	Non sig
Layup shooting	2.07	0.167	1.39	0.185	Non sig

2.9 Formulation and implementation of educational units according to the Murder's strategy

The researcher developed the educational units of Murder's strategy for the experimental group, which included (6 components) and in accordance with the subject and sample

of the research, and distributed over (16) educational units. The application of the educational units of the Merder's strategy began on Sunday, on (19/12/2021), at an average of two educational units per week for the experimental group on (Sunday and Tuesday) of each week, with a total of (16) educational units. The period of application of the educational units of the experimental group ended on Tuesday (9/2/2022), and the units were applied by two specialists in the field of volleyball. The time taken for the educational units as a whole was (1440 minutes) and the duration of one educational unit (90 minutes) distributed among the sections of the educational unit and my agencies:

2.9.1 The Preparatory Department: The total time of the units is (320 minutes) and an average of (20 minutes) per unit. It consists of

- **Introduction:** It includes standing in one line, recording absence, and performing the beginning of the lesson. The total time of the units is (80 minutes) and an average of (5 minutes) per unit.
- **General warm-up:** It includes exercises and games in its various forms, which aim to raise basic physical capabilities. The total time of the units is (80 minutes) and an average of (5 minutes) per educational unit.
- **Special warm-up:** it includes exercises related to the educational unit subject of the lesson, that is, it is specific to all parts of the body, such as stretching the muscles and others, and its total time is (160 minutes) and an average of (10 minutes) for one educational unit.

2.9.2 The main section: its total time is (960 minutes) and an average of (60 minutes) per educational unit, and it in turn consists of

- **Theoretical (educational):** The total time of the units is (240 minutes) and an average of (15 minutes) per educational unit, and includes at the beginning a discussion of the activities they assigned to students in the previous educational unit and providing positive feedback on the responses indicating the acquisition of the previous strategy and providing Corrective feedback for responses indicating weakness in acquiring the strategy, after which the basic motor skills of the game are explained and a detailed explanation of the performance experienced by that skill. etc. And using different methods, according to the strategy used and the exercises in each educational unit, and using the various means that are appropriate for that.
- **The practical side:** the total time of the units is (720 minutes) and an average of (45 minutes) for one educational unit. It includes the application of what the students have learned in the educational aspect by using various educational exercises that serve the skill learned in that unit and by using the appropriate educational method for that strategy.
- **Final section:** Its total time is 160 minutes, at an average of 10 minutes per unit. It includes the recreational aspect that contains calming exercises for students, as well as evaluating students' performance collectively and assigning them to activities and duties for the next lecture. Table (8) shows the divisions of the educational unit, its times and percentages.

Table 8: shows the time division of the educational unit sections and percentages:

Sections of the educational unit	Lesson activity content	Time during the unit	Total time	Percentage of total time
Preparatory section	Introduction	5 min	80 min	5.56%
	General warm-up	5 min	80 min	5.56%
	Special warm-up	10 min	160 min	11.11%
Main section	educational activity	15 min	240 min	16.7%
	Applied Activity	45 min	720 min	50%
Final section		10 min	160 min	11.11%
Total		90 min	1440 min	100%

2.10 Posttests

The researcher conducted the post tests for the two research groups (experimental and control) on Wednesday (10/2/2022) under the same conditions as the tribal tests.

2.11 Statistical Means

The researcher used the statistical package (SPSS) to obtain the results of his research, the following statistical means: -Arithmetic mean. Standard deviation. Ka^2 test. Law (t) for correlated samples. Law (t) for independent samples. Simple correlation coefficient (Pearson). Levene's test.

3. Presentation, analysis and discussion of results

3.1 Presentation and analysis of the results

3.1.1 Presentation and analysis of the results of the pre and post tests for the experimental group

Table 9: shows the values of the means and standard deviations to test the skills studied for the experimental group:

Variable	Pre-test		Post-test		T value	Sig level	Sig type
	Mean	Std. Deviation	Mean	Std. Deviation			
High dribbling	2.66	0.29	7.13	0.16	4.36	0.000	Sig
Low dribbling	2.53	0.27	8.43	0.33	5.17	0.000	Sig
Chest passing	2.46	0.25	7.15	0.34	4.81	0.000	Sig
Bounce pass	2.49	0.24	6.49	0.25	4.11	0.000	Sig
Layup shooting	2.33	0.16	6.33	0.27	4.09	0.000	Sig
Psychological flow test	286.33	5.13	273.15	5.50	11.87	0.000	Sig

Table (9) shows the values of the arithmetic means and the standard deviations to test the researched skills of the experimental group. Through the assessment, we notice differences between the tribal and remote tests. To find out these differences, the researcher used a (t-test) test for the

corresponding samples. The calculated values of (t) came as follows: (4.36-5.17-4.81-4.11-4.09-11.87) at a level of significance less than (0.05), there are differences in favor of the post test.

