

## **How is an Educational Program Affected by Using The Competitive Learning Method and Its Impact on Achievement Motivation and The Level of Shooting Performance from the Double and Triple Jump for Basketball Juniors under 16 Years Old**

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### **Introduction and research problem:**

Learning through competitive exercises is one of the modern methods that gives effective results when teaching and learning motor skills for different sports, especially those skills in which accuracy has a decisive role in determining the level of players and deciding the results of matches, as is the case in shooting in basketball, as learning through Competitive situations prepared by the coaches helps to increase interaction by stimulating the motivation of the players to show their maximum capabilities and abilities to reach a distinguished level of skillful performance that exceeds their peers.

This is indicated by Magdy Aziz 2004 that the competitive learning method is one of the modern methods that can be used in the educational process to distinguish by stimulating the motivation of learners and urging them to show their best capabilities and capabilities during the learning process, which is done through exercises and competitive attitudes, which contributes In increasing interaction and positive participation during learning and thus achieving the desired results (16:24)

Muhammad Hassan Allawi (2002 AD) believes that in order to ensure mastery

of motor skills, and work to stabilize them, the individual athlete must perform the skills and train on them under various circumstances in a manner commensurate with competitive play situations, which are characterized by extreme difficulty during the match (18: 60)

And "Carlos 2012" states that competitive exercises that achieve the training objectives in each training unit must be carefully chosen so that their intensity is high and their volume is medium and that they are applied within the framework of a training program that includes all offensive and defensive skills because they increase the players' motivation and encourage them to perform because their performance is carried out according to specific laws that are commensurate with And the type of activity practiced and characterized by providing the process of sports training with many successful means that stimulate the self motivation towards perseverance and effort, which is characterized by change and suspense (35: 134)

As Rafi Saleh, Huda Ibrahim and Iyad Saleh 2015, and Maryam Muhammad 2020 explain that the competitive learning method contributes to providing learners with different

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educational situations in the form of competitions that help them know their own capabilities compared to others and motivate them to stimulate their motivation and double their efforts to compete with themselves. Or with a colleague or group with the aim of learning and acquiring various motor skills, and storing them in the minds of the learners perfectly and in a different and unconventional way (7: 2) (28: 102)

The competitive learning method is based on three main forms that the teacher can use and employ within the educational units, namely: individual competition with himself, comparative competition (player against player competition), and group competition (team against team), where the individual's competition with himself aims to achieve the best level for himself in A realistic challenge to his abilities. Comparative competition also aims to show the individual capabilities and skills of each individual in an attempt to overcome and outperform his opponent, while group competition aims to achieve harmony and cooperation among members of one group to achieve victory and superiority over other groups, and here each individual plays for the benefit of the group he joins. Where the victory is due to all team members. (14:80-81)

Muhammad Hassan Allawi (2002) mentions that the psychological dimensions are one of the important requirements for reaching high levels in various activities, as many athletes at the advanced level converge to a great degree in terms of physical and

technical level, and therefore there is an important factor that determines their struggle during sports competition. In order to win, it is the psychological factor. (19:135)

Many sports psychologists believe that the player's access to high sports levels is based on the motivation of sports achievement, which means the player's readiness to face sports competition situations and try to excel and excel by showing the greatest possible activity, effectiveness and perseverance as an expression of the desire to struggle and struggle for supremacy in sports. Sports competition situations (18: 142) Achievement motivation is the final outcome of the relationship between the motivation for success, the motivation for avoiding failure, and the interaction between them, as the motivation for success are those motives that direct the behavior of the individual to employ his capabilities in dealing efficiently and positively to achieve success, and appear in adventure and facing difficulties, diversity of interests, self-confidence - feeling With ability, competition and independence, as these motives represent the motives of courage for the athlete (30: 24)

The basic skills in basketball are the essence of achievement in matches, as it is considered the basic rule of the game and without mastering it, the player will not be able to carry out focused plans and duties in an integrated manner (12: 17)

The researcher believes that shooting in basketball is one of the basic and important offensive skills in basketball, if not the most important skill at all, as

shooting in its various types is the goal that any team aims at through its offensive maneuvers in order to achieve the highest rate of successful injuries to the opposing team's basket. For the players to succeed in achieving this, they must have many qualities, including speed, accuracy and self-confidence, and training in shooting skills should take place in conditions similar to those of matches.

Muhammad Abdulaziz Salama 2013 indicates that shooting is one of the most basic principles that concern coaches and players alike. The coach allocates a large period of training time for shooting, and the hardworking player goes to the stadium early than the start of training to try to master the skill of shooting, and this may be Without the coach assigning him to do so, because the player who is good at shooting is always the favorite of the coach of the team. Without good shooting, the performance of the principles and other basic skills of the game becomes without any real benefit. (23: 74)

Muhammad Abdulaziz Salama (2013 AD) also adds that all basketball skills must be performed with speed and accuracy, but shooting skills most need these two elements. By following up on the movement of the ball and dispersing it after all this effort made by the team members to provide this favorable opportunity for shooting (23: 74-75)

Through the researcher's experience as a player and coach in the Egyptian Basketball Federation, and through his follow-up to the training of some junior teams in the Assiut basketball

region, he noticed that the coaches of the different age groups in general neglected the use of competitive exercises despite their importance while teaching them shooting from jumping (double and triple) in the age group under 16 years old. It is the first stage in which the shooting from the jump is done in a clear and effective way compared to the previous stage, which may have a negative impact on the achievement motivation and the performance level of the double and triple shooting from the jump for the players of this stage.

