

JOURNAL OF
Educational &
Psychological
S C I E N C E S

**The Effect of Using Micro –Games of Volleyball in
Improving Some Life, Movement, and Performance
Skills for Sixth Grade Students**

Dr. Abdelsalam J. Hussein

Faculty of Physical Education
Jordan University

Prof. Sadiq K. Alhayek

Faculty of Physical Education
Jordan University

The Effect of Using Micro –Games of Volleyball in Improving Some Life, Movement, and Performance Skills for Sixth Grade Students

Dr. Abdelsalam J. Hussein
Faculty of Physical Education
Jordan University

Prof. Sadiq K. Alhayek
Faculty of Physical Education
Jordan University

Abstract

This study aimed at examining the effect of using micro–games of volleyball in improving some life movement, and performance skills for sixth grade students. Experimental approach was used in this study. The sample of the study consisted of (52) students from Al Frair school that belongs to the special Education Directorate in Amman.

Both researchers developed a micro- games program especially for volleyball. This program was implemented for four week period, three sessions per week. Each session lasted for (45) minutes.

Researchers used SPSS program as means for data analysis in order to achieve the results of the study.

After statistical processing of measurements, the study revealed the following results: micro- games of volleyball have positively affected the improvement of life movement, and performance skills among the primary sixth grade students, between the pre and post measurements in favor of post measurement furthermore, results revealed that the experimental group members were improved in life movement, and performance skills in volleyball in comparison with control group members.

The study recommended the use of micro- games program for volleyball which included life skills and the learning of volleyball performance skills.

Key words: volleyball, life skills, performance skills.

أثر الألعاب الصغيرة الخاصة بالكرة الطائرة في تحسين بعض المهارات الحياتية والحركية والأداء المهاري لطلبة الصف السادس الأساسي

أ. د. صادق خالد الحايك

قسم الإشراف والتدريس
كلية التربية الرياضية - الجامعة الأردنية

د. عبدالسلام جابر حسين

قسم الإدارة والتدريب
كلية التربية الرياضية - الجامعة الأردنية

الملخص

هدفت الدراسة إلى التعرف إلى أثر الألعاب الصغيرة الخاصة بالكرة الطائرة في تحسين بعض المهارات الحياتية والحركية والأداء المهاري لطلبة الصف السادس الأساسي، وتم استخدام المنهج التجريبي، وتكونت عينة الدراسة من (٥٢) طالباً في مدرسة الفرير التابعة لمديرية التعليم الخاص- عمان.

قام الباحثان بإعداد برنامج في الألعاب الصغيرة خاص بالكرة الطائرة، وتم تطبيق البرنامج في أربعة أسابيع بواقع ثلاث وحدات تعليمية أسبوعياً ومدة كل وحدة (٤٥) دقيقة.

استخدم الباحثان برنامج (SPSS) للتحليل الإحصائي للتوصل إلى نتائج الدراسة، وبعد المعالجة الإحصائية للقياسات توصلت الدراسة إلى أن الألعاب الصغيرة الخاصة بالكرة الطائرة أثرت إيجابياً في تحسين المهارات الحياتية والحركية والمهارية لطلبة الصف السادس الأساسي بين القياس القبلي والبعدي ولصالح القياس البعدي، كما أشارت النتائج إلى أن أفراد المجموعة التجريبية تحسّنوا في أداء المهارات الحياتية والحركية والمهارية بالكرة الطائرة بالمقارنة مع أفراد المجموعة الضابطة.

وتوصي الدراسة باستخدام برامج الألعاب الصغيرة الخاصة بالكرة الطائرة التي تتضمن المهارات الحياتية، وكذلك في تعلم الأداء المهاري بالكرة الطائرة.

الكلمات المفتاحية: الكرة الطائرة، المهارات الحياتية، الأداء الحركي.

The Effect of Using Micro –Games of Volleyball in Improving Some Life, Movement, and Performance Skills for Sixth Grade Students

Dr. Abdelsalam J. Hussein
Faculty of Physical Education
Jordan University

Prof. Sadiq K. Alhayek
Faculty of Physical Education
Jordan University

Introduction

Modern Physical Education establishments seek to improve the individual characteristics to become reality, that it can be utilized in the individual's society. In addition, these establishments endeavor to diversify educational programs, whereas they can achieve personal balance standards in terms of social, moral, psychological and physical aspects.

Physical education is considered to be a form of general education, whereas it contributes in the complement of balanced education process for the purpose of preparing individuals for life. Lowisi (2009), emphasizes that Physical Education has become an educational system that aims at individual's balanced development.

Mobility concept expresses the child's health balance which the child through his/her surrounding environment, Even it grows and develops with the child through the daily work of his / her life.

Al Ajnaf (2005) points to the childhood as being a crucial period in the child's life, whereas it represents the richest periods of skill and mobility growth; in addition of being a transitional period of performing the primary mobility skills in order to perform such skills related to physical activates.

