



RESEARCH ARTICLE

The Effect of Driver S Model on Learning the Skills of Trapping and Dribbling in Football for Students

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ARTICLE INFO	ABSTRACT
Received: May 22, 2024	The significance of the study is evident in its rigorous scientific endeavor to utilize the Driver Model, which stands as one of the foundational theoretical frameworks., which the researchers believe has a positive impact on learning some basic football skills, including the skills of dribbling and dribbling .
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<p>Keywords</p> <p>Driver s model skills of trapping and dribbling</p>	The aim of the research is to identify the impact of the Driver Model on learning the skills of dribbling and dribbling. The research sample consisted of students in the first stage of the College of Physical Education and Sports Sciences - Al Ain University for the academic year (2023-2024) first semester. The researcher employed the experimental approach utilizing a two-group design consisting of equivalent groups (control & experimental).
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INTRODUCTION AND IMPORTANCE OF THE RESEARCH

The world is currently witnessing significant development in all areas of life that humans strive to achieve. Therefore, it was necessary to invest all the capabilities and capacities specialized in that field to reach such development. The ambition embraced by stakeholders in the sports field to reach the highest levels involves the teacher, learner, and curriculum, which must be coupled with following modern teaching methods, including the Driver Model. This model is one of the theoretical constructive models and is a teaching model that encompasses five stages (guidance stage, idea presentation, idea rephrasing, idea application, and idea revision). Many studies have shown the use of this model by using it to acquire correct concepts represented in the steps that help learners identify their misconceptions and then leave them by relying on their previous knowledge and linking it to new information to complete the cognitive construction process correctly. Alongside the Driver Model, it was necessary to use an assisting method to facilitate the steps of the Driver Model and the benefits it brings.

Football is a sport that requires the use of appropriate methods and strategies that address mental abilities, allowing students to be creative and think to achieve better performance under the supervision and guidance of the teacher.

Football is a sport that has attracted the world's attention due to the enjoyment and excitement it offers. Therefore, it is imperative for those in charge to develop this game and use modern educational models that align with the nature of learners' desires and preferences to achieve educational goals. The significance of the study is rooted in the researcher's diligent endeavor to explore the initial phase in order to leverage the Driver Model effectively and comprehend its influence on students' acquisition of dribbling skills in football.

Research Problem:

The Driver Model is one of the vital and significant models in the educational process because it is an applied practical translation of the overall characteristics of educational theories used by the model through the researcher's presence and monitoring of most educational units for students of the College of Physical Education and Sports Sciences. The researcher noticed a weakness among most students in performing some basic football skills. After careful observation, extensive scrutiny, and review of most educational curricula, it was found that there is a lack of implementation of educational curricula tailored to the preferences and desires of students. Additionally, there is a shortage of using assisting means that help facilitate and enhance the learning process. This may affect the performance of some basic skills and weaken them. Therefore, the researchers felt the need to address this problem by preparing educational units according to the preferences and desires of learners and based on the Driver Model. This includes using assisting means that contribute to enhancing the learning process for students in the educational unit. The research problem can be succinctly encapsulated by the following question.

Does the Driver Model have an impact on students' learning of the skills of dribbling and trapping in football?

Research Objectives:

The research aims to:

1. Prepare educational units according to the Driver Model in learning the skills of trapping and dribbling in football for students.
2. Identify the impact of the Driver Model and the adopted approach in learning the skills of trapping and dribbling in football for students.
3. Determine the superiority of the control group and the experimental group in post-tests in learning the skills of trapping and dribbling in football for students.

Research Hypotheses:

1. There are statistically significant differences between the pre-test and post-test results for the control group and the experimental group in favor of the post-tests.
2. There are statistically significant differences in the post-test results between the control group and the experimental group in favor of the experimental group.

Research Fields:

Human Field: First-stage students at the College of Physical Education and Sports Sciences (Al Ain Private University) in Thi Qar for the academic year (2023-2024).

Time Field: From December 10, 2023, to February 20, 2024.

Spatial Field: Football field (Al Ain University / College of Physical Education and Sports Sciences).

Definition of Terms

Driver Model.

An organizational framework of a set of steps to assist learners in adjusting and correcting misconceptions they may have, provided that there is alignment between the learner's prior knowledge and new experiences in the teaching process." - Raad Mahdi (1: p. 42)

RESEARCH METHODOLOGY AND FIELD PROCEDURES

Research Method:

The researchers utilized an experimental approach involving two comparable groups (control and experimental) during pre-test and post-test evaluations to align with the characteristics of this issue.