In light of the researcher's review of many previous studies that dealt with competitive training, whether in team or individual sports, such as Carlos (2012) (35), Morris (2013) (36), Ahmed Nasr El-Din Mohamed (2015) (3), Hany Mamdouh Abdel Moneim (2015) (33), Emad Refaat (2017) (15), Hussein Abdel Karim Jaafar (2018 AD) (6), Mahmoud Ibrahim Mahmoud Gharib (2021) (26), which the results of those studies indicated the importance of using competitive exercises in developing aspects Physical and skillful in team and individual sports, the researcher also noted the absence of previous scientific studies that dealt with shooting from jumping (double and triple) in basketball for the stage under 16 years old

This prompted the researcher to address the problem by preparing an educational program using the competitive learning method in its three forms and knowing its effect on achievement motivation and the performance level of double and triple

shooting from jumping for basketball players under 16 years old in Assiut Governorate.

**Research objective: Designing an educational program using the competitive learning method and knowing its impact on:**

1- Achievement motivation for basketball players under 16 years old in Assiut

2- The performance level of double and triple shooting for basketball players under 16 years old in Assiut

**Research hypotheses:**

1- There are statistically significant differences between the averages of the pre and post measurements of the experimental group in achievement motivation and the level of double and triple shooting performance in basketball in favor of the post measurement.

2- There are statistically significant differences between the means of the pre and post measurements of the control group in achievement motivation and the level of performance of double and triple shooting in basketball in favor of the post measurement.

There are statistically significant differences between the averages of the two post-measurements of the experimental group and the control group in achievement motivation and the level of performance of double and triple shooting in basketball in favor of the experimental group.

**Search terms:**

**Competitive learning style:**

It is a “teaching method based on competition between two individuals or between a small group of

individuals whose number ranges between (3-5) in order to achieve specific educational goals” (8: 66)

It is “a method of teaching that is characterized by the existence of a fight or struggle between two or more persons for the sake of specific goals (9:66)

The researcher defines it procedurally as "one of the educational methods in which the player competes with himself or a group with a group or a team with another team" to achieve a goal characterized by superiority and excellence in order to reach the highest level allowed by the capabilities of the players to exploit the state of perseverance, persistence and suspense provided by competitive exercises.

**Achievement motivation:**

"The effort to succeed in accomplishing the tasks assigned to the individual, perseverance and challenge when faced with failure, and a sense of pride when completing the tasks and duties assigned to him." (4:157)

It is “the willingness of the player to compete in a certain position of achievement in the light of a certain standard or level of standards or levels of excellence, as well as the desire to struggle and struggle to excel in the positions of achievement, which results in a certain type of activity, effectiveness and perseverance” (19: 251)

**Previous studies:**

1- The study of Mahmoud Ibrahim Mahmoud Gharib (2021 AD) (26): entitled “The Impact of Intensive Competitive Training on Achievement Motivation and Offensive Tactical Behavior of Handball Players.”

Handball under 18 years old and the study used the experimental method. The main sample of the study consisted of (28) young handball players under 18 years old. They were divided equally into two experimental and control groups. The most important results of the study were that the training program using intensive respiratory exercises had a positive effect better than the program the usual level of offensive tactical behavior and achievement motivation for the sample under study, and the traditional program has no statistically significant differences in achievement motivation.

2- Mustafa Ali Ghallab's study (2021 AD) (31): entitled "A comparative study of the effect of using two methods of competitive learning (comparative - group) on achievement motivation and the level of motor sentence performance in sports performances." The study aimed to identify a comparison of the use of two methods of competitive learning (individual - group) and their impact on achievement motivation and the level of performance of the motor sentence in mathematical presentations. The researcher used the experimental approach. The sample consisted of (40) students who were divided into two experimental groups equally applied to the first comparative competitive learning, and the second group competitive learning, and the most important results were that The individual and group competitive learning style had a positive effect on achievement motivation and the level of performance of the motor sentence in the mathematical presentation.

3- The study of Maryam Muhammad Ibrahim (2020 AD) (28): entitled "The Impact of Using Competitive Learning (Self-Comparative-Collective)" on the cognitive aspect and the level of skillful performance of percussive exercises, and the study aimed to identify the effect of using competitive learning (self-comparative-group) On the cognitive side and the level of skillful performance of the rhythmic exercises, the study used the experimental approach, and the sample consisted of (30) students from the first year who were divided randomly into experimental and control subjects equally, and the most important results were that the competitive learning method had a positive effect in improving the cognitive aspects and the level of skillful performance For rhythmic exercises from the traditional method.

. The study of Mashaal Salah Saad (2020 AD) (29): "Entitled the effect of an educational program using the competitive learning method on the level of personal satisfaction and the skillful performance of some basic skills in handball." The study aimed to identify the effect of an educational program using the competitive learning method on the level of satisfaction. The motor and skillful performance of some basic skills in handball. The study used the experimental approach. The main sample included (50) secondary school students. The most important results were that the competitive learning method has a positive effect better than the traditional program in learning

handball skills and improving the level of Motor satisfaction.

4- A study by Hani El-Desouki, Sherif Mohamed Noman, Mohamed Ahmed Fathallah Madani (2020 AD) (32) entitled: "The effectiveness of using the cooperative and competitive learning styles on the performance of shooting and passing skills in football for middle school students in Luxor Governorate. The study aimed to identify the effect of using The cooperative and competitive learning styles on the performance of shooting and passing skills in football for middle school students in Luxor Governorate. The study used the experimental approach. Statistically significant differences between the control group and the competitive learning group in favor of the competitive learning group in the performance of the two research skills, as well as the presence of statistically significant differences between the competitive and cooperative learning group in the performance of the two research skills in favor of the cooperative learning group.