A Physical Education instructor can enhance the child's personal aspects through mobility games (micro - games) which aim at developing the entertainment, joy, social interaction and friendship elements, at the same time, they are compatible with surrounding environment conditions, furthermore, they are characterized by being not governed by standard rules and not restricted by means or instruments, in addition, they are compatible

with child's various age stages, For these reasons these games are called micro or small games (Shawqi, 1997).

Micro- games are concerned with the youngster's development through their development stages. These games allow them to exploit the appropriate opportunities to enhance their readiness, abilities and capabilities, in addition, these micro games fulfill the child's primary needs such as: physical, mobility and mentally (Al Rumi, 1999).

Buker (1964) argues that micro games are activity for all age stages, with multiple purposes as any other activities that involve physical activity, also, they are the true standard to be judged with, to abide by these purposes is connected with the goals of each of these micro games; The most important goals are physical, mobility, mentally, growth and development in addition to the human, health, physical and psychological relationships.

It is important to take care of these youngsters in regard to volleyball. They are the core of the game, through them, volleyball will continue in existence and flourishes at the same time. Attention to enduring instructing and training must be paid especially on how to use these micro games should be in accordance with the youngsters age and physical abilities (Hussein, 2001) volleyball is characterized by its need to the ability to move around in order to perform its serial skill requirement: serve, receive, setting and smash hitting, blocking, and court defense. All of these can be gained through various educational programs such as micro games. In this regard, Daw (2005) conducted an experimental study aimed at examining the effect of micro games on volleyball skills. The study sample consisted of (24) child with (12-13) age bracket, they used a micro game program for the learning of volleyball skills, for (8) week, (3) sessions each week. Results revealed that micro games have positively affected the experimental group members in both receiving and passing skills. This study used common small games not related to volleyball and it did not contain life skills alongside with volleyball skilled performance.

Ahmed (2006) conducted an experimental study aimed at recognition the impact of micro-games program on developing handball –related–essential mobility skills that are (speed of throwing, catching, throwing precision, ability to throw by one hand, and all types of running). The study sample

composed of (200) male and female pupils of second and third elementary grades in Libya. The findings of this study imply that micro-games program resulted in hand – related – essential mobility skills improvement in post results more than pre essential mobility skills. Experimental group is better than the control group in the same dimension.

In other experimental study conducted by Kruger (2003) aimed at examining of mobile skills program impact on physical and cognitive development of primary first grade student in South Africa. Experimental approach has been used on sample of 50 students.

The study found that mobile program has a positive impact on some mobility skills improvement Al Hayek, Lowisi (2009, p19) conducted another experimental study to examine the impact of micro-games in essential mobility skills development (running, leaping, throwing and catching) among primary lower grades students. Sample consisted of (40) students. Researcher used the experimental approach the findings imply that the experimental group is better than the control group in essential mobility skills performance. After (8) weeks and (3) sessions per week of training.

Hamoudeh (2007) conducted an experimental study aimed at examining the cooperative game program on enhancing the essential movement performance with children between (5-6) years old. As a study tool a cooperative program in applying the games on a sample of (30) children. Results revealed the presence of statistically significant differences between the two groups in all variables, and in favor of experimental group.

On the light of analyzing the above mentioned studies that involved with small games, it has been revealed that, these games have positive impact on improving the basic movement skills among individuals; however, the small games used in the previous studies differs in its content from this study. Whereas that study employed small games relevant to volleyball directly which serves the skills mentioned in this study. In its content there are life skills that contribute to child's personality growth.

In regard to life skills which modern programs contain, with the purpose of providing instructors with life experience in an early life stage for the purpose of preparation for life in future. Although changes occurred in life matters, however, we need a study in the individual behavior which is

proper with child's life development and its continuation.

Ammour (2009) points out that life skills differ with the difference of societies and the nature of time duration. Soutari (2007) assures that life skills are mental skills and a process that are kinked to individual practices in their life such as communication, decision making, time management, money, reaction, management anger, conflict, negotiation, selection of healthy meals, clothing and shelter and acceptance of others. Both Stanford, Fong, Deborah (2003) and Belloth (2005) agree that life skills are skills or tasks that help individual to succeed in employment in adult stage.

Behrman (2005) defines life skills as: a set of abilities an individual possesses and employs it in real stands that help him in positive adaption and deal with contemporary life demands and challenges.

Present researchers define it as: mental, physical and social skills an individual acquires in systematic and unsystematic means for the aim of preparing individuals for life.

Jordanian Ministry of Education has adopted the education project based on life skills in cooperation with United Nation Childhood Organization/ UNESSES office in Jordan to contribute in granting students more opportunities to develop their life skills by using peers realization approach through implementation of non-disciplinary sport activities, (Ministry of Education (2005).

Life skills are classified into the following:

Simple Life Skills / Complex Life Skills: This classification is related to the educational aspects of skills or training on practicing and performing such skills. Simple skill does not need high capability to apply or perform volleyball while the complex skill includes part or multi-simple partial skills and mastering and learning each part, thus the skill is achieved after the previous part is acquired.

Mental Life Skills: Working on such skills requires the ability to think, create, and exert intellectual and metal effort to perform particular work
Manual Life Skills: are skills where the individual uses a task muscles to perform manual activities such as driving a car, writing or making up a piece of textile fabrics.