Research Population and Sample:

The researchers identified the research population as first-stage students in the first semester at the College of Physical Education and Sports Sciences, Al Ain University, for the academic year 2023/2024. The complete population comprised 85 students who were divided among three distinct sections (A, B, C). Following the establishment of homogeneity and equivalence, the investigators proceeded to carry out their field study on a subset of 40 students, comprising 20 students from each section. The sample's proportion from the original population was 47.058%. Using random selection through a lottery method, section B was chosen as the control group following the conventional teaching method, while section C served as the experimental group implementing the Driver Model. The researchers excluded certain individuals from the sample, including students with medical conditions and those already practicing similar methods. They also excluded the survey experiment sample. The researchers carried out homogeneity and equivalence assessments for the sample under investigation through the utilization of the difference coefficient and the t-test for correlated samples, as depicted in Tables 1 and 2.

Table 1: Illustrates the sample homogeneity in variables (age, height, weight)

Treatment Variables	Measurement unit	Mean	Standard Deviation	Deviation Coefficient%
Age	Month	20,100	1,021	5,079
Height	Centimeter (cm)	169,850	2,070	1,219
Weight	Kilogram (kg)	69,850	2,084	2,984

All values of the deviation coefficient were less than 30%, indicating sample homogeneity.

Table 2: Demonstrates the equivalence of the research groups in learning the skills of suffocation and dribbling

Treatment Variables		Pre-tests		Post-tests		t-val	Level of sign	Type of sign
		M.	SD	M.	SD			
trapping	degree	1,900	0,553	1,800	0,523	0,588	0,560	Insignificant
dribbling	Second	17,520	1,540	17,11	1,473	1,067	0,293	Insignificant

"Statistically significant at a significance level of $< (0.05)$."

The translated text is: "It is evident from Table (2) that the calculated (t) value for all research variables is significant at a level greater than (0.05). This indicates the presence of non-significant differences, suggesting that the two groups are equivalent in research variables."

Data Collection Methods

Data Collection Techniques:

The researchers employed Arabic and international resources, conducted personal interviews, administered tests, gathered measurements, and utilized surveys for the purpose of data collection.

Tools and Equipment Used:

Office supplies, measuring tape, medical scale, whistle, footballs, colored tape, markers.

Identifying Basic Football Skills for Students and Determining the Test for Each Skill

The basic football skills were identified by the researchers based on the curriculum implemented at the College of Physical Education and Sports Sciences, Al Ain University. These identified skills included trapping and dribbling. Subsequently, specific tests were conducted for each skill under study, and these tests were evaluated by experts who unanimously endorsed them with a 100% agreement rate, ensuring face validity. Furthermore, a pilot study was carried out by the researchers on a subset of the original population, involving 10 first-stage students, to confirm the test's consistency through initial application and subsequent retesting. Additionally, objectivity was established by engaging two judges for grade recording. The correlation coefficients obtained were notably high, thus affirming both the stability and objectivity of the tests.

Test Specifications

Trapping Test (Zuheir Qasim) (Reference: 2, page 209)

Test Name: Ball Control (trapping) Test.

The objective of the examination is to assess the precision in halting the ball and recovering mastery of it.

Necessary equipment includes five standard footballs, a measuring tape, and marker cones.

Procedures

The steps involved in conducting the trapping test are outlined below:

Arranging the test area in accordance with Figure 5.

The participant positions themselves behind the specified test area. The instructor or trainer, holding the ball, positions themselves on the throw line, which is situated 6 meters away from the test area. The test area is a square with dimensions of 2x2 meters. Upon receiving the signal to commence, the teacher/trainer throws the ball (a high ball) to the participant who moves forward from the starting line into the test area, aiming to intercept the ball with any body part other than the arms, and then returning to the starting line to repeat the process. The ball must be intercepted behind the line and within the designated test area, with one foot of the participant inside the test area. In case the instructor/trainer errs in throwing the ball, the attempt is redone, and no points are awarded (the ball should be thrown in a downward-to-upward trajectory).

Scoring:

The player is provided with five consecutive attempts. No points are allocated for an unsuccessful (incorrect) try. A reward of two points is granted for every successful try. The highest score attainable by a player is 10 points.

Dribbling Test

Test of the football dribbling skill (Zuhair Qasim) (2: page 212).

- Test Name: Running in zigzag with the ball between (5) poles back and forth.

- Test Objective: Measure the dribbling skill.
- Required Tools: Official football, measuring tape, stopwatch, five suitable poles or seats or stands of appropriate height.

Procedure- Plan the test area.