5- The study of Muhammad Essa Al-Shennawy (2019 AD) (24): "Entitled the effect of using the competitive learning strategy on the cognitive achievement and the level of skill performance for beginners in table tennis." The study aimed to identify the effect of using the competitive learning strategy on the cognitive achievement and the level of skill performance for beginners in tennis. The study used the experimental method, and the main sample included (30) students from the first year at the

Faculty of Physical Education, Port Said University. ) in cognitive achievement and the level of technical performance of the basic skills under study in table tennis.

6- A study by Buthaina Abdel-Khaleq Ibrahim (2012 AD) (5): "Entitled The Impact of the Competitive Learning Style on Knowledge Achievement, Skill Performance, and Achievement for the Discus Throwing Activity." The experimental method, and the basic sample included (53) male and female students, who were divided into two experimental groups and a control group of students, each consisting of (15) students, and two experimental groups and a control group of female students, comprising the experimental (11) and the control group (12) students. The most important results were that the competitive learning method was It has a positive effect in improving cognitive aspects only.

#### **Advantages of previous studies:**

The design of the proposed educational content is under consideration Identify the three forms of training and competitive situations Identify the appropriate time for competitive applied exercises

#### **Formulation of hypotheses and research objective**

Interpretation and discussion of the results of the research in the light of those studies and their results

#### **Search procedures:**

Approach used: The research used the semi-experimental approach due to its suitability to the purpose and nature of the research, by using the experimental design of two groups, an experimental

group and a control group, and by using (pre-post) for each group.

**Research community:**

The research community represents basketball players under 16 years old in Assiut Governorate, who number (60) players and are registered in the Egyptian Basketball Federation for the 2021/2022 sports season.

Research sample: The basic research sample was chosen by the intentional method, consisting of (24) basketball players from Assiut Sports Clubs and Muslim youths in the Sunni stage under 16 years old. Shooting skills from double and triple jumps for the control group, while the experimental group is taught according to the educational program using the competitive learning method in its three forms (self-comparative-collective)

(12) players were selected from within the original community and outside the basic research sample to

conduct the exploratory study on them, as the total research sample reached (36) players, with a rate of (60%) of the research community.

**Homogeneity of the research sample:**

The researcher made the measurements of homogeneity; This is to ensure moderation in the research variables, which may affect the results of the research, in order to ensure that the members of the research sample fall under the moderating curve in the variables that were chosen after reviewing previous studies and scientific references (1), (2), (10), (11), (13), (17), (20), (21), (22) as follows:

Basic variables (age - height - weight - training age - achievement motivation) The homogeneity of the members of the basic research sample to ensure moderation in the research variables, which may affect the results of the research, and the coefficients of skewness were as shown in Table (1)

**Schedule (1)**

**The arithmetic mean, median, standard deviation, flattening coefficient, and skewness coefficient in variables**

**(Chronological age - height - weight - training age - achievement motivation) for the sample under study (n =24 )**

		measruing unit	SMA	Arithmetic median	standard deviation	Flattening coefficient	torsion modulus
varaibles	age	Month	194.95	195.00	3.762	1.072	0.280
	height	Cm	175.40	173.00	8.426	1.064	0.060-
	Weight	Kg	71.60	72.000	0.293	1.502	0.512
	training age	Month	54.60	60.00	6.125	2.183	0.218
	Achievement motivation	Degree	78.96	79.00	5.214	1.375-	0.216

It is clear from Table (1) that the values of distortion in the research variables (chronological age - height - weight - training age - achievement motivation) ranged between (0.216: -0.060), and this indicates that there is homogeneity among the members of the research sample, as all values of The torsion coefficient is located under the normal curve, whose value ranges

between ( $\pm 3$ ), which indicates the moderation of the frequency distribution of the sample.

-2Equivalence of the two research groups:

The researcher conducted equivalence between the two research groups in the physical and skill variables (under study), and Table (2) shows this

### Schedule (2)

#### Significance of statistical differences between the experimental group and the control group In the physical and skill variables under study) (n = 24)

S	Tests	test name	measruing unit test	experimental group		the control group		The difference between the two averages	Calculated (v) value	Significance level
				SMA	standard deviation	SMA	standard deviation			
1	physical exams	Vertical jump centimeter	Cm	36.17	8.343	38.91	7.245	2.02-	.838	indicated
2		Bending the arms from oblique supination in number	No.	17.08	5.368	16.36	5.836	0.72	.307	indicated
3		Running from a moving start (sec)	S	5.27	.418	5.28	.448	0.01	.079	indicated
4		Throw balls at the wall (score)	Degree	14.75	2.179	14.82	2.401	-0.07	.071	indicated
5		Zigzag run by Barrow method (sec.)	S	24.52	1.256	24.39	1.582	0.13	.220	indicated
6		Dynamic flexibility in numbers	No.	38.08	5.518	38.91	6.457	0.83-	.331	indicated
7	Skill tests	Triple shooting accuracy	Degree	18.58	4.927	19.64	4.796	1.06-	.512	indicated
8		Double aiming accuracy	Degree	18.50	4.927	19.00	4.796	0.05-	.246	indicated

\*Tabular (T) value at the significance level (0.05) = (2.074)



It is clear from Table (2) that there are no statistically significant differences between the experimental group and the control group in the physical and skill variables under study, as the calculated (T) value is less than the tabular (T) value, which indicates their equivalence in those variables.

