

The Effect of using Blended Learning in Situation-Embarrassment and Hand Stand Skill in Parallel Bar for Men

Amen Ata Hassan¹, Zainab Abdulhy Al Barzangi²

¹College of Physical Education and Sports Science, Wasit University, Iraq, ²School of Physical Education, Koya University, Koysinjaq, Iraq

ABSTRACT

This study includes an introduction, problem, objectives, hypotheses, scopes and field procedures of the study. The researchers used the empirical method as it is appropriate to the problem. Population of the study is represented in students of the third stage of gymnastics lesson for men in Faculty of Physical Education, Wasit University. The sample was divided into two groups (empirical and control groups). The learning-embarrassment scale was also used as a test of the sample with skill performance of hand stand skill in men's parallel bar. Statistical means were used in data treatment using Statistical Package for the Social Sciences (SPSS). Results were presented and discussed using a discreet scientific method. The researchers concluded that: There were significant results in pre- and post- tests for the empirical group in situation-embarrassment and skill performance of hand stand skill in men's parallel bar, there were significant results in pre- and post- tests for the control group in situation-embarrassment and skill performance of hand stand skill in men's parallel bar and there were significant results in post- tests for the empirical and control groups in situation-embarrassment and skill performance of hand stand skill in men's parallel bar.

Keywords: Situation-embarrassment, blended learning, men's gymnastics

INTRODUCTION

Progress in all sport fields was made through studies, research, teaching and learning, which is one of the areas of physical education as it plays an important role in learning and the development of individual sportsmen. In addition, its involved people deliver information to learners by different teaching and educational methods. The researchers are trying to find the best methods of teaching to communicate information to

the learner, so the teacher resorted to use new methods in teaching with a style other than usual style to provide information to students and make them access a high degree of performance. These methods transform the role of the students from being receivers of information to the role of mentors to give responsibility to students during performance application, and these methods. Among these methods, there is the blended learning style, which is one of the relatively modern teaching strategies, focusing on improving the quality of learning of students and allowing the interaction between a student and his colleagues, leading to effective positive participation from his side. Thus, a student turns from a mere recipient into an effective and associate member in blended learning groups. It is also a system that integrates between the way ordinary method and e-learning online to direct and assist the learner through each stage of learning, as one of the modern portals

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Address for correspondence:

Zainab Abdulhy Al Barzangi, School of Physical Education, Koya University, Koysinjaq, Iraq.
E-mail: zainab.abidali@koyauniversity.org

based on using educational technology in designing new educational situations. Through performance applications within the lesson, learning-embarrassment happens. It is defined as “an emotional state in which a student feels disorders of thinking, performance, hesitation and shyness in the presence of others, which inevitably will affect performance” (14: 1). It is also defined as “a blended system designed to help the learner through each stage of learning, and is based on a combination of traditional education and e-learning’s different forms of inside classroom”.

Among conditions of blended learning: (good planning to employ e-learning technology in blended learning environment, determine the function of each means in the program, how to use it by teachers and learners carefully and ensure the skills of teachers and learners in using e-learning technology involved in the blended learning environment, ensure availability of devices, references and various sources used in the blended learning environment, whether for learners or educational institution in order not to represent a constraint for learning, starting the program with a general session bringing together teachers and learners face to face to explain the program’s objective, how to implement its plan, the strategies used in it, the role of each of them in learning events, work on the presence of teachers in a timely manner to respond well to inquiries of learners, either online or in face-to-face lessons) (56: 2).

Among the advantages of blended learning: (dramatically reducing learning costs compared to e-learning alone and providing face-to-face communication; which increases interaction between the student and instructor, students and each other, and students with content and promoting human aspects and social relations among the learners themselves and between teachers, sufficient flexibility to meet all individual needs and learning styles of learners depending on levels, ages and times, taking advantage of technological advances in the design, implementation and use) (99: 4).

Gymnastics apparatus is one of the practical lessons in Faculties of Physical Education with multiple skills and moves and requires good and high skill level, so it depends on the student’s effort. It is necessary to use different and new teaching methods through lesson in learning to provide students with information concerning the given skills, especially hard ones as they require high accuracy in implementation and practice in order to reach optimal performance. Here, the

significance of the study is clear in: Determining the effect of using blended learning method in situation-embarrassment and learning hand stand skill in men’s parallel bar due to various physical characteristics of students in order to develop skill levels in gymnastics.

PROCEDURES OF THE STUDY

The researchers used the empirical method as it is appropriate to nature of the study problem.

