



EFFECTIVENESS OF EDUCATIONAL UNITS ACCORDING TO THE LEARNING-TOGETHER AND INTEGRATIVE LEARNING STYLES IN IMPROVING THE PERFORMANCE OF SOME BASIC FOOTBALL SKILLS

Lect. Dr. Raad Abdullah Kadhim Jadi Al-Zubaie, General Directorate of Education, Baghdad – Al-Karkh II
raadalzobiey@gmail.com

Abstract

This study, entitled “Effectiveness of Educational Units According to the Learning-Together and Integrative Learning Styles in Improving the Performance of Some Basic Football Skills,” aims to investigate the effect of modern teaching methods, compared with the traditional method, on developing students’ skill performance. The researcher adopted the experimental method using a three-group design (first experimental group, second experimental group, and control group). The first experimental group received educational units based on the integrative learning style, whereas the second experimental group trained through educational units based on the learning-together style. The control group received instruction through the traditional method. The results showed that the integrative learning style was the most effective, as the first experimental group ranked first in improving skill performance, particularly in passing, ball control, and shooting. The learning-together style ranked second, contributing to strengthening cooperation and interaction among students, which was positively reflected in the level of performance. The traditional method ranked third and showed a limited effect on developing the skills under study. These findings emphasize the importance of adopting modern teaching methods based on integration and cooperation because of their prominent role in increasing the efficiency of motor learning and achieving advanced levels of football skill performance. The study also recommends incorporating these methods into educational curricula in order to develop students’ abilities and keep pace with contemporary trends in physical education.

Keywords: Educational Units – Learning Together – Integrative Learning – Football

1-1 Introduction and Significance of the Research

Football attracts the attention of millions of people throughout the world because of the elements of excitement and suspense it offers. It has captivated the minds of spectators and supporters and has consequently become one of the most important social influences in various countries of the world.

Modern learning styles constitute one of the main pillars of delivering physical education lessons. These styles have diversified remarkably in order to meet differences in levels, gender, and preferences and to provide stimulation and motivation for learning that led students toward effective learning. In view of the foregoing, physical education teachers are required to select the most appropriate teaching styles to improve basic skills in games generally and in football particularly through the formal lesson in educational institutions.

Football, like other team games, is based philosophically on the principles of cooperation and competition: cooperation among teammates to gain possession of the ball, followed by competition against the opposing team and an attempt to defeat it by scoring one or more goals. Accordingly, it is necessary to keep pace with scientific development through the introduction of learning styles, including the learning-together and integrative learning styles.



The significance of the present research lies in providing a gradual step toward change by diversifying teaching styles from traditional to modern ones. It is also an attempt to address the problem of large numbers of learners and limited numbers of teachers. Its importance further lies in stimulating learners and increasing their motivation toward learning and practice with greater enthusiasm and for longer periods in order to reach a better level of learning.

1-2 Research Problem

The research problem lies in the limited use of appropriate teaching styles in intermediate schools to achieve effective learning that is expected to make the greatest possible use of lesson time for actual learning. It has therefore become necessary to find modern scientific alternatives, namely the use of suitable styles to improve the performance of some basic football skills in schools. Given the nature and specificity of football, which depends on cooperation and competition, the learning-together and integrative learning styles are among the important modern styles for improving the performance of some basic skills in this game.

Accordingly, the researcher considered it necessary to investigate the use of the learning-together and integrative learning styles and their effectiveness in improving the performance of some basic football skills.

1-3 Research Objectives

- To identify the effectiveness of using the learning-together and integrative learning styles in improving the performance of some basic football skills.
- To identify which of the two styles is superior in improving the performance of some basic football skills.

1-4 Research Hypotheses

- There are statistically significant differences between the pre-test and post-test results of the three groups.
- There are statistically significant differences between the post-test results of the basic football skills for the two experimental groups.

1-5 Research Domains

1-5-1 Human domain: A sample of second-grade intermediate-school students (Mohammed Mahdi Al-Jawahiri Intermediate School for Boys), General Directorate of Education, Baghdad / Al-Rusafa II.

1-5-2 Temporal domain: From 15/2/2026 to 10/5/2026.

1-5-3 Spatial domain: The playground of Mohammed Mahdi Al-Jawahiri Intermediate School for Boys, General Directorate of Education, Baghdad / Al-Rusafa II.