**Data collection tools:**

1-Physical exams

2-Skill tests

3-Go Willis Motivation Scale, Arabized by Muhammad Hassan Allawi, 1998 AD

First: physical tests:

In light of the researcher's review of the available scientific references and previous studies (20), (21), (13), (11), (2), (27) to identify the most influential physical characteristics on the level of shooting from the double and triple jump, it was reached To a number (6) physical tests that measure those qualities that affect shooting from jumping of the two types under study. Attachment (2)

**Second: Skill tests used:**

By looking at many scientific references (10), (22), (23), (25), as well as some previous studies (11), (1), (34) (2) that dealt with shooting from the double and triple jump. The researcher chooses (2) skill tests to collect data for the research, attached (4), which are:

1- Testing the accuracy of double shooting from jumping (10)

22- Adel Gouda Abdulaziz test (2010) to measure the accuracy of triple shooting from jumping (11)

Since these tests have been used in many previous studies, and they have

high (validity - stability) coefficients, and research similar to the current research has been conducted, and the researcher has found scientific parameters for them.

**Third: Motivation Scale: Attached (3)**

**The researcher used the Go Willis scale to find motivation, translated, Arabized and modified by Muhammad Hassan Allawi 1998 AD, in light of the application of the scale on samples of Egyptian players. ) phrase (17)**

Devices and tools used in research measurements:

Restameter device for measuring length

Medical scale calibrated to measure weight

Measuring tape

Legal basketballs

Duct tape

Stop Watch

Training cones

**Scientific transactions for physical and skill tests used in the research:**

**The veracity of the arbitrators:**

To ensure the validity of the tests (under study) for the members of the basic research sample, the researcher presented them to a group of gentlemen experts specialized in the field of basketball and in the field of curricula and teaching physical education and sports psychology. The extent of the suitability of these tests for the individuals of the basic research sample, and the opinions of the experts were unanimous on the appropriateness of these tests for the dental stage under 16 years of age in basketball, as the percentage of their approval of the proposed tests ranged between (90% to 100%) as in Table (3).

### Schedule (3)

#### Percentage of expert opinions in determining the most appropriate physical and skill tests (under research) n = 10

S	tests	test name	measruing unit	The number of iterations	percentage of agreement
1	physical exams	Vertical jump centimeter	Cm	10	%100
2		Bending the arms from oblique supination in number	No.	10	%100
3		Running from a moving start (sec)	S	10	%100
4		Throw balls at the wall (score)	Degree	9	%90
5		Zigzag run by Barrow method (sec.)	S	9	%90
6		Dynamic flexibility in numbers	No.	10	%100
7	Ski II test	Triple shooting accuracy	Degree	10	%100
8		Double aiming accuracy	Degree	10	%100

It is clear from Table (3) that the opinions of the experts in determining the appropriateness of the physical and skill tests have reached a percentage between (90% - 100%), which indicates the validity of the tests used. The validity of the terminal comparison: The validity of the peripheral comparison of the physical and skill

tests used was calculated by calculating the value of the average differences between the upper quartile and the lower quartile of the scores of the exploratory sample, which consisted of (12) basketball players under 16 years from the research community and outside the main research sample.

Table (4)

#### Significance of differences between the upper and lower quartile of the physical and skill tests (under research) (n = 12)

S	tests	test name	measruing unit test	Minimum		Maximum		The difference between the two averages	Calculated (v) value	Significance level
				SMA	standard deviation	SMA	standard deviation			
1	physical exams	Vertical jump centimeter	Cm	16.50	6.733	15.00	6.137	1.500	3.29	indicated
2		Bending the arms from oblique supination in number	No.	18.25	7.52	17.42	8.32	0.83	3.71	indicated
3		Running from a moving start (sec)	S	5.24	.407	5.12	.504	0.13	1.95	indicated

**Follow Table (4)**  
**Significance of differences between the upper and lower quartile of the physical and skill tests (under research) (n = 12)**

S	tests	test name	measuring unit test	Minimum		Maximum		The difference between the two averages	Calculated (v) value	Significance level
				SMA	standard deviation	SMA	standard deviation			
4		Throw balls at the wall (score)	Degree	24.00	1.285	24.82	1.826	0.82	7.27	indicated
5		Zigzag run by Barrow method (sec.)	S	14.50	1.708	16.25	2.380	-1.75	2.85	indicated
6		Dynamic flexibility in numbers	No.	16.75	4.830	18.00	5.909	-1.25	3.28	indicated
7	tests skills	Triple shooting accuracy	Degree	38.00	6.028	37.50	5.477	0.50	3.78	indicated
8		Double aiming accuracy	Degree	31.50	1.500	30.75	3.697	0.75	3.58	indicated

\*Tabular t-value at the significance level (0.05) = (1.812)

It is clear from Table (4) that there are statistically significant differences between the upper and lower quartiles, where the calculated "T" value was greater than its tabular value at the level (0.05) in the physical and skill tests (under study). Which indicates the validity of the tests and their ability to distinguish between the upper and lower quartiles.

**Test stability:**

**A- Calculating stability using the test-retest method:**

To calculate the physical and skill tests, the researcher applied the tests on a sample of (12) junior basketball under 16 years old from the research community and other than the basic sample using the method of applying the test and re-applying it Test - Retest, and the application was repeated with an interval of (15) fifteen days, and this is what Table No. (5) Explains it.