When the player positions themselves behind the initial line with the ball, there exists a separation of (2.70) meters between every pole, resulting in a cumulative distance of (27) meters for the round trip. Upon receiving the signal to commence, the player proceeds to navigate the ball amidst the five poles, back and forth, in accordance with the illustration depicted in figure (5). Every participant is entitled to undertake two successive trials.

Evaluation: The player's performance is gauged by computing the mean duration required to execute the two trials.

Field Research Procedures:

Pre-test:

The researchers conducted the pre-tests on Sunday, December 17, 2023, on the experimental group working according to the Driver model and the control group working according to the conventional teaching method.

Main Experiment:

The researchers developed educational modules for the experimental group based on the Driver model., representing five educational stages distributed over (8) units, with each unit lasting (90) minutes. These units were implemented on Thursday, December 21, 2023, at a rate of two educational units per week for four weeks, ending on Thursday, January 11, 2024.

Implementation Stages of the Educational Curriculum:

- The researchers explained and clarified how to implement the work of the experimental group for the Driver model and divided the members of the experimental group, totaling (20) students, into cooperative groups.
- The educational curriculum was implemented by the teacher¹ at the college after understanding the research objectives and how each group works, under the direct supervision of the researcher.
- The primary experiment commenced on Thursday, December 21, 2023, and concluded on Thursday, January 11, 2024, consisting of (8) educational units spread across (4) weeks..
- The number of educational units during the curriculum was (16) units for both research groups, with two units taught on Mondays and Wednesdays each week. The experimental group applied the educational units according to the Driver model, while the control group applied the units according to the conventional teaching method. Each unit lasted (90) minutes.

The educational unit for the experimental group included the following:

1. The preparatory section lasts for (15) minutes and includes administrative aspects such as attendance taking and preparing tools. It also involves giving a set of exercises to prepare body parts for the main section's requirements (general and specific warm-ups).
2. The main section lasts for (70) minutes and aims to teach some basic football skills under study. It consists of two parts:

¹ : Mr. Abdullah Abdul Razzaq Kazem, Master of Physical Education and Sports Sciences - Football

A. Educational Activity: Lasting (15) minutes.

- Guidance Stage: Lasting (5) minutes. In this stage, learners' motivation and interest in the learning process are stimulated and aroused through explaining the skill of trapping and dribbling by the teacher. It also involves teaching the stages of technical performance of the skill.
- The use of pictures and illustrations aims to attract students' attention and give them an initial idea about performing the skill correctly. It also emphasizes identifying errors and avoiding their occurrence.
- Idea Presentation Stage: Lasting (5) minutes. In this stage, students are divided into small cooperative groups, and the teacher gives them some questions to assess their existing knowledge. The questions are asked simultaneously to all groups to allow time for students to discuss the questions among themselves. The teacher observes students' answers and corrects any misconceptions, such as asking a question like "Is trapping and dribbling a basic skill?"
- Idea Reframing Stage: Lasting (5) minutes. In this stage, the teacher clarifies the correct answers for students, and then groups discuss and exchange opinions and ideas in answering the questions posed to them. They recognize errors, distance themselves from them, make changes, and reframe ideas based on the teacher's questions to the students.

B. Practical Activity: Lasting (55) minutes.

- Idea Application Stage: Lasting (45) minutes. Each group of students applies a set of exercises by linking the stages with repetitions of the exercise. Students collaborate within the group to master the required skill, correct errors among themselves, and seek the teacher's help if they have any questions. The teacher's role in this stage is to encourage students to perform the skill correctly, provide feedback, help students apply the concepts they have learned in previous stages, organize their thoughts, and guide them in connecting their prior experiences with current experiences to execute the skill.
- Ideas Refinement Stage: Lasting (10) minutes. In this stage, the teacher evaluates students' performance improvement using methods such as observation, comparison through a specific score, or dividing the experimental group students into two parts and conducting a match focusing on applying all the new concepts related to the skill.

C. Closing Section: Lasting (5) minutes. This section includes relaxation exercises, calming activities, or a small game before returning to the normal state.

Post-tests

The post-tests were conducted on Sunday, January 14th, 2024, and the researchers ensured that the conditions were similar to the pre-tests. The same steps used in the pre-test were applied in the post-test.

Statistical Methods

The researchers used the statistical program (SPSS) to extract statistical results.

PRESENTATION, ANALYSIS, AND DISCUSSION OF RESULTS

Presentation and Analysis of Results for the Experimental and Control Groups :

The results of both the experimental and control groups were presented and analyzed.

Table 3: The data presented includes the means, standard deviations, and computed t-values for both groups' pre-test and post-test measurements..