Social Life Skills: are skills that help the individual deals with reality he

lives in, such as treating others, decision-making, debate and cooperation. (Allaqan, 2001).

Basic stage life skills aim at building child balanced character and develop his potentials in problem-solving, logic-thinking, creation, understanding, moral and material motivation, and helping the child integrate in society, be self-dependence and self-confident, set goals, communicate, dealing with success and failure, and member with a system in other words social work. (Mustafa, 2005).

Weiss; Bolter; Bhalla & Price (2007) conducted a study aiming at evaluating life skills program effectiveness (first tee) that includes life skills integrated in sport activities practiced by youth. The sample composed of (405) students in (first tee) program (159) student in other sport activities. Their ages range (10-17) years. In study, life skills were integrated with golf game skills.

The finding of the study imply that there are significant positive impact of the group which participated in (first tee) program as it an improvement in life skills (group work, emotions control, disputes resolution, initiatives, positive social behaviors, conscious behavioral conducts actions, personal effectiveness and peers pressure resistance) and individual organized learning such as (set goals, communication, time management, emotional control, leading, social intelligence, responsibility, team / group working and self-orientation).

Goudas; Dermitzaki; Leondari & Danish (2006) conducted a study aimed at investigating and examining the impact of training program on life skills that are taught as a part of Physical Education curriculum, study sample consisted of (73) students of primary seventh grade who received a brief copy of (goal) program that is designed specifically to teach life skills through Physical Education discipline. The physical program included power, flexibility and endurance exercises. The program was applied for one month (4 weeks). Study finding showed an improvement in physical fitness that can be employed in Physical Education class.

Lowisi (2009) conducted an experimental study aimed to recognize proposed educational program impact on the development of basic mobility and life skills among basic stage students. Study sample consisted of (40)

students in Jordan. Study findings shows that the group who learned by the proposed program functioned better than those learned by the transitional program of life skills (social work and cooperation, communication, emotional control, self-reliance, responsibility, true healthy attitudes acquirement, acquiring traffic skills and behaviors in dealing with the road an exploration behavior development) and the basic movement skills (running, leaping, throwing, catching, keep and balance).

Study importance is apparent in providing volleyball practitioners including instructors and coaches using micro-games related to volleyball to improve proficiency, mobility and life skills. Further more, study problem revealed that most of instructors encounter difficulties in teaching volleyball skills of these age categories based on the traditional method in explanations and application far away from the element of suspense. Also, they believe that micro-games are used in the preliminary or the concluding part for the purpose of warming up and slowing down (relaxing).

From this conclusion, the researchers used micro-games proposed program related to volleyball to improve proficiency, mobility and life skills related to volleyball. Through the introduction, the micro – game shows relation to volleyball it can use to program movement, life and skills, which can be used in daily life.

The Problem of this Study

Many instructors use traditional micro - game programs because of their belief that it gives children their desires such as fun and happiness, but the educational fact ensure that micro-games hold many properties in learning, gaining psychologic, and social traits as well as knowledge and application skills in life that aims to develop a balanced personality for children, and this is what the Jordanian Ministry of education confirmed in its Physical Education curriculum “A physical Education class (volleyball, basketball, football, and handball)should include micro-games that aim for educational benefits. “(The Ministry of Education. 2005)”.

The two researchers followed upon the field of Physical Education, and they wrote their notes on Physical Education lessons that involve group games such as volleyball, and concluded that the instructor still uses the

traditional Physical Education lesson as a basis, and the lesson did not include exciting micro- games which serves the child's personality and his / her skill, it was also remarked that the instructor use micro- games at either the beginning of the lesson or the closing activity because of his belief that micro-games are not applied except in those two sections.

And from the previous approaches there occurred the problem, the unemployment of micro-games that are executed in the main section of the Physical Education lesson, as well as instructors who do not follow the ministry of educations recommendations that the applied micro– games did not include life and motion skills which expresses the weak fullness of the Physical Education lesson in giving the child his/her education needs which benefits him/her in life.

But the main reason behind the two researchers' interest in the volleyball lesson is because the lesson itself is part of the Physical Education curriculum for the elementary sixth grade and in this age a child can learn the motional traits and performance skills needed in volleyball and also uncovers talents in the sport, this age is perfect and appropriate to uncover children's' talents in the field of volleyball so they can become the core of this game's continuity and flourishing.

And to solve this problem a program created especially for micro-game related to volleyball which includes motional skills, performance skills, and life skills for volleyball which is included in the sixth grade Physical Education curriculum, it is also known that this study is considered one of the few that uses micro-games that are volleyball related in the field of motional skills, life skills, and performance skills, which distinguishes this study from previous studies.

Purposes of this Study

This study sought to examine:

- The effect of using micro-games of volleyball in improving some life, movement, and performance skills for sixth grade students.
 - The effect of the traditional program in improving the some life, movement, and performance skills for sixth grade students.
 - Examining the differences between the individuals in the two groups in
-

improving some life, movement, and performance skills for sixth grade students.