**Table (5)**  
**Correlation coefficient between the first and second application of the skill tests in question (n = 12)**

physical exams and skills	First app		Second app		Correlation coefficient (t)
	M	E	M	E	
Vertical jump centimeter	33.88	9.125	42.12	1.808	0.703
Bending the arms from oblique supination in number	15.75	6.018	17.38	1.768	0.877

**Follow Table (5)**  
**Correlation coefficient between the first and second application of the skill tests in question (n = 12)**

physical exams and skills	First app		Second app		Correlation coefficient (t)
	M	E	M	E	
Running from a moving start (sec)	5.18	.429	7.89	1.167	0.782
Throw balls at the wall (score)	15.38	2.134	17.11	1.691	0.784
Zigzag run by Barrow method (sec.)	24.41	1.526	26.11	1.537	0.673
Dynamic flexibility in numbers	37.75	5.339	42.22	10.639	0.764
Triple shooting accuracy	17.38	5.041	35.22	26.957	0.729
Double aiming accuracy	31.12	2.642	30.89	11.581	0.92

The tabular t value is not at the level of significance (0.05) = 0.506%

**It is clear from Table (5) that:**

There is a statistically significant positive relationship between the first and second application of the various physical and skill tests under study, as the calculated correlation coefficient ranges between (0.673-0.92), which is higher than its tabular value at the level of 0.05, which indicates the stability of the physical and skill tests used.

B- Calculating stability using Cronbach's alpha coefficient:

To calculate the stability of the physical and skill tests under study, the researcher used the Vakronbach coefficient on a sample of (12) basketball juniors under 16 years old from the research community and outside the main research sample, and Table (6) shows that.

**table (6)**  
**Alpha coefficients for physical and skill tests (n = 12)**

S	Tests	correlation coefficient
1	Vertical jump centimeter	0.92
2	Bending the arms from oblique supination in number	0.672
3	Running from a moving start (sec)	0.804
4	Throw balls at the wall (score)	0.732
5	Zigzag run by Barrow method (sec.)	0.891
6	Dynamic flexibility in numbers	0.089
7	Triple shooting accuracy	0.78
8	Double aiming accuracy	0.85

It is clear from Table (6) that:

The values of the alpha coefficients for the tests ranged between (0.67: 0.92), which are statistically significant coefficients, which indicates that the physical and

skill tests under consideration have an acceptable degree of stability.

Second: Scientific Transactions for the Achievement Motivation Scale

A- Veracity of content:

To ensure the validity of the content, the researcher presented the scale to a group of experts in the field of basketball, curricula, teaching physical education and sports psychology, consisting of (10) experts, attached (1),

in order to find out the appropriateness of the scale and its expressions for the individuals of the basic research sample. The scale and its expressions have an agreement rate of (70% to 100%), and Table (7) shows this.

#### Schedule (7)

#### Percentage of opinions of the experts on the scale statements (n = 10)

S	achievement motivation measure									
	1	2	3	4	5	6	7	8	9	10
phrase number	1	2	3	4	5	6	7	8	9	10
Repetition	10	9	10	9	10	8	9	10	10	9
phrase number	%100	%.90	%100	%90	%100	%80	%.90	%100	%100	%90
Repetition	11	12	13	14	15	16	17	18	19	20
phrase number	10	9	8	10	10	10	9	10	8	9
Percentage	%100	%90	%80	%100	%100	%100	%.90	%100	%80	%90

#### B - Sincerity of internal consistency:

To calculate the validity of the internal consistency of the measure of achievement motivation, the researcher applied the scale to a sample of perfection, consisting of (12) basketball juniors under 16 years old from the research community and from outside the basic sample of the

research in order to ensure the clarity and formulation of phrases and their suitability for the research sample. Correlation coefficients have been calculated between the degree of each One of the expressions of the scale and the total score of the scale, and Table (8) shows that

#### Schedule (8)

#### Correlation coefficients between the score of each statement of the scale and its total score (n = 12)

phrase number	correlation coefficient	phrase number	correlation coefficient
1	0.70	11	0.74
2	0.71	12	0.80
3	0.75	13	0.66
4	0.68	14	0.75
5	0.71	15	0.71
6	0.64	16	0.61
7	0.76	17	0.87
8	0.74	18	0.88
9	0.68	19	0.79
10	0.73	20	0.85

The tabular t value is at the significance level (0.05) = 0.444

It is clear from Table (8) that the values of the correlation

coefficients between the degree of each of the scale expressions and

the total score for it ranged between (0.61: 0.88), which are statistically significant correlation coefficients, which indicates the internal consistency of the scale.

B. constancy:

A- Calculating stability using the test-retest method:

To calculate the stability of the achievement motivation scale, the researcher applied it to a sample of

(12) basketball players under 16 years old from the research community and from outside the main sample of the research and under the same conditions as the first application with a two-week interval, then the correlation coefficient was calculated between the two applications and Table (9) shows that.

#### Schedule (9)

#### Correlation coefficients between the first and second application For achievement motivation scale (n = 12)

S	Measure	First app		Second app		"t" value
		SMA	standard deviation	SMA	standard deviation	
	Achievement motivation	54.63	8.145	85.35	8.145	0.89

-Tabular t value at the level of significance (0.05) = (0.51)

**It is clear from Table No. (9) That:**

-There is a statistically significant correlation between the first and second applications of the achievement motivation scale, as the calculated (R) value is greater than its tabular value at the significance level (0.05), which indicates the stability of the scale.

**Third: The educational program using the competitive learning method for the sample under study:**

**First: The general objective of the program:**

Improving the motivation and level of shooting performance from the double and triple jump of basketball juniors under 16 years old using the competitive learning method (competitive exercises)

Program basics:

1- The program works to achieve the objective for which it was set

2- The content of the educational program should be appropriate to the age group under study

3- The proposed program should create a variety of competitive attitudes among young people

4- The program should create and provide an atmosphere of competition that supports the development of youth performance without affecting their will.

5- The program should work on stimulating the motivation of young people and stimulating them in order to reach the best level of performance and perseverance

6- The program should vary in competitive exercises (individual - pair - group.)

