

A Comparative Study to Learn Compound Attack Based on (A-B) Personality Types for the 3rd Stage Females Students in Fencing Lesson

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ABSTRACT

The significance of the study lies in teacher's realization of the importance of personality types, and their roles in enhancing learning process which enables learners to learn skills the way that suits their potentials and abilities according to personality types. The problem of the study also lies in that fencing is one of the difficult sports, so a teacher should use learning methods that are suitable to learner's personality types and facilitate his learning of skills with the least time and effort for the purpose of reaching better performance. The research aimed to define the best personality types (A and B) in learning compound attack in foil fencing. The comparative empirical method was selected to reach results of the study. The researcher also determined the population of the study that consists of female students of Faculty of Physical Education and Sport Sciences, third grade, in fencing lessons. They were divided into two groups depending on personality types scale prepared in fencing lessons. Students of personality type A are 19 and personality type B are 33. Compound attack (number attack + circle attack) learning was evaluated through video cameras of post-tests and presenting them to three referees by putting one mark out of 10 and taking the arithmetic mean of their marks according to special form prepared for this purpose after statistical data treatment through the Statistical Package for the Social Sciences. The researcher found that female students in personality types (A and B) were able to learn compound attack, but students of personality type B were better in learning compound attack than students of personality type A in fencing, so we must consider personality and learning types for learners when developing education curricula of fencing. In order to reach effective learning meeting the learner's desires and needs, we should take into account educational types capacities and capabilities of learners because they are different in their personality types and their thinking, so we cannot use the same methods or educational patterns for all learners.

Keywords: Learning, compound attack, personality types (A and B), fencing

INTRODUCTION

Teaching and learning processes are of utmost importance in terms of knowledge of the nature of their occurrence. Each learner has a private entity that leads to have a special pattern in learning and acquiring

knowledge through educational experiences; he/she is going through and how to deal with it which is the learning style that is favored by learners.

Each learner, at any age stage or educational grade, has a set of personal qualities and characteristics that make him/her different from his/her colleagues and has an independent personality. This leads to a difference between him/her and his/her peers in views of learning and gaining knowledge. If these characteristics and advantages were invested the way they help to meet needs and desires increased, the motivation toward learning will increase with advance. Therefore, the teacher of physical education should consider individual differences already existing between learners.

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Learners of personality type B are characterized by patience, endurance, and they are good listeners, accurate, analysts and have the ability of meditation and relaxation (Abdelkhalek, 2000 p. 495). On the other hand, the learner of personality type A is characterized by permanent vasospasm and does not have the ability to relax and always in a hurry in order to achieve his ambitions. He is also characterized by chest tightness, lack of endurance, lack of concentration and attention, poor accuracy, or search for details (Al Adimi, 1998 p. 24).

The overall objective of studying personality types is to reach accurate results that give opportunities and possibilities to explain the behavior of learners in a way that is closer to reality than others. In fencing, when learning compound attack using foil fencing, we find that the teacher is always looking for modern methods and to determine the most appropriate of them to suit the learning style of the learner and selected effectiveness. Here lies the significance of research to realize the importance of the teacher to personal types and their role to enhance learning to enable learners to reach learning the skill the way that suits their potentials and abilities according to personality types. The problem of the study lies in that fencing is one of the difficult sports, so a teacher should use learning methods that are suitable to learner's personality type and facilitate his learning of skills with the least time and effort for the purpose of reaching better performance. The research aimed to define the best personality types (A and B) in learning compound attack in foil fencing.

METHODOLOGY

The comparative empirical method was selected to reach results of the study as it is considered the closest to solve problems scientifically with more valid introduction (Melhem, 2000 p. 395).

Population and Sample of the Study

The researcher determined the population of the study that consists of female students of Faculty of Physical Education and Sport Sciences, third grade, in fencing lessons (52 students with percentage of 91.2%). They were divided into two groups depending on personality types scale prepared in fencing lessons (Mohamed, 2016 p. 168). Students of personality type A are 19 and personality type B are 33. This was the result of personality type scale. The researcher assured failed

students, previous learners, and club players are not included. The researcher sought to find homogeneity among members of the study samples in variables of (length, weight, and age) as shown in Table 1.

The researcher did not perform sample symmetry as it is a raw sample of members who did not learn fencing skills before. The researcher also did not conduct pre-tests as the sample's learning level was zero. Among the sample of the study, there are no fencing players or failed students of the previous year; yet, the sample was homogeneous in length, weight, and age.

Tests

Skill performance evaluation form

Compound attack (number attack + circle attack) learning was evaluated through video cameras of post-tests and presenting them to three referees by putting one mark out of 10 and taking the arithmetic mean of their marks. Learner's performance was evaluated according to special form prepared for this purpose (Mohamed, 2016 p. 161).