Hypotheses of the Study

This study attempts to test the following major hypotheses.

- There are statistically significant differences at ($\alpha= 0.05$) between the pre and post measurement of the experimental group members in improving some life, movement, and performance skills ,comparison of pre and post measurement in favor of post – test measurement.
- There are statistically significant differences at ($\alpha= 0.05$) between the pre and post measurement of the control group members in improving some life, movement, and performance skills, comparison of pre and post measurements in favor of post-test measurements.
- There are statistically significant differences at ($\alpha= 0.05$) in the post measurement among the experimental and control group members in improving some life, movement, and performance skills, in favor of experimental group.

Significance of the Study

- The study’s significance stems from its importance in improving the content characteristics of the physical education class, and the benefits from small games in developing life traits such as self – reliance, communication and collective work.
- Employing physical education class (volleyball) in revealing the motor talents of children, and direct them towards playing volleyball.
- Provide volleyball practitioners – teachers and coaches with motivation to use small games of volleyball during primary school in order to improve life, mobility skills.

Limitations of the Study

Human element: special education Directorate – Modern Nuthum School.

Place element: yards and play grounds of Modern Nuthum School.

Time element: School year of 2009 / 2010.

Terms Definition

Micro –games of volleyball: A set of easy, simple and structured movements which are designed to serve mobility skills and life aspects with the aim of preparing the individuals balanced personality (procedural).

- Life skills: A group of abilities which individual posses and employs in real setting that help them in positive adaptation and to deal with modern life requirements and challenges (Behrman, 2005 p 96).

- Mobility skills: Basic and simple movements grow with the child as mobility grows, it can be developed through small plays program that include: throwing, leaping, running, and balancing (procedural).

- Volleyball proficient performance: A set of primary movements used in volleyball playing such as: serve, pass, setting, smash hits and defensive wall (procedural).

Methodology and Procedures

Methodology of the study: researchers have used the experimental approach due to its compatibility with the study.

The Sample of the Study

The study population is students from sixth grade in modern Al Nuthom primary school for boys and the Directorate of Special Education, population consisted to (102) students for the academic year 2009 – 2010. The study sample consisted of (52) students from the sixth grader were selected through random approach, and then distributed into two equal groups: Experimental and control each group consisted of (26) students. Experimental group was subjected to practice small games program, in Anthropometric and motor skills, life skills, and performance skill volleyball, as it is shows with table (1).

Table (1)
Arithmetic Mean, Standard Deviation and the Value (t) Among the
Two Groups of Experimental and Control Measurements
in Physical and Life skills, Motor Volleyball

Anthropometric and life skills and performance skills	Experimental group N=26		The control group n-26		Value (t)
	Mean	Std.dev.	mean	Std.dev.	
Length	144.2	2.55	144.9	2.75	0.95

Continued Table (1)

Anthropometric and life skills and performance skills	Experimental group N=26		The control group n-26		Value (t)
	Mean	Std.dev.	mean	Std.dev.	
Weight	40.34	1.95	41.12	1.58	1.62
Age	12.55	0.95	12.55	0.89	0.83
Cooperation collective action	1.44	0.44	1.150	0.83	0.33
Communication	1.99	0.89	2.02	0.75	0.15
Self-reliance and responsibility	2.01	1.00	1.98	0.99	0.11
Control emotions	2.05	0.77	2.02	0.87	0.13
Running 25m\s	6.40	0.95	6.31	0.81	0.39
Jump\cm	129.23	4.51	128.55	3.95	0.58
Throwing\cm	21.33	2.21	22.39	2.41	1.68
Throwing on constant \ degree	10.95	1.54	10.35	1.46	1.36
The held \ degree	15.56	2.23	14.20	3.55	1.63
Forearm pass	10.11	87.3	11.51	2.08	1.64
Over head pass	9.59	1.77	10.25	1.82	1.34
Under hand serve	6.22	1.54	5.89	1.25	0.86

Value (t) indexed at the level of significance $p(0.05) = 2.01$

The table (1) to the value (t) calculated in measurements tribal physical and life skills, motor skills and volleyball among the experimental group and control group, The results indicated that there was no statistically significant compared with the value (t) spreadsheet which shows the equality of the two groups.

Materials and Procedures

- Rstamitr to measure the height and weight
- Form for measuring life skills, Supplement (1)
- Tests to measure motor skills, Supplement (2), and skillful volleyball, Supplement (3).

The Tests of Life Skills:

After reviewing the previous studies and researches such as (Lowisi, 2009; Alhayek 2009), the researchers built a new survey to measure life skills that the Platform for Physical Education for the sixth-grade core, and was drafted in the form of observation where the tools to answer

the paragraphs of the relevant measure of a classroom teacher, teaching students in accordance with the standard themes of life skills (cooperation, communication skills, skill set emotions, skill accreditation alleged self-defense), Supplement (1)

And distributed ladder responding from the five (1-5) as follows:
5 degrees of the answer is always 4 degrees of response often
3 degrees of response, sometimes two steps to answer a little
One degree of response rarely.

