

The Impact of Teaching with cooperative learning method on First Year Secondary School Pupils' Performance with their Different Achievement Levels Concerning Volleyball Activity.

أثر التدريس بأسلوب التعلم التعاوني على مستوى أداء تلاميذ السنة الأولى ثانوي بمختلف مستوياتهم التحصيلية في نشاط الكرة الطائرة .

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Abstract : The objective of this study was to identify the impact of cooperative learning on the level of performance of students in the first year of secondary education at various ability levels (high, medium, low) of volleyball. The researcher used the pre-post test approach on a sample of 24 randomly selected students from the first year of As'ad Bu'ali High School in Bordj Bou Arreridj. The researcher divided the pupils into 4 cooperative groups by 6 pupils in each heterogeneous cooperative group. High level, middle level students and low level students . The group has completed an 8-week volunteer cooperative learning program at one session per week. The researcher used an observation grid to measure the level of student achievement. The researcher concluded that the cooperative approach has a positive impact on student performance regardless of their level of mastery. The researcher recommended to organize advanced courses on cooperative learning techniques for physical education teachers to improve the level of performance within schools.

Keywords: cooperative learning/ students in the first year of secondary education/ ability levels/ volleyball/ level of performance

الملخص : هدفت هذه الدراسة الى التعرف على أثر التدريس بأسلوب التعلم التعاوني على مستوى أداء تلاميذ السنة الاولى ثانوي بمختلف مستوياتهم التحصيلية (مرتفع ، متوسط ، منخفض) في نشاط الكرة الطائرة ، وقد استخدم الباحث المنهج التجريبي للمجموعة الواحدة ، بحيث ضمت هذه المجموعة 24 تلميذا من ثانوية أسعيد بوعلي ولاية برج بو عرييج ، حيث قام الباحث بتقسيم التلاميذ الى 4 مجموعات تعاونية بواقع 6 تلاميذ في كل مجموعة تعاونية غير متجانسة المستوى أي أن كل مجموعة تعاونية مكونة من تلاميذ ذوو مستوى عالي وتلاميذ متوسطي المستوى وتلاميذ منخفضي المستوى ، وقد استغرق تطبيق البرنامج التعليمي بأسلوب التعلم التعاوني 8 أسابيع بواقع حصّة واحدة كل أسبوع ، وقد اعتمد الباحث على شبكة الملاحظة لقياس مستوى أداء التلاميذ في نشاط الكرة الطائرة في القياسين القبلي و كذلك البعدي، ومن أهم النتائج المتوصل إليها ان لأسلوب التعلم التعاوني أثر ايجابي في تحسين مستوى أداء جميع تلاميذ عينة الدراسة بمختلف مستوياتهم التحصيلية ، وقد أوصى الباحث بضرورة استخدام أسلوب التعلم التعاوني في تدريس الانشطة الرياضية المختلفة و نشاط الكرة الطائرة خاصة .

- **الكلمات المفتاحية :** التعلم التعاوني /مستوى الاداء/ السنة الاولى ثانوي / الكرة الطائرة / المستويات التحصيلية.

- Theoretical chapter:

1- Introduction and problematic of the study: Physical and sports education is an essential part of the educational system, which represents an important part of the general education. It aims at preparing the students physically, psychologically, mentally and socially in a perfect balance. It is also considered as one of the best educational programs that is most capable of achieving societal goals. These goals are achieved in the Middle school at different levels depending on the available opportunities and scenarios in the lessons of physical education, and from which the students can learn skills and behaviours necessary to their success in academia and life outside the school. Observation of modern teaching trends denotes a fast shift in recent years towards approaches that are centered on the learner. The learner plays an active