7- The educational program should take into account the individual differences between the young players of the research sample

8- Graduation in difficulty levels

9- Taking into account security and safety factors and being flexible and subject to modification

**Tutorial content:**

To design the content of the educational program using the competitive learning method, the researcher viewed and referenced surveys of studies and research similar to the nature of the current research, "Hani El-Desouki and Sherif Noman, Mohamed Madani" (32), "Maryam Mohamed Ibrahim" (28), "Mahmoud Ibrahim Mahmoud Gharib" (26) , "Mustafa Ali Ghallab" (31), "Mashael Salah Saad" (29), "Buthaina Abdel-Khalek Ibrahim" (5) and thus the design of the general framework for the content of the program and identification of the forms of competitive exercises used and the criteria for their implementation and methods of evaluation within each educational unit. .

-In light of what was reached in the previous step, the preliminary picture of the educational program was prepared and presented to the experts in the field of curricula and teaching of physical education, basketball and sports psychology (attached 1), and in light of that, the following was reached:

- 1- The time distribution of the educational program:
- 2- The duration of the program is (5) weeks, with (4) educational units per week
- 3- The number of educational units (20) units
- 4- The time of the unit is (120 minutes) divided into three parts (an introductory part (35) s, a main part (75) s, and a concluding part (10) s.

**Table (10) shows the percentage of experts' agreement on the appropriateness of the educational modules of the program in its final form**

**Table (10)**

**Shows the percentage of expert opinions towards the educational program (n = 10)**

S	Week	number of units per week	Percentage
1	First	4 units	%100
2	Second	4 units	%90
3	Third	4 units	%90
4	Fourth	4 units	%100
5	Fifth	4 units	%80

It is clear from Table (10) that the percentage of the experts' opinions towards the educational program units ranged between (80% and 100%), which indicates the experts' agreement that the educational program is sufficient and appropriate in terms of the allotted time and the educational

content. Putting the tutorial in its final form Appendix (5)

**Exploratory experience:**

An exploratory experiment was conducted on a sample of (12) players from the original community and outside the basic research sample during the period from 10/20/2021 to 10/26/2021 AD with the aim of

identifying the appropriateness of the educational program, and identifying the difficulties that could face the basic experiment. The exploratory experiment resulted in Relevancy and applicability of the tutorial.

#### Basic research experience:

1- Pre measurements: Pre measurements were conducted to verify the moderation of the sample distribution in the basic and physical variables, achievement motivation and skill performance level (under research) in the period from 10/28/2021 to 10/29/2021AD.

2- Application of the educational program: The program was applied for a period of five weeks, at the rate of four units per week, with unit time (120) minutes, from 1/11/2021 AD to 5/12/2021 AD.

#### 3- Dimensional measurements:

Dimensional measurements were taken after the end of the experiment in the period from 6/12/2021 AD to 7/12/2021 AD to find out the effect of the educational program using the competitive learning method on the achievement motivation and the level of shooting performance from the double and triple jump for basketball juniors under 16 years old.

Show results:

-1There are statistically significant differences between the averages of the pre and post measurements of the experimental group in achievement motivation and the level of double and triple shooting performance in basketball in favor of the post measurement.

#### Schedule (11)

**Significance of statistical differences between the mean scores of the pre and post measurements of the experimental group in the level of achievement motivation and the level of double and triple shooting performance in basketball for the sample. (Under research) (n = 12)**

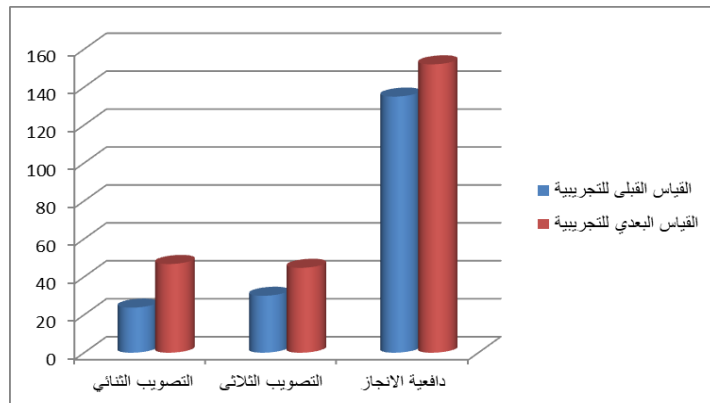
S	[improve ment	test name	measruing unit test	Post meaurment		Pre measurement		The difference between the two averages	Calculated (v) value	Significance level	improvement rates
				SMA	standard deviation	SMA	standard deviation				
1	basic skills	double shooting	degree	46.76	9.670	23.76	3.312	23.00	8.25	indicated	%96.80
2		Triple shooting	degree	44.75	2.21	30.00	4.41	14.75	8.87	indicated	%49.16
3		Achievement motivation	degree	152.00	220.36	135.00	194.94	17.00	1.98	indicated	28.28% .

\* Tabular t-value at the significance level (0.05) = (1.796)

It is clear from Table (11) that there are statistically significant differences between the mean scores of the pre and post measurements of the experimental group in double and triple correction and the level of achievement motivation in favor of the post measurement of the experimental

group, where the calculated value of "T" ranged between (1.98: 8.87), which is greater than its tabular value. At the level of significance of 0.05, with improvement rates ranging between (28.28%: 96.80%).





**Figure (1)**

It shows the difference between the mean scores of the pre and post measurements of the experimental group

In achievement motivation and the level of double and triple shooting performance in basketball

-2There are statistically significant differences between the means of the pre and post measurements of the control group in achievement motivation and the level of double and triple shooting performance in basketball in favor of the post measurement.