The Tests of Motor Skills

Researchers used the reference books and scientific research: (Ammour, 2009; Goudas; Danish & Theodorakis, 2006; Abuqamar, 2005) in order to determine motor skills (speed 25 H, jump, and throw on the goal of stable, held) Supplement (2).

Kinetic tests were identified by reference to the basic test of Robert Johnson achievement fundamental skills, Marjorie's motor skills battery Hebbelinck & Borms tests for physical performance. For 6 to 13 years old, (Lowisi, 2009).

Some tests were modified as appropriate for the age group as expressed by the experts who ruled the program.

Transactions Tool for Scientific Study

Content validity: To ensure the veracity of program. and tests prepared for the purposes of study has been testing a number of experts from the campaign doctoral degree in physical education, to learn their opinions about the program and tests, and the relevance of data and information to be measured.

Laboratory Persistence: to find a factor of stability researchers used the method of testing and retesting on a sample of (10) students and community study, were excluded from the study sample has been used Pearson correlation coefficient between the two applications and all the skill of life skills, and motor skill and tables (2, 3, 4) show that.

Table (2)
Reliability Coefficient Life Skills

life skills	Pearson correlation coefficient
Cooperation collective action	0.84
Communication	0.81
Self-reliance	0.79
Control emotions	0.87

Table (3)
Reliability Coefficient of Motor Skills

Motor skills	Pearson correlation coefficient
Running 25m\s	0.91
Jump\cm	0.84
Throwing\cm	0.87
Throwing on constant \ degree	0.80
The held \ degree	0.95

Table (4)
Reliability Coefficient of Performance Skill Volleyball

performance skill	Pearson correlation coefficient
Forearm pass	0.81
Over head pass	0.77
Under hand serve	0.84

The Proposed Education Program

The researchers developed a program using the games own small volleyball sixth grade students, which included life skills, mobility, performance and skill with the ball flight, and adopted a researchers on the scientific references in building its program (Daw, 2005; Lowisi, 2009; Shawqi, 1997; Stanford; Fong & Deborah, 2003). A researchers took into account the basis to develop a program of small games for volleyball:

- Content commensurate with the members of the study sample.
- To include small toys dynamic capabilities suitable for children.
- The appropriate distribution of educational units.
- use small toys especially for Volleyball in the application for study.

The proposed education program aims to:

The development of some life skills, mobility and skill volleyball.

Table (5)
Description of the Tutorial

Weeks	The name of the game	Repeated game	Life skills	Motor skills	Performance skill
The first week	-Rotation Game - Leaping with the legs tied together -Volleyball - Running for the Swedish Chair -Ball Passing & Catching - Kicking the Ball into the goal	3 times	- Cooperation - Communication - Self-reliance - Control emotions	The development of motor skills	--
The second week	- Passing & Chairs Game - Passing & Squares Game - Passing & Numbering Balls Game - Passing & the Moving Target Game- The Speed of Passing Game- - Response Game	3 times	- Self-reliance - Control emotions	Throwing catching	Learn a skill transmission
The third week	-Passing into the Box Game. - The Circle Passing Game - The blind ball Game	3 times	- Cooperation - Communication - Control emotions	Speed Throwing catching	Learn a skill scroll from the top
The fourth week	-The Down Passer & Recipient Game -The Trailers & Down Receiving Game -The Competitor (Down Passing with Wrists) Game	3 times	- Cooperation - Communication - Control emotions	Throwing Catching Speed	Learn a skill scroll From the bottom of

Parts of the Educational Unit

The introductory part: designed to record absenteeism, and create a student body activity and to stimulate blood circulation, and in some educational units contain the introductory section on some of the information knowledge. It contains the introductory section on some exercises that serve the main part. And duration (10) minutes.

The main part:

- Part Tutorial

Description includes the skill of the teacher, and the performance of the model of appropriate educational and cognitive skills, and duration (5) minutes.

- Part applied:

Contains small toys on the plane with the ball, which aims to develop motor skills and life skill and performance volleyball and duration (25) minute extension (1)

The final part:

designed to calm the body and the gradual return to normal, and re-assigned to their places of tools, and the duration of this part (5) minutes.

The statistical procedure:

Statistical Package SPSS

The arithmetic mean and standard deviation, percentages:

T-test of the differences of two Central My independent.

T-test of the differences of two associated with the Central Account

The Results and Discussion of the Study

Hypothesis 1:-There were statistically significant differences at ($\alpha= 0.05$) between the pre and post measurement of the experimental group members in improving some life, movement, and performance skills, comparison of pre and post measurement in favor of post-test measurement.