role in the educational process through interaction with the teacher, the peers and the teaching materials. Therefore it is necessary to encourage students to investigate, to raise questions and to play an active role in solving problems. The students will then apply what they have learned in new and realistic educational situations. (Ihsan 2009, p. 16). Lamia Hassan Diwan 2007 points out that a successful learning method leads to the intended goal, in the shortest possible time, with the least effort from the teacher and the learner. it also stimulates students' interest and inclination, motivates them to work positively, encourages them to actively participates in the lesson, stimulates free thinking and independent judgment. Furthermore, it encourages collaborative and collective work, while keeping them away from indoctrination and diction. (Lamia 2007, p. 304) In the same context, Al Hila 2001 adds that one of the most prominent activities and events that makes students the focus of the learning process is the use of cooperative learning methods. This is achieved by arranging students in groups and by assigning them work or activities to be carried out in cooperative communities. (Al Hila 2001, p. 144). Cooperative learning is a form of social interaction that makes students productive members of their communities. When students work together to perform educational tasks rather than compete, this reduces their hostility and creates positive cooperative attitudes. (Salim 2006, p. 30). Al-Sayeh defines cooperative learning as: a teaching model in which pupils perform learned skills with each other while sharing in understanding, dialogue and information related to learned skills. They also help each other in the learning process. This allows them to develop positive personal and social competencies (Sayeh 2001, p. 118). Cooperative learning has emerged as an approach that increases learning effectiveness. Studies in this area have unanimously emphasized the importance of collaborative learning not in

increased knowledge but in other aspects such as achievements and increased harmony as well as growth of social and personal relations. (mohamed cherif 2015, p. 66) .In this context, Ashley and Goodyear (2015) analyzed 27 studies on the use of cooperative learning in physical and sports education and its impact on the development of motor, mental, social and psychological aspects in students. The authors stressed the effective role of this method in improving the motor, cognitive and social aspects, in addition to the presence of indicators of the positive impact on the development of the psychological aspects as well. (Ashley & Goodyear 2015 p 56). Shahin 2006 shows that collaborative learning is based on organizing students into small groups with a common goal to achieve. Learning is done aloud and students of unequal abilities can supervise the activity and learn at the same time. This improves the overall performance, and improves the social skills among students such as cooperation, participation and respect for others' opinions, which creates a better atmosphere of competition and creativity for all. (Sadeq and Ghada 2011 p 11). The aforementioned aspects demonstrate the effectiveness of cooperative learning in the development of motor, psychological and social skills of learners. However, the nature of this approach, that the success is achieved collectively, may lead to dependence by some students in the cooperative group. Also, students with better abilities are busy helping their classmates learn which might negatively affect their own learning. This is what the researchers in this paper will try to investigate by answering the general question that follows: **Does the use of cooperative learning method in teaching volleyball activity have a positive impact on the level of performance of the first secondary school students for all ability levels?**

Partial questions:

1. Are there any statistically significant differences in the use of cooperative learning method in the performance of students with high ability level in volleyball activity?
2. Are there any statistically significant differences in the use of cooperative learning method in the performance of students with average ability level in volleyball activity?
3. Are there any statistically significant differences in the use of cooperative learning method in the performance of students with low ability level in volleyball activity?

The general hypothesis:

The use of cooperative learning method in teaching volleyball activity have a positive impact on the level of performance of the first secondary school students for all ability levels.

The partial hypotheses:

1. There exist statistically significant differences in the use of cooperative learning method in the performance of students with high ability level in volleyball activity in favor of the post test.
2. There exist statistically significant differences in the use of cooperative learning method in the performance of students with average ability level in volleyball activity in favor of the post test.
3. There exist statistically significant differences in the use of cooperative learning method in the performance of students with low ability level in volleyball activity in favor of the post test.

Objectives of the study:

1. To know the impact of the use of cooperative learning method in teaching volleyball on the performance level of high level students.
2. To know the impact of the use of cooperative learning method in teaching volleyball on the performance level of average level students.
3. To know the impact of the use of cooperative learning method in teaching volleyball on the performance level of low level students.

Importance of the study:

This study deals with one of the modern teaching methods which is cooperative learning. This approach is in line with the modern teaching process that makes the student the center of the learning process. The importance of this studies lies in the fact it may benefit physical education professor by giving them a better understanding of how to use cooperative learning in real learning situation. We also believe that this study will contribute to the development and modernization of physical education in order to reach and achieve the desired objectives of the discipline. Furthermore, the study may benefit other researchers in the study of cooperative learning in sports activities and other subjects.

2- The significant terminology of the research:

Cooperative learning approach: Mansi defined it as: "A teaching strategy in which small groups with different levels of abilities are used. Each group engages in collaborative learning activities that improve the performance of some required skills. Also, Everyone in the group should learn and help their colleagues to do the same" (Mansi, 2003, p. 183).