#### Schedule (12)

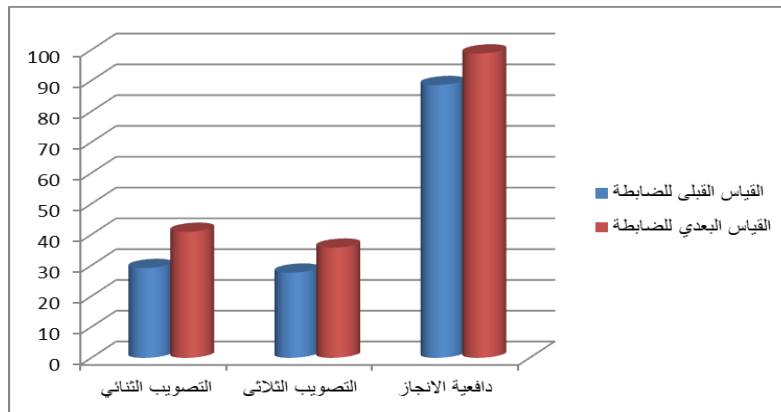
**Significance of statistical differences between the mean scores of the pre and post measurements of the control group in the level of achievement motivation and the level of double and triple shooting performance in basketball for the sample. (under research) (n = 12)**

S	Tests	test name	measuring unit	Post measurement		Pre measurement		The difference between the two averages	Calculated (v) value	Significance level	improvement rate
				SMA	standard deviation	SMA	standard deviation				
1	Basic skills	double shotting	Degree	40.92	3.147	29.17	4.802	17.75	10.71	indicated	%28.71
2		Triple shotting	Degree	35.77	4.030	27.67	2.995	10.00	6.89	indicated	%25.44
3		Achievement motivation	Degree	98.83	5.184	88.58	58.54	4.25	1.87	indicated	26.11%

\*Tabular t-value at the significance level (0.05) = (1.796)

It is clear from Table (12) that there are statistically significant differences between the mean scores of the pre and post measurements of the control group in the double and triple correction and the level of achievement motivation in favor of the post measurement of the control group,

where the calculated value of (T) ranged between (1.87: 10.71), which is greater than its tabular value at a significance level of 0.05. With improvement rates that ranged between (11.26%: 28.71%)



**Figure (2)**

It shows the difference between the mean scores of the pre and post measurements of the control group

In achievement motivation and the level of double and triple shooting performance in basketball

-3There are statistically significant differences between the averages of the

two post-measurements of the experimental group and the control group in achievement motivation and the level of performance of double and triple shooting in basketball in favor of the experimental group.

### Schedule (13)

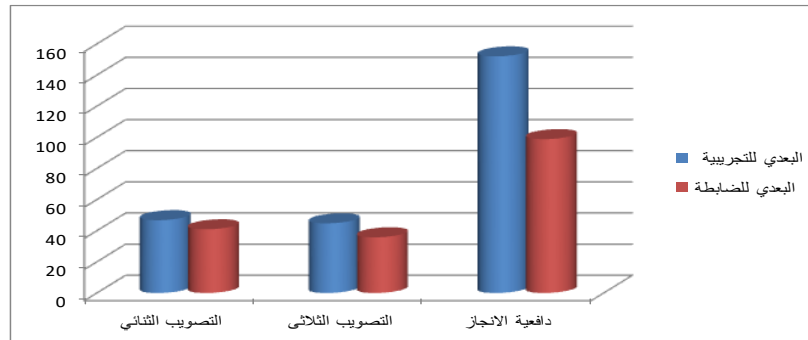
**Significance of statistical differences between the mean scores of the two post-measurements of the experimental group and the control group in achievement motivation and the level of performance of double and triple shooting in basketball in favor of the experimental group (n = 24)**

S	tests	test name	measuring unit test	Telemetry of the experimental group		Telemetry of the control group		The difference between the two averages	Calculated (v) value	Significance level
				SMA	standard deviation	SMA	standard deviation			
1	Bsic skills	double shooting	Degree	46.76	9.670	40.92	3.147	5.84	5.36	indicated
2		Triple shooting	Degree	44.75	2.21	35.77	4.030	8.98	8.52	indicated
3	Achievement motivation		Degree	98.83	5.184	152.00	6.947	33.91	13.55	indicated

\*Tabular t-value at the significance level (0.05) = (1.796)

It is clear from Table (13) that there are statistically significant differences between the mean scores of the two dimensional measurements of

the experimental and control groups in double and triple shooting and the level of achievement motivation in favor of the measurement.



**Figure (3)**

It shows the difference between the mean scores of the two post-measurements of the experimental and control groups

In achievement motivation and the level of double and triple shooting performance in basketball

The post-test for the experimental group, where the calculated value of "T" ranged between (5.36: 13.55), which is greater than its tabular value at the 0.05 level of significance.

#### **Discussing and interpreting the results:**

It is clear from Table (11) that there are statistically significant differences between the mean scores of the pre and post measurements of the experimental group in double and triple correction and the level of achievement motivation in favor of the post measurement of the experimental group, where the calculated value of "T" ranged between (1.98: 8.87), which is greater than its tabular value. At the level of significance of 0.05, with improvement rates ranging between (28.28%: 96.80%)

This indicates that the players of the experimental group have improved their level of performance in shooting

from double and triple jumps and the level of achievement motivation. The researcher attributes this to the effectiveness of the educational program in improving the level of performance of double and triple shooting and the level of achievement motivation for basketball players under 16 years old through competitive exercises that give Effective results when teaching and learning motor skills for different sports, especially those skills in which accuracy has a decisive role in determining the level of players and deciding the results of matches, as is the case in shooting in basketball, as learning through competitive situations prepared by coaches helps to increase interaction through Stimulating the motivation of the players to show their maximum capabilities and abilities to reach a distinguished level in skillful performance that exceeds their peers.