Population & Sample of the Study

The population of the study consists of students of the third stage of gymnastics lesson for men in Faculty of Physical Education, Waset University for the academic year 2014–2015 (40 students). The sample of the study consists of (10) students participating in the main trial divided into two groups (empirical and control groups) and 5 students in each group in addition to another 5 students who participated in the exploratory trial and others were eliminated for non-compliance to attend the research plan.

Tools and Devices used in the Study

- Arabic and foreign references.
- Parallel bar device with different heights for men.
- Ground mat.
- 2 stop watches.
- Data Show device.
- HP laptop.
- Sony video camera.
- 5 CDs.
- 2 video tapes.

Field Procedures of the Study

The used methods

The researchers used blended learning method to determine the type of effects achieved for students such as cooperative work and responsibility compared with the adopted method of the faculty. In addition, it is selected as a kind of usage of different methods in men’s gymnastics.

Embarrassment-situation scale

The researchers used situation-embarrassment scale created by (Ban Adnan Mohamed used in physical education with high validity and reliability. The scale consists of (42) paragraphs (Annex 1). In order to appropriation with problem of the study, the researchers

presented it to a group of experts and specialists in sport psychology.

The used skill in the study

After reviewing items of courses of gymnastics lesson in Faculty of Physical Education for men, Waset University, the hand stand skill in men's parallel bar was selected. This is the hardest skill in the faculty's course after consulting the group of gymnastics experts and specialists.

Empirical design of the study

The researchers used empirical design of equal groups with pre- and post-tests as shown in Table 1.

Exploratory trial

The exploratory trial was performed on (01/03/2014) for variables of the study on (5) students outside the sample of the study in order to determine:

- Validity of the academic course using the blended method in application.
- Difficulties and obstacles faced by the researchers during application of the method.
- Ensuring efficiency of the assistant team.
- Ensuring validity of devices and tools used in the study.
- How the extent accepts the selected procedures of the study.

Pre-Tests

Pre-tests were conducted for all groups of the study (measuring situation-embarrassment and skill performance of hand stand skill in men's parallel bar) on 03/03/2014 in the gymnastics hall at the Faculty of Physical Education, Waset University with the help of the assistant working team.

The prepared educational course

The researchers prepared the educational course aiming at learning hand stand skill at men's parallel bar for students of Physical Education depending on discrete scientific resources and references. The educational course includes (8) educational units for (4) weeks (2 units a week). The period of each unit is (90) minutes

divided into three parts (preparatory part, main part and final part). There was similar teaching in groups of the study in preparatory and final parts of the lesson, while the difference in teaching in empirical group was only in the main part in addition to the use of a set of physical exercises to develop learning the skill as follows:

- The Empirical Groups: A certain course of blended learning after reviewing discrete scientific sources and presenting on a group of experts and specialists in the field to be approved:
 - (i) Teaching the empirical group using blended learning.
 - (ii) The researchers explained the skill in a good and clear way to students.
 - (iii) The researchers presented the skill in pictures and video clips using the data show to help explain steps of learning the skill for students.
 - (iv) After explaining the skill, presenting pictures and videos of the skill, it was applied by students.
- The Control Group
 - (i) The control group was taught using the adopted learning method of the faculty by subject teachers.
- Note: Items of the educational course were applied on 04-06/03/2014 and for the rest of weeks (on Tuesday and Thursday of each week).

Post-Tests

Post-tests were conducted for groups of the study on 31/03/2014 with the same conditions and settings of pre-tests.

Performance evaluation

In order to evaluate the performance of students, the researchers videotaped the skill pre- and post-tests and evaluation was made by specialists in men's gymnastics through a special form for performance evaluation noting that the score is only (5) as it is only a skill.

Statistical means

Statistical means were used in data treatment using Statistical Package for the Social Sciences (SPSS).

Table 1: Empirical design of the study

Groups	Pre-test	The used method	Post-test
Empirical group	Test of learning research skill and embarrassment-situation measurement	Blended learning method	Test of learning research skill and embarrassment-situation measurement
Control group	Test of learning research skill and embarrassment-situation measurement	The faculty's adopted method	Test of learning research skill and embarrassment-situation measurement

- Note: Arbitrators:
 - (i) Prof. Dr. Ahmed Tawfik – Salah El Din University – Apparatus Gymnastics.
 - (ii) Prof. Dr. Abduljabbar Abdulrazek – Al Mawsel University – Apparatus Gymnastics.
 - (iii) Dr. Rah Roz Rostum – Sport Institute at Koya City – Apparatus Gymnastics.