3.1.2 Presentation and analysis of the results of the pre and post tests for the control group

Table 10: shows the values of the means and standard deviations to test the skills studied for the control group:

Variables	Pre-test		Post-test		T value	Sig level	Sig type
	Mean	Std. Deviation	Mean	Std. Deviation			
High dribbling	2.69	0.25	3.33	0.33	2.66	0.002	Sig
Low dribbling	2.38	0.22	3.35	0.28	2.33	0.001	Sig
Chest passing	2.55	0.33	3.49	0.43	2.50	0.000	Sig
Bounce pass	2.50	0.24	3.37	0.29	2.49	0.001	Sig
Layup shooting	2.67	0.16	3.66	0.41	2.63	0.002	Sig
Psychological flow test	238.10	4.75	242.81	5.99	6.27	0.000	Sig

Table (10) shows the values of the means and the standard deviations to test the researched skills of the control group. Through the assessment, we notice differences between the pre and post tests. To know these differences, the researcher

used the t-test for the corresponding samples, and the calculated values of (t) came: (2.66-2.33-2.50-2.49-2.63-6.27) at a level of significance less than (0.05), there are differences in favor of the post test.

3.1.3 Presentation and analysis of the results of the post-tests for the control and experimental groups

Table 11: shows the values of the means and standard deviations of the skills test for the two experimental and control groups

Variables	Experimental		Control		T value	Sig level	Sig type
	Mean	Std. Deviation	Mean	Std. Deviation			
High dribbling	7.13	0.16	3.33	0.33	3.68	0.000	Sig
Low dribbling	8.43	0.33	3.35	0.28	5.16	0.000	Sig
Chest passing	7.15	0.34	3.49	0.43	4.38	0.000	Sig
Bounce pass	6.49	0.25	3.37	0.29	3.10	0.000	Sig

Layup shooting	6.33	0.27	3.66	0.41	3.42	0.000	Sig
Psychological flow test	273.15	5.50	242.81	5.99	9.26	0.000	Sig

Table (11) shows the values of the arithmetic means and the standard deviations to test the researched skills for the control and experimental groups. Through the assessment, we notice differences between the post-tests. To find out these differences, the researcher used the t-test for independent samples, and the calculated (t) values came: (3.68-5.16-4.38-3.10-3.42-9.26) at a level of significance less than (0.05), so there are differences in favor of the experimental group.

4. Discussing the results

While presenting and analyzing the results of the previous tables, it was found that there are significant differences in the post-tests and for the experimental and control groups in the studied tests and in favor of the experimental group. It has clearly contributed to learning the skill performance of skills and mental visualization, and this is what (Fouad Suleiman) indicated that “the clarity of goals and their identification in behavioral images or specific performance levels, they are meaningful and effective” (Qalada, Fouad Suleiman, 2009, p. 177) ^[6]. The exercises followed according to Murder's strategy in the units were characterized by gradual learning according to the steps and stages of performance to learn the skills. This agrees with what they indicated, “For the purpose of obtaining learning, there must be attempts to practice the exercise, as the most important variable in motor learning is the motor practice and the exercise itself” (Hara, 1990, p. 88). The exercises in one educational unit were implemented according to each stage (Murder's strategy, since in the (recall) stage a set of exercises was given that help students to identify the initial stages of the game that were identified theoretically in the two stages (mood comprehension), As for the (comprehension) stage, the students perform the process of linking the exercises that were taken in the previous stage and gradual linking between each exercise and another, from the easy to the more difficult. As for the expansion stage, the teacher gives a harmonious exercise, some information about the law of the game, and some notes about the mistakes that the student may make when performing. After that, the student in the (reviewing) stage performs a set of exercises that help to stabilize the performance of the skill by repeating what was taught in the previous stages. “The adoption of modern education strategies, including one that activates the role of the learner and makes him the focus of the educational process, and thus is an educated generation that is not a recipient of information, but rather constitutes an important starting point in the formation of the educational process, as well as its acquisition of positive mental and scientific skills” (Damas, Mustafa Nimr, 2009, p. 101) ^[8]. As well as the interaction of the students with the lesson led to learning all the variables and creating excitement and enthusiasm among them and exploiting his thinking in the learning process “as a strategy is an urgent necessity when looking at and dealing with the educational system to realize the interaction and the effectiveness of its constituent elements, through this strategy, the learner can see the study topics in a comprehensive way, as it makes the learner able to scientific and positive interaction, which confirms that this type of strategies is comprehensive, and therefore the learner who