It is procedurally defined as the method used by the teacher to teach volleyball and in which students are divided into heterogeneous groups based on their abilities level. The members of each group learn from each other collaboratively

with the help of a professor who serves as a supervisor and performance monitor.

Performance level: It is defined as "the apparent form of motor learning and since motor learning is an intangible internal process, motor performance is the apparent consequence of that change." (Yarub Khyun, 2002, p. 18).

It is Procedurally defined as the correct and organized response that distinguishes the student's behavior and is the result of learning and practicing the volleyball activity, which is measured through a specific observation grid.

Volleyball activity: Known as "a sport played between two teams on a stadium divided by a network, the goal of the game is to send the ball over the net in order to drop it on the opponent's court and prevent the same attempt by the opponent. Each team is allowed three touches to return the ball." (2012 International Volleyball Federation, without a page).

It is procedurally defined as one of the collective activities included in secondary education curriculum. It consists of two teams of six players each playing in a field of 9 m by 18 m separated by a net, where each team tries to drop the ball in the opponents' court or force them to make a mistake as defined by the activity regulations.

First year secondary school student: is a pupil who is studying in the first year of secondary school and who is going through the middle stage of adolescence. It is known as "the stage starting from 14 to 17 years of age in which a teenager feels physical maturity and relative autonomy. This is also a period of professional and academic orientation where special abilities begin to emerge clearly"(Abdul Rahman and Saeed 2007, p. 55).

It is procedurally defined as a student attending the first grade of secondary school at Assaid Bouali high school in Bordj Bou Arreridj and whose age is between 14 and 16 years.

High level students: are students who earn a score of 20 to 30 in the performance level test in volleyball activity.

Average level students: are students who earn a score of 10 to 19 in the performance level test in volleyball activity.

low level students: are students who earn a score of 0 to 9 in the performance level test in volleyball activity.

3- The art condition and similar studies :

First study (Magda Hamid Kambash 2013): The aim of this research was to investigate the effect of using a computer interactive program in a cooperative learning setup on the acquisition and rate of learning of basketball offensive skills for three distinct groups. The researcher used an experimental method on a sample of 60 students divided into three groups of 20 students. The first group used an interactive learning method, the second group used both interactive and cooperative learning methods whereas the third group used the cooperative learning method alone. This study concluded that the division of individuals into groups and then work collaboratively in an interactive program led to the knowledge of the precise details of the motor duty, i.e. the skill learned.

Second study (Hussein Ali Mohsen et al. 2013): The aim of this study was to know the impact of the cooperative learning strategy on teaching some basic skills in football for student attending middle school. The researcher used an experimental method on a sample of 30 students from second year middle school divided into two groups of 15 students. The main finding of this study was that cooperative learning contributed effectively to the improvement of the

skills and knowledge of the sample. The main recommendation of the authors is to adopt a learning method that encourages active participation of students in the educational process and the exercise of leadership roles to enhance self-confidence.

Third study (Zeina Abdul Jabbar 2013): The aim of this study was to evaluate the effect of the cooperative method on learning the overhead pass in volleyball. The researcher used an experimental method on a sample of 12 female students from second year middle school. The sample was chosen randomly and a curriculum was prepared to teach the material according to the cooperative method. The study was done over 6 teaching units and for two weeks. Using statistical tools, the researcher concluded that cooperative learning has a positive effect on learning the skill of overhead pass for second year middle school students.

The practical chapter :

1- Followed Methodologies :

Exploratory Study:

In order to ensure the proper conduct of any field research, the researcher should carry out an exploratory study to determine the suitability of the research procedures for the field of study. It is also important to ensure the validity of the study tools and to identify the difficulties that the researcher may encounter in the field experiment. One of the main objectives of this exploratory study is to identify the problems and constraints that may face the researcher during the application of the educational program using a cooperative learning method and to find the appropriate solutions. Another objective is to ensure that the location of study is suitable for implementing an educational program that uses a cooperative learning style.

The methodology of study: The researcher used an experimental method as it is the most suitable given the nature of the study. Pre and post measurements were performed on the study sample.

Population and study sample:

The population: The study population is identified as the first year secondary students at the Said Bouali secondary school in the wilaya of Bordj Bou Arreridj.

The sample: The researcher selected randomly one group . The size of the group was 24 students distributed in 4 cooperative groups of 6 students each.