Personality type scale

The researcher adopted personality types (A and B) scale modified in fencing. It consisted of 44 paragraphs. Each paragraph has five answering grades: Greatly matching, matching a little, matching, does not match, and does not match at all giving marks as follows: 5, 4, 3, 2, and 1. Accordingly, the mark, which is obtained, is the sum of all marks in the scale, and the highest mark obtained for the testes type is 220, while the lowest one is 44 and assumed mean is 132 marks. This means that the tested student who gets equal or more marks than assumed means shall be included in personality type A, while those who obtain fewer marks than assumed means shall be included in personality type B (Mohamed, 2016 p. 168).

Exploratory Trial

Exploratory experiment is "a minimized trial similar to the basic trial as it cannot be conducted on the same

Table 1: Sample homogeneity in length, weight, and age

Statistical methods	Age/year	Weight/kg	Length/cm
Arithmetic mean	22.27	60.06	166.11
Median	22	60	166
Standard deviation	0.94	3.34	2.5
Skewness coefficient	0.17	0.13	-0.02

respondents because they will be affected by training in the exploratory experiment which affects the result of the test or measurement” (Ya’areb, 2002 p. 82). Thus, the researcher conducted the exploratory experiment on 5 students who were excluded from the main trial on Sunday (14-2-2016). The aim of the exploratory trial is to identify the main difficulties faced by work through the evaluation of skill performance and classify the sample according to personal types.

Post-tests

Post-tests were conducted for sample respondents after completing the educational program for the second term prepared to learn compound attack on Wednesday, (03.09.2016) through videotaping of all students by putting a camera in a convenient place so that all traffic details for the student tested are shown. Students were numbered from 1 to 52 for the purpose and being presented to evaluators of the performance of the compound attack of female students.

DISCUSSION AND ANALYSIS OF RESULTS

Table 2 shows that arithmetic means exceeded 5 marks. This means that students obtain 5 of 10 marks to show that they learned to fence as this is the least mark for learning acquisition. The researcher attributes this to the fact that learning process is to seek training and acquiring new skills for learners. It is performed through practice, repetition, and correcting skill mistakes during the performance. This is what happened with the study sample as it gained learning of compound attack in foil fencing as a result of repetitions and replays of skill exercises taught in the curriculum of the third stage, being a raw sample which passed the mark to acquire learning, 5 of 10 marks for each skill.

This was asserted by (Ya’areb) as the motor learning process is to obtain and enhance skills through a

series of variables through acquired experience to enhance the learner’s behavior and develop motor performance ability through processes related to training and experience. It leads to making changes in the individual’s potentials of skill performance (Ya’areb, 2002 p. 38). In addition, Wagih said that motor learning grows abilities of motor performance. It is related to repetition and replay which leads to changes in the individual’s ability to perform skill performance (Mahgoub, 2000 p. 75).

Moreover, the study found differences in arithmetic means and standard deviations between both groups as the T counted values were (5.085) and (2.879) consecutively at error level (0.000) and (0.006), which is less than the significance level (0.05). This means that there is a difference in the degree of learning compound attack between personality types (A and B) in favor of type B learning group being the biggest arithmetic mean.

Individuals of personality type B are characterized by calmness and lacking orientation to gain time by any means and price. They are also punctual and have high realization (Matlak, 1988 p. 165). This gave distinction to female students in acquiring compound attack learning better than personality type A group. Individuals of this group are characterized by multifarious competitive tendency seeking achievement. They have the feeling of impatience, passing time quickly, easily agitated, aggressive, and angry and their facial muscles tend to be stressed while they are talking (Saleh, p. 45). Therefore, we find them less conscious and concentrated in learning. This made female students of this type have less level in learning compound attack in fencing. We also found that female students at personality type B are characterized with self-dependence in performing tasks they obtain. This, in turn, helps in learning and remembering the skill greatly. The more the learner depends on himself in correct searching, thinking, errors, and not having enough from efforts

Table 2: Comparative statistical parameters of personality types (A and B) in learning compound attack in fencing

Compound attack	Personality types	N	Mean±standard deviation	t	Sig. (2-tailed)	Levine’s test for equality of variances	
						F	Sig
Numerical attack	A	19	7.0526±1.35293	5.085	0.000	0.766	0.386
	B	33	8.8485±1.14895				
Circular attack	A	19	7.3684±1.06513	2.879	0.006	0.430	0.515
	B	33	8.3636±1.27029				

Significant at level <0.05

exerted in explanation, this increased the learner's ability to memorize and remember what he learned. The learner's learning increases as long as the learned or presented subject is consistent with his personal characteristics and knowledge style (Matlak, 1988 p. 27). Therefore, we can find that personality type B individuals are characterized with memorizing a great deal of information they learn and memorize what they learn to be stayed in their memories longer. Thus, we find that they are better in learning than type (A).