Groups	Treatment Variables	Pre-tests		Post-tests		t-value	Level of significance	Type of significance
		Mean	SD	Mean	SD			
Experimental	Trapping Degree	1,800	0,523	5,900	1,334	12,362	0.000	significant
	dribbling second	17,011	1,473	15,257	1,368	3,864	0.001	significant
Control	Trapping Degree	1,900	0,553	3,900	1,373	6,686	0.000	significant
	dribbling second	17,520	1,540	16,517	1,640	6,777	0.000	significant

" Statistically significant at a significance level of < (0.05)".

The table (3) illustrates the means, standard deviations, and computed t-values comparing pre-test and post-test outcomes for the skills of extinguishing and dribbling in football among students in the experimental and control groups. The data presented in the table reveals that the calculated level of significance in the evaluations for both groups is below the threshold of (0.05). This suggests the existence of statistically significant variances between the pre-test and post-test results favoring the post-tests in both groups....

Presenting and analyzing the post-test results for the experimental and control groups

Table 4: The data displays the means, standard deviations, and calculated t-values for the post-tests conducted on both the experimental and control groups.

Groups Skills	Pre-tests		Post-tests		t-value	Level of significance	Type of significance
	Mean	SD	Mean	SD			
Trapping Degree	5,900	1,334	3,900	1,373	4,673	0.000	significant
dribbling Second	15,257	1,368	16,517	1,640	2,637	0.012	significant

"Statistically significant at a significance level of < (0.05)."

The Table 4 presents the means, standard deviations, and t-values calculated for post-test outcomes pertaining to Trapping and dribbling skills in football among participants from experimental & control cohorts. The data depicted in the table reveal that the statistical significance observed in the skills assessments is below the threshold of 0.05. This suggests the existence of noteworthy variations in post-test performances between the two groups, with a preference towards the experimental group.

The discussion of the results from Table 3 reveals the improvement in both the experimental and control groups in teaching the skills of extinguishing and dribbling in football for students. The

researchers attribute this progress in both groups to the organized design of the Direct Instruction model, which increases students' motivation and engagement in learning. This improvement was evident in the enhanced level of skill performance for individuals in the experimental group in football skills. Teaching students should be a scientifically organized activity based on logical and psychological foundations that stimulate challenge, excitement, and enjoyment based on students' needs, abilities, and designed in a way that minimizes anxiety and frustration (Mohammed Mahmood, p. 11).

Each learning model, whether the method used with the control group or the Direct Instruction model with the experimental group, did not overlook the role of feedback, used at different timings. Feedback is an essential requirement in the learning process, as following the correct learning approach through explanation, presentation, and sequencing in the model stages contributed to the improvement of both groups but with different degrees. This is also emphasized by Mosston and Ashworth (2004), stating that "the fundamental and necessary rule in learning motor skills that show clear progress is through attention to exercise attempts, their variation, explanation, presentation, and feedback" (Mosston and Ashworth, p. 228).

The superiority of the experimental group over the control group in learning the skills of extinguishing and dribbling is evident through Table (4). The researchers attribute this superiority to the nature of the philosophy designed in the instructional units for the experimental group, which had a clear impact on improving students' levels and learning some basic football skills. The Direct Instruction model, as mentioned by Al-Afwun and Al-Makawun (2012), is characterized by several advantages, including the clarity and sequencing of steps, flexibility due to containing diverse strategies and methods like cooperative learning, dialogue, and discussion. It also enhances learner autonomy and includes stages for idea presentation and reframing, where learners demonstrate their misconceptions, which are promptly addressed in the following stage (Nadia Hussain, p. 473).

The students' continued attendance, commitment to the instructional unit, regularity in their application, and the engagement of all students helped improve and learn some basic football skills for the experimental group. This is affirmed by Don Anthony (1985), stating that "all learners must be engaged in training by stimulating their motivations along with the necessity of objective application of the method" (Don Anthony, p. 124).

The researchers posit that the enhancement noted in the experimental group, which adhered to the Direct Instruction model, contributed to the development of the skills of extinguishing and dribbling. This improvement was a result of the sequential steps of the model, which aimed to capture students' attention, provide an educational environment, and cater to individual differences among students.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. The individuals in the experimental group, who worked according to the Direct Instruction model, outperformed the control group in learning some basic football skills.
2. Learning according to the Direct Instruction model helped in capturing learners' attention during the model's stages.
3. The instructional units according to the Direct Instruction model contributed to students' self-reliance through the model's stages.

Recommendations

1. The necessity of using the Direct Instruction model in learning some basic football skills.

2. The necessity of adopting modern training models, including the Direct Instruction model, in learning some basic football skills.
3. Encouraging educators to diversify their methods, techniques, and models in training, as they have a significant impact on the speed of learning.

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