The study tools:

1.The observation grid: The researcher designed an observation grid to measure the level of performance of students in volleyball activity before and after the application of the cooperative learning program.

To build the grid, the researcher relied on a set of sources and academic references, which are : The official physical education curriculum, the studies of Ben Berno (Ben Brno Osman 2007) and Mohammed Tawfiq Hassan (Mohammed Tawfiq Hassan 2014), in addition to multiple consultations with experts in Volleyball and qualified colleagues.

Scientific conditions of the study tools:

Validity of the observation grid: To insure its validity, the researcher presented an initial draft of the observation grid to a panel of specialized arbitrators from the faculty members of the Institute of Science and techniques of physical and sports activities. The panel made some recommendations regarding: the distinctions in students levels, adjustments to method used to test the basic skills, and adjustments to the scores associated with each level. These recommendations were all integrated in the final version of the observation grid.

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Stability of the observation grid: To calculate the stability of the observation grid, the researcher agreed with the assistant team on how to observe and how to record the data. This process was done through a survey study on a group of 20 students from the research population. Using Cooper's equation:

$$\text{Agreement rate} = \frac{\text{number of agreements}}{\text{number of agreements} + \text{number of disagreements}} \times 100$$

the researcher obtained the results shown in table (1).

Table (1) shows the degree of agreement between the researcher and the observers for each studied skill

Skill	Instructor	Number of agreements	Number of disagreements	Agreement rate	Average
Set	First	15	5	75%	77.5%
	Second	16	4	80%	
Service reception	First	15	5	75%	75%
	Second	15	5	75%	
Attack	First	16	4	80%	85%
	Second	18	2	90%	
Block	First	17	3	80%	77.5%
	Second	15	5	75%	
Overhead service	First	17	3	85%	85%
	Second	17	3	85%	
Whole grid					80%

From the table above, it can be seen that the agreement between the researcher and the observers averages 80%. This is considered high and confirms the stability of the grid and its applicability in the main experiment.

2. The cooperative learning program : The researcher developed the aspects of the learning method for volleyball based on the curriculum of the first year secondary school. The activities and requirements of the cooperative learning method were introduced in all parts and sections of the lessons. The program consisted of (8) instruction units of 60 minutes each distributed over (8) weeks (1 unit per week). The researcher presented the educational program in its initial form to a group of experienced specialists for discussion and validation.

Field application procedures of the study tools:

1. The pre tests: Measurement of the performance levels: The researcher measured the performance level of the students of the study sample, during the academic time allocated to physical education, and this was done in the sports hall of Asaid Bouali high school (Bordj Bou Arreridj), with the help of an auxiliary team of two teachers of physical education and a group of other students outside the study sample. The obtained results are shown in the table below

Table (2) shows the intervals corresponding to the ability levels and the number of students in each level

Levels	Levels definition	Number of students
High level	From 20 to 30	6
Average level	From 10 to 19	14
Low level	From 0 to 9	4

Based on the results, the researcher formed (4) cooperative groups of (6) students each within each of the three main study groups. Each cooperative group is heterogeneous, which means that it contains high, average and low levels students.

2. Application of the cooperative learning program:

The researcher implemented and supervised the cooperative educational program by taking account the following aspects:

- Remind students of the rules of cooperative work so that each student in the group does the work assigned to him and does not depend on peers
- The exchange of ideas and information among the students of the cooperative group
- The commitment of each student to the group to which he or she belongs
- The students work together to solve any problem or disagreement they might face
- The students are responsible for their own and their peers' learning
- Exchange of roles between students of each cooperative group

3. The post test: The researcher conducted the post-test immediately after the implementation of the educational program.

The statistical methods: The researcher processed the data statistically using the ready statistical package (SPSS V19). The following laws were used: arithmetic mean, standard deviation, the t.test for independent samples and Cooper's equation

2- Exposure , analyses and result exam :

The first hypothesis:

The first hypothesis claims that there exist statistically significant differences in the use of cooperative learning method in the performance of students with high ability level in volleyball activity in favor of the post test

Table (3) shows the significance of the differences between the pre and post tests for the first hypothesis.

groups	Pre Test		Post Test		T value	Degrees of freedom	Statistical significance	Conclusion
	mean	std dev	mean	std dev				
Level of performance	20.8	1.6	27.6	0.81	10.4	5	0.000	In favor of post test

Each value in the field Statistical Significance that is below (0.05) means that the difference is significant.