After the presentation, analysis, and discussion of findings, the researcher found that personality types, which are characterizing learners, are of important and basic things that should be known by the teacher to exploit them in order to improve methods of acquiring theoretical and practical knowledge by the learner. This is because knowing the distinctive style of learning makes the learning process more efficient and effective economy with permanence. Through this process, a teacher can provide experiences and attitudes appropriate for the preferred educational style for the learner. On the contrary, when educational experiences and attitudes are presented in a different way from education style favored by the learner, here learning becomes less efficient, less effective, more expensive, and more difficult.

CONCLUSIONS

1. Female students in personality types (A and B) were able to learn compound attack, but students of personality type B were better in learning compound

2. attack than students of personality type A in fencing
2. The same educational methods or patterns cannot be used for all learners.

RECOMMENDATIONS

1. Personality types and educational patterns should be considered for learners while setting educational curricula in fencing in order to reach effective learning that meets desires and needs of learners with consideration of educational patterns, abilities, and potentials of learners as they differ in their personality and thinking patterns.

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APPENDIX (1)

Personality Type Scale (A and B)

Dear female students,

After greetings,

The researcher conducted his study to define responses of female students during learning foil fencing skills in different situations. Therefore, I ask you the below questions and the researcher is fully confident in your cooperation in answering paragraphs of this scale by ticking (√) in the opposite field of each paragraph. Note that there are no correct answer and other wrong answers, while the answer is what expresses your opinions and the researcher reserves secrecy of answers, sincerely.

Name: _____ Age: _____

Length: _____ Mass: _____

Serial No	Paragraph	Greatly matching	Matching a little	Matching	Does not match	Does not match at all
1	I find difficulty in organizing my time to achieve my work on time					
2	A feel that time is insufficient in fencing lesson					
3	It is necessary to be distinctive in practical application					
4	I feel stressed when the lecture's time is longer					
5	My colleague female students characterize me as fast in movement					
6	I prefer not to perform fencing training with students who are slow in response					
7	I desire to learn and acquire the skill from the first learning exercise and do not desire repetition					
8	I feel very painful if I am unable to achieve the needed learning due to time waste and lack of repetitions					
9	I feel that I am unable to self-correct my mistakes in learning					
10	I try to learn more than one than one move at the same time and connect them					
11	I feel boasted and proud when I become the best among my colleagues in learning during the lesson					
12	I compete with my colleagues with my maximum performance					
13	I have the competitive and challenging spirit to improve my skill, physical, and psychological abilities					
14	I prefer learning and performing skills with female students with whom I am in harmony in lesson					
15	I feel confident and distinctive when others talk about my skills					
16	I wish to learn skills perfectly with high level of skill performance					
17	I am pleased to be my group leader in learning skills					
18	I employ all of my abilities in learning the new skill, even at the expense of my colleagues learning					
19	My self-satisfaction supersedes my teacher's satisfaction in fencing lesson					
20	I feel upset when any of students interfere in evaluating or criticizing my performance					
21	I am pleased to compete with my colleagues in various theoretical and practical aspects in fencing lesson					
22	I feel happy when I find myself advanced in performance more than my colleagues in learning skills					

(Contd...)

Serial No	Paragraph	Greatly matching	Matching a little	Matching	Does not match	Does not match at all
23	I bear hard suffering of learning and training in order to obtain the distinctive performance level in fencing which I aspire					
24	I find pleasure in learning when it is competitive as it agitates mental and physical challenges					
25	I feel jealous of my colleagues who are better than me					
26	I feel stressed when I fail in achieving my goals from learning					
27	I keep silent when my colleagues irritate me					
28	I feel annoyed when things come unlike what I want					
29	I feel annoyed when skills are performed in chaos					
30	My colleagues tell me that I am easily angered					
31	I feel nervous when becoming under different pressures within the lesson					
32	My colleagues characterize me that I have emotional facial expressions					
33	I feel angry when I feel that someone is watching me during training					
34	I feel upset when I face a colleague that is better than me in learning					
35	I break thinks when I am pissed off and furious					
36	I cannot tolerate those who insult me					
37	I talk severely when one of my colleagues interrupts me					
38	I challenge my colleagues when they irritate me in performing fencing skills					
39	I do not ignore my opinion being opposed by my colleagues					
40	I criticize my colleagues who fail in learning easy fencing skills					
41	I punish those who insult me					
42	I ignore hurting any student during training with me					
43	I feel aggressive toward who injure me					
44	I deal with my colleagues the same way they deal					