3- Research Methodology and Field Procedures

3-1 Research Method

The nature of the research problem determines the appropriate method. Since the aim of the present research is to identify the effectiveness of using specified learning styles, and since such identification can only be achieved through experimentation as clear evidence, the experimental method is the appropriate method for establishing research relationships between effects and causes. Therefore, the researcher used the experimental method because it is suitable for the nature of the problem, as "the experimental method is one of the most efficient means of reaching reliable knowledge" (Abdulrahman, 2014, p. 134).

3-2 Research Population and Sample

Mohammed Mahdi Al-Jawahiri Intermediate School for Boys was deliberately selected as the research setting because the requirements of the research were available there in terms of equipment, students, and proper implementation of the physical education lesson, in addition to the cooperation of the school principal and the physical education teacher with the researcher. Accordingly, this school, affiliated with the General Directorate of Education, Baghdad / Al-Rusafa II, constituted the research population, from which some second-grade classes were selected by lottery.



The research sample was selected from second-grade classes because the students had learned some basic skills during the first stage. Three classes out of six were selected by lottery, followed by another lottery for the three selected classes. The first class applied the learning-together style, the second applied the integrative style, and the third was retained as the control group, as shown in Table (1). Homogeneity and equivalence of the research sample in the pre-skill tests were also established, as shown in Tables (2) and (3).

Table (1): Research Population and Sample

Classes	No. of Students	Pilot Experiment Students	Classes Under Study	Excluded Students	Research Sample	Percentage
A	40	20				23.07%
B	40	20				23.07%
C	45	20	Learning Together	25	20	23.07%
D	45	20				23.07%
E	45	20	Control	25	20	23.07%
F	45	20	Integrative	25	20	23.07%
Total / 6 classes	260	20	3	75	60	23.07%

3-3 Auxiliary Means, Devices, and Tools

The following means were adopted for collecting information.

3-3-1 Auxiliary means:

- Arabic and foreign sources and references.
- Observation and experimentation.
- Personal interviews.
- Tests and test-recording forms.

3-3-2 Devices:

- Acer laptop computer.
- Canon 430A camera, Chinese manufacture (10 p.m.).

3-3-3 Tools used:

- School playground.
- Ten regulation footballs, Ofeshal type.
- Metric measuring tape.
- Whistle.
- Twelve CDs.
- Small goal measuring 110 cm × 63 cm.
- Ten cones.
- Rope for dividing the goal.
- Football goal.
- Casio stopwatch.

3-4 Steps of the Field Research Procedures

3-4-1 Identification of the Basic Skills Under Study

The items of the Ministry of Education curriculum designated for the intermediate stage were utilized. They include shooting, control, dribbling, passing, rolling, trapping, and heading the ball for the second intermediate



grade (Abdulrazzaq, 2013, pp. 112–113). These skills were among those to be taught to students during the main experimental period. Nevertheless, the skills were presented to experts and specialists in order to select some of them scientifically and systematically. A relative-importance form was prepared for experts to select three skills. According to expert opinion, shooting, passing, and dribbling were selected because they obtained the highest relative importance.

3-4-2 Identification of the Skill Tests

The skill tests were identified according to scientific sources and the tests adopted by the subject teacher for the control group.

3-4-2-1 Passing toward a small goal from a distance of 20 meters (Ali, 2020, p. 34).

3-4-2-2 Shooting from a stationary position toward a divided goal (Abdul-Mu'in, 2017, p. 37).

3-4-2-3 Dribbling the ball between ten cones (Raghad, 2022, p. 45).

3-5 Pilot Experiment

The pilot experiment was conducted on Sunday, 19/2/2026, on the playground of Mohammed Mahdi Al-Jawahiri Intermediate School for Boys. It was carried out on the 20 students excluded from the main experiment. Its purpose was to identify difficulties that might confront the researcher during the main experiment, determine the time required to conduct the tests, assess the capability of the assisting work team, and verify the suitability of the devices and tools used in the research. The pilot experiment is “a practical training experience for the researcher through which he personally identifies the negative and positive aspects encountered while conducting the tests under study in order to avoid them in the future” (Mohammed, 2011, p. 201).

3-6 Two Introductory Lectures

The researcher conducted the two introductory lectures on 15/2/2026 at 8:00 a.m. for the three research groups: the first experimental group representing the learning-together style, the second experimental group representing the integrative style, and the third group representing the control group, which worked according to the traditional style. The lectures were held on the playground of Mohammed Mahdi Al-Jawahiri Intermediate School in the presence of the physical education teacher and the assisting work team. During the lectures, the sample members were identified, the learning-together and integrative learning styles were explained, and the manner of working according to each style within the prescribed curriculum was clarified.