The results above show that there is a statistically significant difference in favor of the post test for the high level students. In fact the (t) equals (10.4) for a degree of freedom equals to (5) and a significance of (0.00).

The researcher attributes this to the fact that the cooperative learning method allows the high level student to play the role of the teacher as he or she explains to his colleagues in the group. This has a positive impact on the student's own learning. To explain a concept a student has to build a clear depiction in his mind of the movement to be implemented. This cognitive process leads to a deeper understanding of the various aspects of the task or the movement to be learned. Essayeh confirms this by pointing out: "The process of acting as a teacher is an opportunity for the student to think about the assignment and how to deal with it with greater understanding, which facilitates scientific learning." (Essayeh 2003, p. 161). Also Fatima Matar adds that: "The benefit to the student is greater he or she explains and clarifies to colleagues and this comes from the need to cognitively organize the information". Thus fulfilling the first partial hypothesis.

The Second hypothesis:

The second hypothesis claims that there exist statistically significant differences in the use of cooperative learning method in the performance of students with average ability level in volleyball activity in favor of the post test

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Table (4) shows the significance of the differences between the pre and post tests for the second hypothesis.

groups	Pre Test		Post Test		T value	Degrees of freedom	Statistical significance	Conclusion
	mean	std dev	mean	std dev				
Level of performance	15.5	2.59	21	3.02	13.0	13	0.000	In favor of post test

Each value in the field Statistical Significance that is below (0.05) means that the difference is significant.

The results above show that there is a statistically significant difference in favor of the post test for the average level students. In fact the (t) equals (13.0) for a degree of freedom equals to (13) and a significance of (0.00).

The researcher attributes this to the fact that the listening and discussion of middle-level with their colleagues within the cooperative group, have helped them to better understand the assignment. In fact, Yassin Omar et. al emphasize that: "A student who listens to colleagues and discusses the assignment will better understand the duty" (Yassine et al. 2009, p. 59). Essayeh agrees with this statement as he mentions that: "Students do not understand unless they are cognitively involved in learning the skill" (Sayeh 2003, p. 163). Thus fulfilling the second partial hypothesis.

The third hypothesis:

The third hypothesis claims that there exist statistically significant differences in the use of cooperative learning method in the performance of students with low ability level in volleyball activity in favor of the post test

Table (5) shows the significance of the differences between the pre and post tests for the third hypothesis.

groups	Pre Test		Post Test		T value	Degrees of freedom	Statistical significance	Conclusion
	mean	std	mean	std				
Level of performance	8.0	2.44	14.2	2.87	8.33	3	0.000	In favor of post test

Each value in the field Statistical Significance that is below (0.05) means that the difference is significant.

The results above show that there is a statistically significant difference in favor of the post test for the low level students. In fact the (t) equals (8.33) for a degree of freedom equals to (3) and a significance of (0.00).

The researcher attributes this to the fact that low level students received help from their peers in a context that reduces anxiety. In fact, low level students are less embarrassed when they ask for clarifications or help from their colleagues. This is consistent with what Fatima Matar indicated: "A student who watches and listens to a classmate understands the lesson better. He or she can ask a classmate about some points that embarrassment or time constraints might prevent him or her from asking the teacher about."

(Fatima Matar 1992, p. 203). Also, putting students in groups and giving them enough time to learn provided the low level students with the opportunity to have more control over the accuracy and concentration when performing the assignment, especially under the watch of colleagues and the group leader. This view is confirmed by Safaa et al: "Training on the accuracy of a motor exercise requires the learner to make several attempts with a relatively slow rate at first" (Safa et al. 2011, p. 48). Thus achieving the third partial hypothesis.

3- Conclusions and recommendations:

Conclusions:

.Cooperative learning method improves the ability of high level students in playing volleyball.

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.Cooperative learning method improves the ability of average level students in playing volleyball.

.Cooperative learning method improves the ability of low level students in playing volleyball.

Recommendations:

.Organize training stages for physical education teachers on the topic of cooperative learning and its impact on performance improvement.

.Train the physical education students on the use the latest pedagogical methods and tools to better prepare them for after graduation.

.Conduct studies on the use of cooperative learning in other sports activities and age groups as well.

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