

## The Effect Of The Arm Power In Sending Volleyball Among Students Of The Third And Fourth Stage In The Department Of Physical Education, Al -Farahidi University

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### Abstract

The aims of the research to identify the impact of the force of the arm striking in sending a volleyball between the third and fourth stage students of the Department of Physical Education and Sports Sciences at Al -Farahidi University, and the researchers assumed that there is no relationship between the arm of the arm and the implementation of the transmission of strong tennis, and that the implementation of the tennis sending at the fourth stage is better than the stage The third, and I adopted the descriptive curriculum in the comparative studies method on a sample of students of the third and fourth stage, Al-Farahidi University, who continues in their official workers for the academic year (2.21-2.22), who number (20) students, chosen In the intentional way of their original community, and after identifying the research tests and applying them to the specified sample, the results were addressed with a system (SPSS) and extracts and applications were that there are no moral differences between the third and fourth sample in both the transmission skill. Attention to developing the strength element among students of the academic phase in volleyball, and the need to focus on the appropriate choice for students in allowing them to enter the Department of Physical Education, and their degrees must be taken into consideration during admission to the physical education department, and the need to focus on the most important things in volleyball material And the necessity of using aid methods during lectures to help students during scientific lectures.

**Key words:** The power of the arm in sending volleyball.

### Research problem:

The improvement of the process of improving educational curricula in an optimal way for specialized sport or the appropriate age is related to several genetic and environmental determinants, including what studies have proven from the predictive equations of the lengths and

capabilities of students as well as studies that have given results that it is possible that the codified mathematical curricula can challenge the factors of genetics and the environment and change changes The required, but not by a great extent, and from this, it is necessary to go to field studies that contribute to the enrichment of knowledge

and then contribute to the development of the educational and training process according to what the various sporting activities and activities need important physical capabilities, and among these capabilities is the power of the arm in the forgetfulness. Because of its importance in various sports movements by moving in different directions or the appropriate starts ... and others, which are included in the educational curricula in the basic stage of the lessons of the Department of Physical Education and Sports Sciences as well as taking the clear perception of maturity in this ability, and therefore it is necessary to identify the differences between the academic stages that are close to these Important physical ability, despite an overlap between them, which witnesses growth in functional devices and mental processes closely on the one hand and different on the other hand. From the repeated follow-up of the researchers for the lessons of physical education in the Department of Physical Education and Sports Science at Al-Farahidi University, they noticed weakness and lack of accuracy of giving physical and skill exercises by teachers who need proper building, especially in this stage to increase students' desire to study Physical education at the expense of developing physical, motor and skill capabilities that must be taken into account the scientific principles in giving them to other different academic stages accurately, especially the strength of the arm in the forgetfulness, as it takes into account the age of the age and gender Exercises and games that are inappropriate for some age levels, and the research took this study in order to contribute to setting curricula in physical education lessons and in vain of what takes into account these differences in the academic stages to achieve the goals of the educational, educational and training process, and to start expanding the sports base that should be built purposefully and organized; And

then enrich knowledge in this direction, as it is one of the goals of the science in scientific research.

#### **The research Aims:**

to identify the impact of the force of the arm striking in sending a volleyball between the third and fourth stage students of the Department of Physical Education and Sports Sciences at Al-Farahidi University.

#### **The research hypotheses:**

- 1- There is no relationship between the force of the arm and the implementation of the strong tennis transmission.
- 2- The implementation of the transmission of tennis at the fourth stage is better than the third stage.

#### **Study methodology:**

The researchers adopted the descriptive approach in the method of the (high-comparative) approach', which is the curriculum that tries to determine the cause or differences that exist between groups'. (Muhammad, 2009).

#### **Study Society and its sample:**

The research sample is represented by the students of the third and fourth stage, Al-Farahidi University, who are continuing in their official levels of the academic year (2021-2022), who numbered (20) students, were chosen in the mayor of their original community, and they are (10) students from the third stage, and the same number is corresponding to the stage students Fourth.

#### **Measurement Tools and Test:**

The first test (transmission) The stadium is planned as shown in the drawing

It draws a parallel line for the finish line and 5 feet.

- It draws a parallel line for the network and 12.5 feet.

- He draws two parallel lines for lines beside and 5 feet from each of them and extends from the middle line to 5 feet.
- The numbers inside the areas indicated in the previous form indicate the degree that the player gets when the ball falls from the area according to the conditions of the test  
The grades range from (1-5) degrees.
- The player stands in the transmission area, then sends and then sends the ball ten times to pass it over the network to fall in the other middle of the field in any of the areas that have been identified.
  - The player uses a strong forgetfulness of stability.
- The arbitrator stands on a high seat along the network and 5 feet.

Calculate grades.

- The grades are calculated each attempt according to the degree of the area where the ball falls.
- If the ball falls on any of the lines of the regions indicated in the form, it is calculated for the higher class player, the surrounding area in which the line is shared by the ball.
- Any legal error in the transmission is calculated by the attempt from the player's

balance and does not give any degree even if the ball crosses the network and fell in any of the specified areas.

- The player stands behind the line and takes the status of the corpse, then takes a medical ball weighing 3 kg and throwing it from above the head to the farthest point. The body has the right to follow the ball to fall forward, provided that it does not exceed the flag, the indicator line.

The second test: the explosive capacity (throwing a medical ball (3) kg as far as possible. (Muhammad, 1996)

The third test: the power of the fist (dynamometer): from the standing position, the player holds the device, the hand is slightly installed, pressed with the maximum strength and records its highest measurement. (Muhammad, 1997)

The tests were conducted on the research sample of (20) students from (15-1-2022 to 30-1-2022), and after completion the results were addressed with a SPSS system for calculating the computational medium and standard deviation, and the (T) test for the samples is Interconnection.

### Results and discussion:

The tests	Grope	n	Mean	±SD	t	S
sending volleyball	The third stage	10	0.62	3.36	0.15	N.S
	The fourth stage	10	0.86	3.31		
Fist Fours	The third stage	10	6.42	27.7	0.79	N.S
	The fourth stage	10	7.61	30.2		
the arm power	The third stage	10	1.54	6.05	0.24	N.S
	The fourth stage	10	0.93	6.18		

**Table 2:** Results of the study groups of the indication to the differences between the results of the three research measurements

**n = (20), Significance Level= 0.05; t-test value is significant at P-value ≤ 0.05 df. (N-2)**

Statistical treatments for comparison between the students of the third stage and the fourth stage show, as it is clear that moral differences appear in both the transmission, the strength of the fist and the ability. The same teacher has the same teacher, as well as a freshness of their approach to their ages and levels that they did not receive distinguished external training and that they live in the same conditions as it did not appear moral differences in the measurements. The preceding is under study, we note that the fourth stage was not their choice at the required level, which made their level similar to the third stage in addition to what he received in the third stage, adding to that what he received in the third stage did not rise to them to the required level. The best and that they must outperform the third stage and the reason is due to the choice.

#### **Conclusions and Implications:**

1. There are no moral differences between the third and fourth sample in both the transmission skill.
2. Attention to developing the strength element among students of the academic phase in volleyball.
3. The need to focus on the appropriate choice for students in allowing them to enter the Department of Physical Education.
4. Their degrees must be taken into consideration during admission to the physical education department.
5. The need to focus on the most important things in volleyball material.
6. The necessity of using aid methods during lectures to help students during scientific lectures.

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