thinks about this strategy acquires multiple and varied levels of thinking” (Al Kubaisi, Abdul Wahed Hamid, 2010, p. 61) ^[9]. As for the reason for the development of the two groups in the psychological flow scale with regard to the control group, the reason for raising the level of psychological flow among students is their commitment to attendance and their perseverance at all times, and the implementation of the educational units from the teacher that were following the method used. As for the preference of the experimental group, the researcher attributes the reason for raising the level of psychological flow to the quality of the educational units, which included exercises prepared in a manner appropriate to the ages of the sample, and the level of their ability as well as to the adoption of scientific foundations in organizing this in terms of the number of units, the number of repetitions, the level of ease, and the difficulty rest times, In addition to using the principle of suspense and excitement, which had a clear impact on acquiring the development of basic skills, and then this development was a reason to raise the psychological flow. From the researcher's point of view, the Murder's strategy, whose units included several things, including giving students the opportunity to rely on themselves by making decisions, and then it was a motive in developing students and making them able to take responsibility as well as setting goals, self-evaluation, and realizing the balance between challenges and skills, with an increase in focus that requires the student to have the desire to learn and develop through a state of positive emotional feelings that lead to a positive reaction to the practiced activity, thus Jackson & March (1) sees that the psychological flow is a state in which the individual is highly integrated, leading to functional performance optimum physical and mental (Jackson, S.A., & Marsh, H.W.,1996, p. 76). As for the multi-level method, the researcher attributes the reason for this method to ensure that students perform according to their ability in the class, and then the researcher took into account individual differences through their capabilities. In addition, conditions were established to ensure that everyone performs with the minimum of duty, and this is what created the spirit of competition. Between students and constant encouragement. From this point of view, the researcher believes that this method raises the level of psychological flow, by creating a positive psychological state in which sentimental feelings flow, leading to an optimal level of excitement that players aspire to improve their performance positively. Positive arousal decreases significantly with activity that is associated with relaxation and boredom (Tellegen, A., Watson, D., & Clark, L.A. 1999, p. 36). As for the differences between the two experimental groups, there was a difference in psychological flow in favor of the first group. The researcher attributes this to the students' evaluation of their performance on their own, and this created a challenging situation for the student with himself through performance according to the ability of each student in the class, in addition to that the presence of a spirit of competition with the colleague and encouragement to work More effort was made, and as a result, this development was a reason to raise the psychological flow.

5. Conclusions and recommendations

5.1 Conclusions

- The educational curriculum prepared by the teacher showed the development of psychological flow and the learning of some basic skills for female students in basketball.
- The Merder's strategy used on the experimental group showed a clear advantage in developing psychological flow and learning some basic skills for female students in basketball.
- Merder's strategy has an active and clear role because effectiveness requires focus, attention and speed of performance.
- The stability of the educational units that were applied to the experimental research sample had a significant effect in shortening the learning time and with less effort.

5.2 Recommendations

- Using Murder's strategy (M.U.R.D.E.R) and activating it in a performance in developing psychological flow and learning some basic skills for female students in basketball.
- The necessity of providing devices and tools that help in applying the Merder's strategy while giving lectures and explaining the skill.
- It is possible to hold seminars and training lessons for teachers and discussions aimed at directing them to the need for diversification in the learning process and by using modern strategies, including Murder, and to be an accompaniment or alternative to the commanding method or followed by the teacher.
- Carrying out studies similar to this study that include other variables, then they are dealt with in this study or with other samples that were from females, and balancing their results with the results of the current research.

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