3-7 pre-tests

The pre-tests were conducted on Sunday, 26/2/2026, at 8:00 a.m. on the playground of Mohammed Mahdi Al-Jawahiri Intermediate School for Boys. The tests were recorded using a Canon camera. After filming was completed, the researcher transferred the recordings to CDs and distributed them to the evaluators for assessment and for assigning a score to each student.

The three groups were tested as follows: the first experimental group, representing the learning-together style, was tested during the first lesson at 8:00 a.m.; the second experimental group, representing the integrative style, was tested during the second lesson at 8:45 a.m.; and the third group, representing the control group, was tested during the third lesson at 9:40 a.m.

3-8 Homogeneity of the Research Sample

Homogeneity of the research sample was established on Thursday, 16/2/2026, to ensure the suitability of the sample. The students were beginners of similar ages, from the same educational stage, male, and not practicing the game in sports clubs, as shown in Table (2).



Table (2): Homogeneity of the Research Sample

Statistical Measures	Age	Height – cm	Weight – kg
Arithmetic Mean	14.23	126.56	34.45
Median	14.00	126.00	34.00
Standard Deviation	0.426	7.44	3.33
Skewness	1.29	-0.017	0.399

Table (2) shows that the skewness values approached zero and did not exceed +3 or -3. This means that the research sample fell within the normal distribution for the variables of age, height, and weight, reflecting the homogeneity of the sample in these variables.

3-9 Equivalence of the Research Sample

On Thursday, 16/2/2026, equivalence among the three research groups was established by using the F-test analysis of variance for the sample members in the pre-tests. The purpose was to ensure the absence of differences among the research groups in the selected tests, as shown in Table (3).

Table (3): Sum and Mean Squares for Differences Between and Within the Research Groups in the Skill Tests

Skills	Source of Differences	Sum of Squares	df	Mean Square	F	Sig.
Passing	Between Groups	3.233	2	1.617	0.473	0.626
Passing	Within Groups	194.950	57	3.420	0.473	0.626
Dribbling	Between Groups	8.377	2	4.188	0.462	0.632
Dribbling	Within Groups	516.338	57	9.059	0.462	0.632
Shooting	Between Groups	14.700	2	7.350	0.573	0.567
Shooting	Within Groups	730.950	57	12.824	0.573	0.567

At the significance level of 0.05.

Table (3) shows that the significance values for passing, dribbling, and shooting were 0.626, 0.632, and 0.567, respectively, all of which are greater than the 0.05 significance level. This clearly indicates that there were no statistically significant differences among the results of the passing, dribbling, and shooting tests for the three groups (control, first experimental, and second experimental). Consequently, the research sample was equivalent in terms of skill level.

3-10 Scientific Conditions of the Skill Tests

In order to determine the validity of the tests and their suitability for the sample members, and although the tests had been reported in more than one source, the researcher did not consider that sufficient, because “the use of tests constructed on foreign groups is not necessarily the optimal means for measuring the abilities of individuals in our country, as such tests were designed and standardized on groups having characteristics and conditions that may differ from our society, and their levels may likewise not be compatible with the levels of our players” (Mohammed, 1987, p. 87).

Mahfouz Jouda, Basic Statistical Analysis Using SPSS, Cairo: Wael Publishing House, 2008, p. 242.



3-10-1 Reliability of the Tests

Test reliability means that a test yields approximately the same results if it is administered again to the same group under the same conditions. The tests were administered at 8:00 a.m. on 23/2/2026 on the playground of Mohammed Mahdi Al-Jawahiri Intermediate School for Boys to a sample of 20 students who had been excluded from the main experiment. Pearson's simple correlation coefficient was calculated between the results of the two administrations, as shown in Table (4), thereby establishing the reliability of the tests.

3-10-2 Test Validity

The researcher calculated intrinsic validity (the square root of reliability). Accordingly, the square roots of the reliability coefficients were calculated to obtain the intrinsic-validity values, as shown in Table (4).

3-10-3 Objectivity of the Tests

The researcher verified the objectivity of the skill tests by calculating the differences among the scores assigned by three experts whom the researcher invited to evaluate skill performance for the purpose of determining the objectivity of these tests.