Table (6)
Mean and Standard Deviation, and T-value Between the Post-Pre Measures for the Experimental Group Individuals in the Life and Motor Skills and the Daily Performance at Volleyball

The study of Variables	Pr-test		Post -test		T-value
	Mean	Std.dev.	Mean	Std.dev.	
Cooperation collective action	1.44	0.44	3.56	0.89	11.15
Communication	1.99	0.89	3.34	0.89	3.40
Self-reliance	2.01	1.00	3.29	1.42	3.67
Control emotions	2.05	0.77	2.95	0.52	2.64
Running 25m/c	6.40	0.95	5.02	0.88	5.52
Throwing/cm	21.33	2.21	2.55	2.88	5.94
Long jumping/cm	129.23	4.51	138.12	2.61	8.71
Shooting at fixed target/ degree	10.95	1.54	14.21	1.56	7.67
Catching /degree	15.56	2.23	20.58	2.01	8.65
Forearm pass	10.11	3.87	18.32	2.10	9.65
Over head pass	9.09	1.77	15.78	1.09	13.75
Under hand serve	6.22	1.54	12.51	0.79	17.97

Value (t) indexed at the level of significance $p(0.05) = 2.08$

Table (6) showed the statistical results which revealed the presence of statistical significance in the favor of post measurement in comparison with pre measurement among the experimental group members. Whereas the computed “T” value of life skills in social cooperation was (11.15), socializing (3.40), self reliance is (3.67), and emotions control (2.64) in comparison with “T” table value. Also. T computed value. Furthermore, compute (T) value of the mobility skills in running (5.51), jump, 8.71, throw 5.94, throwing on fixed target is (7.67), catching (65) comparison with T value. In regard to proficient performance in volleyball, T value in pass from underneath the arms is (9.65) passing from above, by hands is (13.75) and passing from underneath with facing the net is (17.97) in comparison with table T- value.

Researchers gave the rationale for the improvement among the experimental group members in the pre measurement of the study’s variables namely: life skills to the efficiency of the micro games of the volleyball which include a series of life skills which the Jordanian ministry of education has recommended (2005) that micro – games must include life skills in order to sharpen the child’s personality while preparing him for life.

Stanford(2003) and Belloth (2005, p 35) emphasize that life skills are the skills or tasks which help individual to succeed in the job during adult stage.

In regard to the mobility skills, results indicated the improvement of experimental group members in post measurement in comparison with pre measurement, the reason for that is, the micro games which are movements represented in running, throwing, catching, and throwing precision, and these games contains micro- games program for the volleyball. In this regard. Buker (1964, pp 163 – 172) points out that micro games are activity for all age brackets, have multiple purpose as all other activities in physical education, and the true standard for judgment and commitment to these purposes which are linked to the reality of each micro games goals. The most important of such goals are physical, mobility, mentally, human, health, physical and psychological relations.

In regard to proficient performance in volleyball, results indicate the improvement of experimental group members in post measurement in

comparison with pre measurement. This due to the mature of the structured micro games which focuses on certain movement which enhance arms and legs muscle strength and implementing method which is similar to proficient performance in volleyball. This has led to the improvement of experimental group in volleyball.

The results of present study are consistence with Daw's (2005) results, in the proficiency aspect in particular, although this study uses unspecialized micro games, rather, general ones, also, this study did not deal with life skills and primary movements.

Based upon the discussion of variables results in life and mobility skills it has been revealed that the results of this study are consistence with Lowisi (2009), Weiss; Bolter; Bhalla & Price (2007) and others, that experimental group member have shown improvement in life skills through the comparison of pre and post measurements. In regard to mobility skills this study is in consistence with Al Hayek & Lowisi (2009) and Ahmad, (2006) that is the experimental group members have been improved in the post measurement in comparison with pre measurement in the primary mobility skills.

Hypothesis 2:- There are statistically significant differences at ($\alpha= 0.05$) between the pre and post measurement of the control group members in improving some life, movement, and performance skills, comparison of pre and post measurements in favor of post-test measurements.

Table (7)
Mean and Standard deviation, and T-value Between the Post-Pre-Measures for the Control Group Individuals in the Life and Motors Skills and the Skillful Performance in Volleyball

The Study of Variables	Pre-measure N=26		Post-measure N=26		T-value
	Mean	Std.dev.	Mean	Std.dev.	
Cooperation collective action	1.50	0.83	2.10	0.58	3.15
Communication	2.02	0,57	2.45	0.82	2.26
Self-reliance	1.98	0.99	2.24	0.55	1.18
Control emotions	2.02	0.87	2.89	0.89	3.48
Running 25m/c	6.31	0.81	6.01	0.48	1.66
Throwing/cm	128.55	3.95	131.20	2.45	2.69

Continued Table (7)

The Study of Variables	Pre-measure N=26		Post-measure N=26		T-value
	Mean	Std.dev.	Mean	Std.dev.	
Long jumping/cm	22.39	2.41	24.10	1.02	3.53
Shooting at fixed target/ degree	14.20	3.55	16.02	1.66	2.39
Catching /degree	11.51	2.08	14.20	0.98	5.79
For arm pass	10.35	1.46	12.03	1.03	4.80
Over head pass	10.25	1.82	13.08	1.25	6.85
Under hand serve	5.89	1.25	7.21	0.88	4.65

Value (t) indexed at the level of significance (0.05) = 2.08

Table (7) showed the statistical results which showed the statistically significance in favor of post measurement in comparison with pre measurement, of the experimental group members. Where as computed (T) value of the life skills in social cooperation variable is (3.15), communication (2.26) emotion control (2.64) with the comparison with table T value there is no significant indication of self – reliance (1.18), computed (T) value of the mobility skills in leaping is (2.69), throwing (3.53).