PRESENTING & DISCUSSING RESULTS

Table 2 shows the variables of the study (situation-embarrassment and skill performance of hand stand skill in men's parallel bar) with statistically significant differences at level (0.05) and freedom degree (4) in favor of post-measurements and tests of the empirical group.

The researchers attribute the reason for significant differences in these tests for the empirical group to the fact that the course they prepare has contributed to make great changes in the level of students' performance and their commitment to implement items if the adopted course with their insistence on continuing to learn the skill through selected exercises. In addition, blended learning produces a stronger

societal sense for students when compared with students who receive traditional learning which leads to increase performance speed in tasks. Here, we can notice that adopting modern techniques in teaching and learning to contribute effectively to the education process's success.

Table 3 shows that variables of the study (situation-embarrassment and skill performance of hand stand skill in men's parallel bar) with statistically significant differences at level (0.05) and freedom degree (4) in favor of post-measurements and tests of the control group.

The researchers attribute the reason for significant differences in these tests for the to the adopted traditional method in the faculty and it also contributed to positive changes but not at the needed level compared with blended method and as the original sample is for students and the skill is learned as being within items of the course.

Table 4 shows that variables of the study (situation-embarrassment and skill performance of hand stand skill in men's parallel bar) with statistically significant

Table 2: Values of arithmetic means, standard deviations sds (pre- and post-tests) for the empirical group in situation-embarrassment and skill performance of hand stand skill in men's parallel bar

Variables	Pre-tests		Post-tests		Counted (T)	Tabulated (T)	Significance
	Mean -	SD ±	Mean -	SD ±			
Situation-Embarrassment	134.8	5.19	187.4	4.22	14.45	2.133	Significant
Skill performance	1.56	0.59	3.87	4.0	8.61		Significant

Freedom degree (4) under significance level (0.05)

Table 3: Values of arithmetic means, standard deviations sds (pre- and post-tests) for the control group in situation-embarrassment and skill performance of hand stand skill in men's parallel bar

Variables	Pre-tests		Post-tests		Counted (T)	Tabulated (T)	Significance
	Mean -	SD ±	Mean -	SD ±			
Situation-Embarrassment	1163	8.23	120.6	5.2	2.69	2.133	Significant
Skill performance	2	0.63	1.75	0.61	2.703		Significant

Freedom degree (4) under significance level (0.05)

Table 4: Counted and tabulated (T) values for pre- and post- tests and with empirical and control groups in situation-embarrassment and skill performance of hand stand skill in men's parallel bar (or) Values of arithmetic means, standard deviations sds (pre- and post-tests) for the control group in situation-embarrassment and skill performance of hand stand skill in men's parallel bar

Variables	Counted (T)	Tabulated (T)	Significance
Situation-Embarrassment	5.729	2.133	Significant
Skill performance	20		Significant

Freedom degree (4) under significance level (0.05)

differences at level (0.05) and freedom degree (4) in favor of post-measurements and tests of the control and empirical groups.

The researchers attribute the reason for significant differences is that the educational course was selected in a mastering method and as new among the used methods. This contributed to great developments in skill performance and ending the state of embarrassment for students during their performance of the most difficult motor skills and in front of their colleagues.

In addition, blended learning seeks to make interactive learning not prompt one (220:6). Embarrassment is subject to the (feature-state) perspective. This means that embarrassment is considered a feature through the individual's preparation towards embarrassment and a case of embarrassing social situation. However, the trend towards considering embarrassment as an emotional state happens in specific situations and ends by the end of situations, not just a prejudice towards a theoretical trend without justification. There is an indication to situation-embarrassment and continuous embarrassment. In fact, most individuals are exposed – in a certain stage or another in their lives or certain conditions – to feel embarrassed, while there is a less percentage who suffers from embarrassment continuously, so it may seem possible that embarrassment sometimes be a feature for some individuals and a state conditioned by certain social situations for other people (48:7).

CONCLUSIONS

1. There were significant results in pre- and post- tests for the empirical group in situation-embarrassment and skill performance of hand stand skill in men's parallel bar.
2. There were significant results in pre- and post- tests for the control group in situation-embarrassment and skill performance of hand stand skill in men's parallel bar.
3. There were significant results in post- tests for the empirical and control groups in situation-embarrassment and skill performance of hand stand skill in men's parallel bar.