High objectivity indicates that evaluation results are not influenced by the subjective or personal factors of the evaluator. "Clarity of instructions in terms of administering the test and assigning the score means that the same results are obtained regardless of differences among scorers" (Wahib, 2010, p. 215). In other words, the examinee's score does not differ from one scorer to another.

Table (4): Scientific Foundations (Reliability, Validity, and Objectivity) of the Tests Applied to the Research Sample

Tests	Unit of Measurement	Reliability	Intrinsic Validity	Objectivity
1. Passing toward a small goal 20 m away (passing accuracy)	Score	0.91	0.95	0.88
2. Shooting toward the divided goal (shooting accuracy)	Score	0.89	0.94	0.85
3. Dribbling between ten cones (measurement of movement ability)	Time	0.84	0.91	0.90

3-11 Implementation of the Main Experiment Using Educational Units According to the Learning-Together and Integrative Learning Styles

The main experiment began with the first educational unit on 27/2/2026 and continued until Thursday, 10/5/2026. The educational units were implemented at a rate of two units per week for two months, totaling 16 educational units and 720 minutes for each experimental group. With respect to the educational units, the time devoted specifically to the main section totaled 400 minutes.

3-11-1 Time Plan of the Program

The main experiment began on Monday, 27/2/2026, at 8:00 a.m. The educational program was implemented according to the two programs prepared by the researcher for the two experimental groups representing the learning-together and integrative styles. Sixteen educational units were allocated to each group over two



months. The educational program was divided into eight weeks for each style, with two educational units per week, each lasting 45 minutes, for a total of 720 minutes. The subject teacher, assisted by the work team, implemented the program prepared by the researcher on the research sample during the period from 15/2/2026 to 10/5/2026 using the three styles (learning together, integrative, and traditional). The two new styles were applied to the research sample only in the main section, for 25 minutes of each educational unit, within the class period prescribed by the Ministry of Education curriculum.

The researcher followed the steps below:

1. Teaching the first experimental group the educational material included in the research according to the learning-together style; the group consisted of twenty students.
2. Teaching the second experimental group the educational material included in the research according to the integrative learning style; the group consisted of twenty students.
3. Teaching the control group the educational material included in the research according to the method used (traditional); the group consisted of twenty students.

As for the educational units, the following steps were followed in applying them to the research groups:

- a. Introduction to the educational unit: the teacher records attendance and prepares the necessary equipment.
- b. Warm-up: both general and specific.
- c. educational activity: the part in which students are taught the basic skills. The teacher presents the new skill through verbal explanation in addition to providing a practical model of the skill.
- d. Applied activity: students apply the motor skills learned in the educational activity, with each group working according to its assigned style.
- e. Concluding activity: in this part of the educational unit, the teacher gives cool-down exercises and then dismisses the students.

3-13 post-tests

The post-tests were conducted on 10/5/2026 at 8:00 a.m. on the playground of Mohammed Mahdi Al-Jawahiri Intermediate School. The researcher ensured that the same conditions and procedures used in the pre-tests were provided, with the same assisting work team.

3-14 Skill Evaluation

After filming the pre- and post-tests of the basic football skills using a Canon camera, the recordings were transferred to CDs and distributed to evaluators specializing in football for the purpose of evaluating the tests and assigning the final score for each student in each test.

3-15 Statistical Methods

To process the results, the researcher used the SPSS statistical package, through which the following statistical methods were calculated:

1. Arithmetic mean.
2. Standard deviation.
3. Skewness coefficient.
4. Paired-samples t-test.
5. F-test.
6. LSD test.
7. Pearson correlation coefficient.

4- Presentation, Analysis, and Discussion of Results

Presentation, analysis, and discussion of the pre-test–post-test skill-test results for the three research groups:



Table (5): Arithmetic Means, Standard Deviations, Mean Differences, Standard Error, Calculated t-Value, and Significance Values for the Pre-Test–Post-Test Skill Results of the Three Research Groups

Group	Skill	Pre Mean	Pre SD	Post Mean	Post SD	Mean Diff.	SE Diff.	Calculated t	Sig.
Control	Passing	1.800	1.908	1.950	.8870	.1500	.5040	.2980	.7690
Control	Dribbling	26.298	3.228	26.561	1.664	.2630	.7470	.3520	.7290
Control	Shooting	5.550	3.103	5.700	3.230	.1500	1.001	.1500	.8820
First Experimental	Passing	2.200	1.963	5.750	0.851	3.550	.4500	7.889	.0000
First Experimental	Dribbling	25.439	3.196	19.930	1.422	5.510	0.620	8.891	.0000
First Experimental	Shooting	5.100	3.059	10.050	3.017	4.950	0.863	5.736	.0000
Second Experimental	Passing	1.650	1.663	7.250	0.967	5.600	.5150	10.873	.0000
Second Experimental	Dribbling	25.594	2.558	18.585	.7840	7.010	0.522	13.429	.0000
Second Experimental	Shooting	6.300	4.414	12.750	1.773	6.450	1.022	6.311	.0000

At the significance level of 0.05 and 19 degrees of freedom.