The throwing on a fixed target (4.80), catching is (2.39) in comparison with table (T) value. There is no indication for running (1.66).

In regard to proficient performance in playing volleyball computed (T) value in passing from under by arms to (5.79) while passing from above by hands is (6.85) and passing from below facing is (4.65) in comparison with table (T) value.

Researchers explained reasons in some variables improvement such as life skills as this: traditional program which instructor applies contains life skills, however in non-educational and methodological way. Thus, life skills are achieved through helping instructor to implement his traditional program in volleyball class. This result contradicts the study of Lowisi (2009) and Weiss, et al (2007).

In regard to mobility skills it has been revealed that the control group members experienced improvement in some primary movement, knowing that, any physical education program focuses on mobility aspects, thus it contributed to enhance the primary mobility skills such as catching, leaping

and throwing. This study's results are inconsistent with Lowisi (2009) results.

In regard to volleyball skills, results indicate improvement among the control group members, the reason for that is the traditional programs which have volleyball skills especially in implementation and frequency (repetition) in performance. This result differs from Daw (2005) results.

Hypothesis 3:- There are statistically significant differences at $\alpha = 0.05$ in the post measurement among the experimental and control group members in improving some life, movement, and performance skills, in favor of experimental group.

Table (8)
Mean, Standard Deviation and T-value Between the Experimental and Control Groups Individuals in the Pre-measurements for the Life and Motor Skill, and the Skillful Performance at Volleyball

The study of Variables	Experimental group		Control group		T-value
	Mean	Std.dev.	Mean	Std.dev.	
Cooperation collective action	3.56	0.89	2.10	0.58	7.30
Communication	3.42	0.89	2.45	0.82	4.21
Self-reliance	3.29	1.42	2.24	0.55	0.33
Control emotions	2.95	0.52	2.89	0.89	0.30
Running 25m/c	5.02	0.88	6.01	0.48	6.18
Throwing/cm	138.12	2.61	13.25	2.45	9.03
Long jumping/cm	25.55	2.88	24.10	1.020	2.45
Shooting at fixed target/degree	14.21	1.56	12.03	1.03	6.03
Catching /degree	14.21	1.56	12.03	1.03	6.03
Forearm pass	20.58	2.01	16.02	1.66	2.28
Over head pass	18.32	2.10	14.20	0.98	9.63
Under hand serve	15.78	1.09	13.08	1.25	8.770
Cooperation collective action	12.51	0.79	7.21	0.88	24.09

Value (t) indexed at the level of significance $p(0.05) = 2.01$

Table (8) shows the statistical results which revealed the presence of statistically significance in favor of experimental group members in comparison with the control group members.

Computed T-value for life skills in social cooperation (7.30) communication (4.21) and self – reliance (3.75) variables, in comparison with the table T-value. Whereas no indication in regard of emotion control (0.30). Furthermore, computed T- value for mobility skills in running 25 meter is (6.18), leaping. (9.03), throwing (2.54) and throwing at a fixed target is (6.05), and catching (2.28), in comparison T value. In regard to volleyball playing proficiency, computed T value in passing form beneath by arms is (9.63) passing form above by arms is (8.70) serve the ball from beneath facing (24.09) in comparison with table T- value.

A researcher explains reason for the improvement of experimental group members in comparison with control group members, namely the micro – group volleyball program which experimental group applied. This program caused improvement in life skills among elementary sixth grade students. The nature of volleyball micro – game that are used in teaching are structured, methodological and designed with a scientific style, serve life skills such as social cooperation, communication and bear responsibility, all through the micro – games program. These strengthen the role of micro games in the sharpening of child’s personality prepare him for life earlier. While the traditional program contains life skills however without planning to be in the volleyball class.

Soutari (2007) points out that life skills are crucial in individuals daily life especially, communication with others, emotions control, bear responsibility which represent the individual success in life.

In regard to the basic mobility skills. It was revealed that the experimental group showed improvement in comparison with the control group, this is due to the nature of volleyball small games which contains jumping, throwing, catching and running which all expresses basic mobility in volleyball, which control group did not apply small games rather its members applied basic movements which were designed as a part of traditional volleyball class; These games are not objective, unorganized within the traditional program. Consequently, the experimental group was superior over the control group. This is consistent with Lowisi (2009) who argues that small games enhance children’s mobility such as throwing, catching, running and balancing.

The results of this study is consistent with previous study’s in comparison

between the experimental and control groups in life skills, mobility, proficiency in volleyball playing such as: (Weiss et al, 2007; Lowisi, 2009; Goudas et al, 2006) in life skills, and basic mobility. In addition, the studies of Kruger (2003), Ahmad (2006), Hamoudeh (2007) and Al Hayek et al,(2009) in basic movements skills, and Daw (2005) study in volleyball.

What makes this study a distinguished one is the program which researchers have developed with the use of small games relevant to volleyball, where as, it contributed to the proficiency learning, life skills improvement and basic movement. The present study is the only study that combined all previous variables in one program.