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ANNEXES

Annexes image



Picture of the hand stand skill

Annexes Tables

Annex 1: Situation-Embarrassment scale

Serial Paragraphs	Exactly matching	Greatly matching	Quite matching	Does not quite match	Does not match at all	Remarks
Score	5	4	3	2	1	
1. I have the ability to control my performance well during the educational unit						
2. I have a high desire to the gymnastic lesson make me my best performance during the module						
3. I can control my emotions during performance of the difficult basic skill						
4. I face difficulty in controlling my emotions during practical exam						
5. I face difficulty in controlling my emotions during theoretical exam						
6. I find it difficult to control my emotions while performing some of the difficult basic skills such as hand stand on parallel bar						
7. My calm temper helps me control my performance during the educational unit						
8. My calm temper helps me control my performance during practical exam						
9. I cannot control my emotions when students criticize my performance during the educational unit						
10. My calm temper differs during the educational unit than in the practical exam						
11. My calm temper differs during the educational unit than in the theoretical exam						
12. I have great confidence in my skill and fitness						
13. I avoid competing with the students with a high-level performance skills in the educational unit						
14. It is not my nature to face the challenge of students among them						
15. I lack confidence in my performance skills in hand stand skill on the parallel bar during the practical exam						

(Contd...)

Annex 1: (Continued)

Serial Paragraphs	Exactly matching	Greatly matching	Quite matching	Does not quite match	Does not match at all	Remarks
Score	5	4	3	2	1	
16.						Repeating my mistakes in the course of the module increases the lack of my self-confidence
17.						My performance level drops in educational units watched by some trainers
18.						My physical abilities and fitness are not good because I do not train well
19.						I am a slow in understanding and comprehension of the instructions of the teacher during the unit
20.						I may face difficult skill requirements in gymnastics during the practical exam
21.						I am satisfied with my skill ability to perform the hand stand skill in gymnastics
23.						I feel satisfied when I perform the hand stand skill in gymnastics
24.						It is difficult to refocus my attention if I made mistakes in performance during the educational unit
25.						Criticism of the teacher or colleagues of performance distracts my attention towards good skill performance
26.						Negative opinions of students on my performance do not prevent me from good concentration on practical exam
27.						Negative opinions of students on my performance do not prevent me from good concentration on theoretical exam
28.						I can focus well on the skill only during the educational unit
29.						My attention is distracted when I hear remarks of teacher about my performance of hand stand skill on the parallel bar
30.						I focus my attention well during performing practical exam despite students' criticism
31.						I worry too much when he made a mistake in performance during the theoretical exam
32.						I feel nervous during teacher's valuation of my negative performance during practical exam
33.						I worry when the teacher scolds me for the poor performance during the educational unit
34.						I do not worry when my mistakes increase during performing other skills on parallel bar with different heights
35.						I worry a lot before starting my hand stand skill performance on the parallel
36.						I feel so annoyed when it becomes hard for me to correct my mistakes during performance in the educational unit
37.						I do not train alone much or away from students outside this educational unit
38.						I try to stay away from the rest of the students before my performance of this skill during a practical exam
39.						I do not consort quickly with the students during the educational unit
40.						I try to set up good relations with the students during the educational unit
41.						I avoid accepting opinions of students about my performance of the hand stand skill on the parallel bar during practical exam
42.						I worry a lot when I do not understand the teacher's explanation of the skill

Annex 2: A model of educational unit using blended learning

Unit	1	Learning hand stand move		Unit period	90 minutes
Number of students	5			Stage	3
Place	The indoors hall of apparatus gymnastics				
Sections of units		Time	Unit details	Order	Remarks
Preparatory section	Introduction	5 mins	Taking absents and preparing tools	x xxxxx x	Ensuring correct standing
	General warming-up	7 mins	General warm-up to prepare all body organs	x xxxxx x xxxxx x xxxxx x	Warm-up for all students
	Private warming-up	15 mins	Private warm-up appropriate and beneficial to the main part of the lesson		
Main section	Educational Part	20 mins	Explaining the move, how it is performed and model presentation by teacher	x xxxxx x x x	Movement presentation on the data show for only (3) minutes
	Applied Part	35 mins	<ul style="list-style-type: none"> • Projecting vireos of the move using data show • Performing exercises given by the teacher • Applying the movement by the sample 	x xxxxx x xxxxx x	
Final section	Preparation & Relaxation	6 mins	Members of empirical study group return to be integrated with the rest of class members to perform exercises set by the teacher in the final part	x xxxxxxx	
	Dismissal	2 mins	Dismissal		

Note: presentation period gradually increases from (3) to (5) minutes to present the skill in projector.