4-1 Presentation, Analysis, and Discussion of the Pre-Test–Post-Test Skill Results for the Control Group (Command Style)

By examining Table (5), the mean-difference values for all test results of the control group are found to be very low, indicating weak development in this group. The significance values were greater than the 0.05 significance level, which indicates the absence of statistically significant differences between the pre-test and post-test skill results of the control group. The researcher attributes this result to the use of the command style by most physical education teachers in intermediate schools to improve students' skill performance. This style does not give students an opportunity for creativity and interaction with other students, as everyone is subject to the teacher's commands and decisions before, during, and at the end of the educational unit, which must be obeyed without discussion, participation, or modification, in addition to its limited development of students' social aspects.

Therefore, no clear cases of development appeared among members of the control group, which was subject to the absolute authority of the physical education teacher.

4-2 Presentation, Analysis, and Discussion of the Pre-Test–Post-Test Skill Results for the First Experimental Group (Learning-Together Style)

Table (5) shows that the mean-difference values for all tests of the first experimental group demonstrated clear and good differences compared with the control group, indicating development in this group. The significance values were lower than 0.05, which indicates statistically significant differences between the pre-test and post-test skill results of the first experimental group. The researcher attributes this result to the effectiveness of the learning-together style used in the curriculum prepared by the researcher, to which the first experimental group was subjected, in improving students' skill performance. This style gives students greater freedom than the command style and makes them active participants in decisions implemented during the educational unit, in addition to developing social relationships between the student and the other students in the educational unit, thereby serving the intended objectives of the unit.



Khalil et al. (2005) confirm that, in learning together, “the student has the principal role in the learning process and does not depend on the teacher; rather, the teacher provides feedback and has a limited role in this situation. Students learn better what concerns them personally and what they can relate to their daily lives” (Khalil et al., 2005, p. 186).

Lamia Al-Diwan (2009) also noted that cooperative education represents an advanced form of applied education. Its idea is based on a theory that the educational process occurs through several stages arranged progressively. The first and second stages begin with knowledge and perception of basic skills, which can be learned through repetition and memorization and can therefore be acquired with considerable success. This is followed by the advanced stages of the educational process: application, analysis, and evaluation. These advanced stages cannot be achieved optimally except through practical practice and the application of acquired knowledge and perception (Lamia, 2009, p. 5).

Under the learning-together style, the student has authority over his ideas in terms of changing and directing them toward the direction he considers appropriate, rather than merely receiving ideas dictated by the subject teacher. Mahmoud and Amina (2021) state that learning together helps raise the level of self-esteem because it encourages students to change their opinions and ideas in addition to receiving feedback from others. It also enhances self-confidence through students’ discussion of their matters with colleagues and supports peer learning, since many students learn more effectively with the help of their peers than from their teachers. Working together also helps students assume responsibility from the moment they are divided into groups, through discussion of roles, and finally through writing reports. It likewise helps each student assume responsibility for his own learning and the learning of his colleagues in the group (Mahmoud & Amina, 2021, p. 233).

Mohammed (2008) points out that one advantage of learning together is that students’ achievement and learning are positively linked to the other members of the group to which they belong, unlike the traditional style, whose principle is individual performance or integration among students in the same class (Mohammed, 2008, p. 161).

Al-Rubaie et al. (2019) indicate that learning-together strategies are built on synergy among members, a synergy directed by well-planned goals in which individuals and groups participate in performing the tasks assigned to them. Such synergy or interdependence is not available among students in traditional learning groups (Al-Rubaie et al., 2019, p. 77).