Conclusions

Through the proposed program the researchers revealed the following findings:

- Micro - games related to volleyball cause the improvement some life, movement, and performance skills for sixth grade students.
- There was an influence of traditional program for improving some life, movement, and performance skills for sixth grade students.
- Advantage of micro- games related to volleyball program in comparison with the traditional program in improving some life, movement, and performance skills for sixth grade students.

Recommendation

Through the findings researchers recommend:

- It is advisable to use the micro-games related to volleyball program due to its positive impact on life skills, mobility and proficiency in volleyball among 6th grade students.
 - It is possible to apply the micro- games related to volleyball program in other sports which contain life skills and basic mobility variables.
 - It is possible to conduct similar studies in collective games while using micro - games program that contains life skills and basic movement.
-

References

- Abuqamar, A. T. (2005). **The effect of proposed program on improving the skillful and physical level of the youth in volleyball in Jordan.** Unpublished master dissertation, Faculty of Physical Education, Amman, Jordan.
- Ahmed, A, A. (2006). **The influence of the small games on gymnastic obstacles on developing some of the basic skills in handball for the primary education stage.** The Third Scientific Conference for the Physical & Physical Education Sciences, Seventh of April University, Libya, (pp 15-30).
- Alajnaf, M. R. (2005). The dynamic of the development of some basic motor movement between the students age stage (10-12) at Al-Akhdar Region. **Journal of Physical & Physical Education**, (5), 48-69.
- Al Rumi, J., M. (1999). **The effect of small games program on mobility and some physical, abilities with kindergarten children.** Unpublished PhD thesis – Faculty of physical Education – University of Musul – Iraq.
- Alhayek, S.k., & Lowisi, N. (2009). **The Impact of using the small games on improving the basic motor skills for the primary state student.** Published Research, The Sixth Scientific Conference In Development & Sport, Observatory View Towards The Third Thousand, Amman –Jordan, (pp145-155).
- Allaqani, A. H. (2001). **Education curriculums between reality and the future.** Jordan: Book World Amman.
- Al Soutari, H. N. (2007). **The effect of the use of some modern teaching approaches on life skills of physical education curriculum that mased upon knowledge economy.** Unpublished PhD thesis, University of Jordan.
- Ammour, A. A., (2009). Contributions of some modern teaching methods in physical education on developing some of the life skills of university stage student. **Journal of Arab University Union**, 1(52), 45-36.
- Behrman, A. (2005). **How about that whole child.** London: Independent School.
- Belloth, M. (2005). Life skills project. **Journal of Correctional Education**, 56(2), 96-100.
- Bucker, Charles. (1964). **Physical Education Principles** – Translated by Hassan Saed Mu'awad and K. S. Abdoh. Cairo: Anglo – Egyptian publishers.
- Daw, S. F. (2005). **The influence of the small games on developing some of the basic skills in volleyball for youngsters age (12-13).** Unpublished master dissertation, Seventh of April University, Faculty of Physical Education, Libya.

-
- Goudas, M., Dermitzaki, I., Leondari, A. & Danish, S. (2006). The effectiveness of teaching a life skills program in a physical education context. **European Journal of Physical Education**, 21(4) 429-445.
- Goudas, M., Danish, S., & Theodorakis, Y. (2006). The effectiveness of teaching a life skills program in a sport context. **Journal of Applied Sport Psychology**, 17(3), 247-254.
- Hamoudeh, B, M. (2007). **The effect of cooperative games program of enhancing basic movement performance for pre-school (5-6) year's old children, in one of amman's kindergarten.** Unpublished MEd thesis, University of Jordan.
- Hussein, A. J. (2001). Special features of development planning of speed and strength abilities of young volleyball players at the stage of initial training for competitive activities, **Physical Training of Students of Creative Profession**, 1(2), 55-57.
- Kruger, E, (2003). **The influence of a fundamental motor skills program on the physical and cognitive development of the grade 1 child.** International Abstract Dissertation University of Pretoria, Retrieved from: <http://proquest.umi.com>, on 1st Jun 2003.
- Lowisi, N. (2009). **The reference of proposed learning program on developing the basic motor and life skills for the preliminary stage student.** Unpublished Ph.d Dissertation, Faculty of Physical Education, Amman, Jordan.
- Ministry of Education (2005). **The Reference General Frame for Life Skill Based-Nearning, with the Cooperation with UNICEF Organization.** Jordan: Ministry of Education.
- Mustafa, M. F. (2005). **The Arab Child and the Life Skills at the Kindergarten Basic School.** Egypt: Dar Al fikr Al Arabi.
- Shawqi, M. A, (1997). **The Small Games Guide.** Egypt: Dar Al fikr Al Arabi.
- Stanford, R., Fong, C., & Deborah, T. (2003). Assessing changes in life skills and quality of life resulting, **Journal of Rehabilitation**, 3 (1), 69-79.
- Weiss, M., Bolter, N., Bhalla, J., & Price, M. (2007). Positive youth development through sport: comparison of participants in the first tee life skills programs. **Journal of Sport & Exercise Psychology**, 1(29), 212-221.
-