4-3 Presentation, Analysis, and Discussion of the Pre-Test–Post-Test Skill Results for the Second Experimental Group (Integrative Style)

Table (5) shows that the mean-difference values for all test results of the second experimental group demonstrated very clear and good differences compared with both the control group and the first experimental group. This indicates that the development achieved in this group exceeded that achieved in the first experimental group. The significance values were lower than 0.05, indicating statistically significant differences between the pre-test and post-test skill results of the second experimental group. The researcher attributes this result to the high efficiency of the integrative learning style used in the curriculum prepared by the researcher, to which the second experimental group was subjected, exceeding the level of the first experimental group that was subjected to the learning-together style. This style places the student in a competitive situation with one colleague or with all colleagues, making distinction through winning the competition an important goal that motivates the student to improve performance within a relatively short time, since delay or lack of effort means losing the competition and being placed in an embarrassing position among peers.



Al-Rubaie et al. (2019) emphasize that “the effort exerted and focused on competition for the purpose of superiority is a factor inherent in human nature; on this basis, the competition displayed by the student constitutes a sound educational direction” (Al-Rubaie et al., 2019, p. 82).

Rifqa and Noor (2024) state that integrative cooperative learning works toward integrating experience. It is concerned with students receiving comprehensive education and with the integrated experience in all aspects through engagement in multiple activities, so that the curriculum is well integrated and the student is able to understand all subjects in an integrated manner (Rifqa & Noor, 2024, p. 650).

Clarity of both the general objective and the specific objective for the learner in an educational unit based on competition is an important matter that motivates the learner to benefit greatly from the educational unit. Mahmoud (2008) states that competition is part of the educational program or academic content; therefore, the general and specific objectives should be stated clearly, and competition instructions should be concise so that the learner can obtain the greatest possible amount of learning (Mahmoud, 2008, p. 89).

4-4 Presentation, Analysis, and Discussion of the Post-Test Results for the First and Second Experimental Groups

Table (6): Arithmetic Means, Standard Deviations, Calculated t-Value, and Significance Values for the Post-Test Skill Results of the First and Second Experimental Groups

Variables	First Exp. Mean	First Exp. SD	Second Exp. Mean	Second Exp. SD	Calculated T	Sig.
Passing	5.750	0.851	7.250	0.966	5.210	0.000
Dribbling	19.929	1.422	18.584	0.784	3.705	0.001
Shooting	10.050	3.017	12.750	1.773	3.450	0.001

At the significance level of 0.05 and 38 degrees of freedom.

Table (6) shows that the significance values for all skill-test results are lower than 0.05. This means that statistically significant differences existed between the post-test skill results of the first and second experimental groups in favor of the second group, which was subjected to the integrative learning style. The researcher attributes this result to the superiority of the integrative style over the learning-together style in focusing on sample members individually. Through competition, the student demonstrates greater abilities than under the learning-together style because competition is an internal state of the student, whereas cooperation takes place through the participation of all group members in reaching the intended objective. This means reciprocal effectiveness among them, making everyone a participant in reaching the level achieved by the group and thereby reducing individual distinction in abilities when such distinction exists within the groups.

Johnson and David state that “learning within small groups of students (2–6) allows them to work together effectively and help one another to raise each individual’s level and achieve the common educational objective” (Johnson & David, 1998, p. 23).

This makes each member of the group connected to the remaining members and does not give the individual the right to distinguish himself; cooperation dissolves individuality for the sake of the group. Mohammed (2021), meanwhile, confirms that “competition is one of the successful means of stimulating the athlete’s desire and encouraging him to exert maximum effort. This competition may be against another person or may involve the athlete competing with himself” (Mohammed, 2021, p. 21).

Therefore, the integrative style is distinguished from the learning-together style in that it provides a good environment for developing students’ motivation to learn motor skills through which the player can distinguish himself in skill abilities. This serves the student’s objective, namely winning the competition or surpassing himself through good performance or mastery of the skill learned. In this regard, Ahmed Amin Fawzi and Tariq Mohammed Badr Al-Din state that “competition is a state that arouses, directs, and activates behavior



and works to stimulate and reinforce internal psychological energy toward achieving athletic accomplishment” (Ahmed & Mohammed, 2001, p. 202).

Accordingly, members of the second experimental group who were subjected to the integrative learning style demonstrated a higher and better level of learning than members of the first experimental group who were subjected to the learning-together style. This is because the style requires the learner to continue working without slackening or delay, as doing so would cause a decline in level, followed by failure and loss of the competition. This was clearly indicated by Sayed Othman and Anwar Al-Sharqawi when they stated that one of the greatest advantages of competition is that it does not leave room for the participant to become inactive, stop, or withdraw from participation in learning activities associated with competition (Maqboula, 2007, p. 17).

This made the improvement in the performance of members of the second experimental group appear clearly because it emerged directly in every individual. Each of them continuously and diligently pursued this objective without resorting to numerous or secondary methods to help reach the intended goal. Saving time meant distinction, and distinction meant winning the competition. This objective was the primary concern of members of the second experimental group, and the reason was the integrative style to which they were subjected. Ismail and Maha (2026) confirm this by stating that “the learner in competition is predominantly determined by personal motives and tendencies that directly improve the individual” (Ismail & Maha, 2026, p. 684).

5- Conclusions and Recommendations

5-1 Conclusions

- The educational units implemented according to the integrative learning and learning-together styles had a positive effect on raising the technical performance level of basic football skills.
- The learning-together style ranked second in strengthening cooperation among students, which was reflected in improved group interaction during training.
- The integrative learning style enhanced integration between the cognitive and skill aspects, leading to improved understanding and practical application.
- Combining the two styles showed better results compared with relying on a single style, as noticeable development was achieved in physical and skill performance.

5-2 Recommendations

- It is recommended to use the integrative learning and learning-together styles in an integrated manner in football education programs to achieve the best results.
- Educational activities should be designed in a diversified manner to combine group work with cognitive and skill integration.
- Training programs should be prepared for teachers to enable them to apply these two styles efficiently in practical teaching.
- Further studies should be conducted at different educational levels to verify the effectiveness of the two styles in developing football skills.

References

1. Ahmed Amin Fawzi and Tariq Mohammed Badr Al-Din. *The Psychology of the Sports Team*. Cairo: Dar Al-Fikr Al-Arabi, Egypt, 2001.
2. Ismail Abdul-Zaid Ashour and Maha Talib Ali. “The Effect of Educational Units According to the Panorama Strategy Using Motor-Perception Exercises on Learning the Football Shooting Skill for Students.” Published research, Proceedings of the Third Scientific Conference, College of Basic Education, Al-Mustansiriyah University, 2026.



3. Johnson and David. Group and Individual Learning: Competition and Individuality. Translated by Rifaat Mohammed Bahgat. Cairo: Alam Al-Kutub, 1998.
4. Khalil Ibrahim et al. Fundamentals of Teaching. Amman: Dar Al-Manahij, 2005.
5. Rifqa Muayyad Saeed and Noor Faris Ahmed. "The Effect of the Integrative Cooperative Learning Strategy on Learning the Bounce-Pass and Chest-Pass Skills in Basketball." Wasit Journal of Sports Sciences, No. 2, Vol. 9, 2024.
6. Abdul-Mu'in Subhi. The Effect of Using Differentiated Instruction with Some Auxiliary Devices and Tools on Learning Some Basic Football Skills. Master's thesis, College of Physical Education and Sports Sciences, Tikrit University, 2017.
7. Abdulrahman bin Suleiman Al-Tariri. Psychological and Educational Measurement: Theory, Foundations, and Applications. 2nd ed. Riyadh, Saudi Arabia: Al-Rushd Library, 2014.
8. Abdulrazzaq Kadhim Al-Zubaidi et al. Physical Education Teacher's Guide for the Intermediate Stage. 1st ed. General Directorate of Curricula, Ministry of Education, Iraq, 2013.
9. Ali Sallal Naif. The Effect of Models from Constructivist Theory on Learning Some Basic Football Skills and Their Cognitive Achievement among Second-Grade Intermediate Students. Unpublished doctoral dissertation, College of Physical Education and Sports Sciences, University of Baghdad, 2020.
10. Lamia Hassan Al-Diwan. Effective Methods in Teaching Physical Education. Basra: Al-Nakheel Press, 2009.
11. Mohammed Ahmed Al-Khatib and Ahmed Hamed Al-Khatib. Psychological Tests and Measures. 2nd ed. Amman, Jordan: Dar Al-Hamed for Publishing and Distribution, 2011.
12. Mohammed Ahmed Omar et al. Psychological and Educational Measurement. 1st ed. Amman: Dar Al-Masirah for Publishing, Distribution and Printing, 2010, p. 342.
13. Mohammed Fathi Abdulwahab. "The Effect of the Cooperative Integration Strategy (Jigsaw) on Learning Straight Punches and Acquiring Self-Confidence among Students of the College of Physical Education." Published research, Journal of Physical Education Research, Faculty of Physical Education for Boys, Zagazig University, 2021.
14. Mahmoud Dawoud Al-Rubaie et al. The Basic Foundations of Cooperative Learning. Beirut, Lebanon: Dar Al-Kutub Al-Ilmiyyah, 2019.
15. Mahmoud Dawoud Al-Rubaie. Cooperative Learning Strategies. Najaf Al-Ashraf, Iraq: Dar Al-Diya for Printing, 2008.
16. Mahmoud Dawoud Al-Rubaie and Amina Karim Hussein. Recent Developments in Teaching Methods and Styles. Amman, Jordan: Dar Markaz Al-Kitab for Publishing, 2021.
17. Maqboula bint Salem bin Humaid Al-Rawahi. "The Cooperative Learning Style in Increasing Achievement." Internet research, King Fahd University, Saudi Arabia, 2007.
18. Wahib Majeed Al-Kubaisi. Psychological Measurement between Theory and Application. 1st ed. Beirut, Lebanon: Misr Murtada Foundation for the Iraqi Book, 2010, pp. 86–87.
19. Yahya Mohammed Nabhan. Modern Methods in Teaching and Learning. 1st ed. Amman, Jordan: Dar Al-Yazouri, 2008.

Proximus Journal of Sports Science and Physical Education

Volume 3, Issue 09, September 2026

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



Model Educational Unit Using the Learning-Together Style

Educational Unit: Football Date: () / () / 2026

Grade: Second Intermediate Time: 45 minutes

Number of Students: (20) Educational Objective: Skill to Be Learned ()

Sections of the Educational Unit	Time	Full Skill Details	Organization	Notes
Preparatory Section / Introduction	15 min / 3 min	Taking attendance; preparing all required equipment and placing it on the playground.		Emphasize proper standing and preparation of all requirements.
General Warm-Up	5 min	General preparation of all body parts and joints.		Emphasize adequate warm-up of the body parts involved in movement, particularly on cold days.
Specific Warm-Up	7 min	Specific preparation of the muscles and joints involved in performing the skill and all body parts related to the movement.		Emphasize adequate warm-up of the body parts involved in movement, particularly on cold days.
Main Section / Educational Part	25 min / 5 min	The teacher explains the technique of the skill and demonstrates it in front of the students.		Emphasize detailed explanation and correct performance in front of the students.
Applied Part	20 min	The group members are divided into four cooperative groups, each consisting of five students. When the signal to begin is given, students		Emphasize cooperative group work, periodic rotation among groups, and feedback from both the leader and the teacher.

Proximus Journal of Sports Science and Physical Education

Volume 3, Issue 09, September 2026

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



		perform cooperatively. The group leader passes the ball to each member in turn while providing feedback to each student. The teacher then provides feedback to them. The leader must make the pass correctly, after which another student assumes the leadership role. Rotation between groups continues until the dribbling skill is mastered.		
Concluding Section	5 min	Small game; dismissal salute.		Emphasize order and enjoyment.

Proximus Journal of Sports Science and Physical Education

Volume 3, Issue 09, September 2026

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



Model Educational Unit Using the Integrative Learning Style

Educational Unit: Football Date: () / () / 2026

Grade: Second Intermediate Time: 45 minutes

Number of Students: (20) Educational Objective: Skill to Be Learned ()

Sections of the Educational Unit	Time	Skill Details	Organization	Notes
Preparatory Section / Introduction	15 min / 3 min	Taking attendance; preparing the required equipment.		Emphasize proper standing and preparation of all equipment.
General Warm-Up	5 min	General preparation of all body parts and joints.		Emphasize warming up the joints involved in performing the skill.
Specific Warm-Up	7 min	Preparation of the body parts and joints that work during complete performance of the skill.		Emphasize warming up the joints involved in performing the skill.
Main Section / Educational Part	25 min / 5 min	The teacher explains the skill in detail and demonstrates it clearly to the students.		Emphasize the component parts of the skill during performance.
Applied Part	20 min	The group members are divided into four competitive groups, each consisting of five students. Every two groups compete against each other after the teacher explains the skill. The two groups begin competing for possession of the ball. Each		Emphasize correct skill performance during competition, feedback, and correction of performance.

Proximus Journal of Sports Science and Physical Education

Volume 3, Issue 09, September 2026

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



		team attempts to have all of its members perform the pass, while the other team attempts to gain possession. The group leader provides feedback to the members of the group, after which the teacher provides feedback.		
Concluding Section	5 min	Small game; dismissal salute.		Emphasize enjoyment, pleasure, and order during performance in the game.