This is what was agreed upon by the results of many studies, including "Mustafa Ali Ghallab 2021 AD" (31), the study "Maryam Muhammad Ibrahim 2020 AD" (28), and the study "Buthaina Abdel Khalek Ibrahim 2021 AD" (5), where the results of those

studies indicated the effectiveness of playing positions Competitiveness in developing the skill aspects and achievement motivation among the samples of these studies.

This is in agreement with many of the opinions of the specialists, as indicated by some scientific references, including "Magdi Aziz Ibrahim 2004 AD" (16), "Mohammed Hassan Allawi 2002 AD" (18), and Carlos 2012 AD "(35) that the competitive learning method is one of the modern methods that It can be used in the educational process to be distinguished by stimulating the motivation of learners and urging them to show their best capabilities and capabilities during the learning process, which contributes to increasing interaction and positive participation during learning and thus achieving the desired results, and performing skills and training on them under various circumstances in a manner commensurate with competitive play situations and that The competitive learning style is highly characterized by change, suspense, and closeness to the atmosphere of matches.

Thus, the validity of the first hypothesis is achieved, which says, "There are statistically significant differences between the averages of the pre and post measurements of the experimental group in achievement motivation and the level of performance of double and triple shooting in basketball in favor of the post measurement".

As shown in Table (12), there are statistically significant differences between the mean scores of the pre and

post measurements of the control group in shooting from double and triple jumps and the level of achievement motivation, in favor of the post measurement of the control group, where the calculated value of (T) ranged between (1.87: 10.71), which is greater than its tabular value at the significance level of 0.05. With improvement rates that ranged between (11.26%: 28.71%)

It is clear from this that the players of the control group have improved their level of skill in the skills under study (shooting from the double and triple jump and achievement motivation). The researcher attributes this improvement to traditional learning that depends on explaining the skill and performing a model for it, and this indicates that the traditional program has achieved significant differences Statistics in the learning level of the control group players, but with varying improvement rates that are not high. From this it is clear that the traditional program has affected, but with low improvement rates, the learning of the skills under study, and that to achieve this requires some modifications that take into account the characteristics of the sample and the learned skills, in which the level of accuracy is an element Crucial in determining the level of players, which requires the introduction of educational methods commensurate with the nature of these skills.

This agrees with what was indicated by Muhammad Abdulaziz Salama (2013 AD) (23), explaining that all basketball skills must be

characterized by speed and accuracy, but the shooting skills most need these two elements, so speed is required when performing shooting, especially when taking the initial position to shoot. The player, so as not to let the opponent have the opportunity to follow the movement of the ball and distract it after all the effort that the team members made to provide this favorable opportunity to shoot.

The researcher believes that this may be achieved if the educational programs related to shooting in basketball are prepared, specifically shooting from the double and triple jumps, so that competitive exercises of various types are used so that players are placed during the educational units in the atmosphere of the matches, and this in turn leads to raising the correction rates for players, especially juniors from By putting the players under the same conditions that they can go through during the matches.

Thus, the validity of the second hypothesis is achieved (there are statistically significant differences between the means of the pre and post measurements of the control group in achievement motivation and the level of performance of double and triple shooting in basketball in favor of the post measurement

It is clear from Table (13) that there are statistically significant differences between the mean scores of the two dimensional measurements of the experimental and control groups in shooting from double and triple jumps and the level of achievement motivation, in favor of the dimensional measurement of the experimental

group, where the calculated "T" value ranged between (5.36: 13.55), which is greater than its tabular value at the significance level of 0.05

The researcher attributes this to the fact that the educational program was established and designed to overcome the failures that young players may encounter in shooting from the double and triple jumps, which lead to a decrease in the level of their shooting and achievement motivation during training and matches, using the competitive learning method that works to provide players with positions. Various educational competitions that help them know their own capabilities compared to others and motivate them to stimulate their motivation and double their efforts to compete with themselves or with a colleague or group with the aim of learning and acquiring different motor skills, and storing them in the minds of learners perfectly and in a different and unconventional way.

This is consistent with what was mentioned by "Mohammed Hassan Allawi (2002)" that the psychological dimensions are one of the important requirements for reaching high levels in various activities, as many athletes at the advanced level converge to a great degree in terms of the physical and technical level, and therefore there is an important factor that determines Their struggle during the sports competition in order to win, which is the psychological factor. (19:135)

Many sports psychologists point out that the player's access to high levels of sports is based on the

motivation of sports achievement, which means the player's readiness to face sports competition situations and try to excel and excel by showing the greatest possible activity, effectiveness and perseverance as an expression of the desire to struggle and struggle for Excellence in sports competition situations (18: 142)

This was agreed upon by many previous studies that dealt with competitive training, whether in team or individual sports, such as Carlos (2012) (35), Morris (2013) (36), Ahmed Nasr El Din Mohamed (2015) (3), Hany Mamdouh Abdel Moneim (2015) (33), Emad Refaat Muhammad (2017) (15), Hussein Abdul Karim Jaafar (2018 AD) (6), Mahmoud Ibrahim Mahmoud Gharib (2021) (26), which the results of those studies indicated the importance of using competitive exercises in developing aspects Physical and skill in team and individual sports.

Thus, the validity of the third hypothesis is achieved: "There are statistically significant differences between the averages of the two dimensional measurements of the experimental group and the control group in achievement motivation and the level of performance of double and triple shooting in basketball in favor of the experimental group".

#### **Conclusions:**

Based on the results achieved from the research procedures, the following conclusions have been reached:

1- The educational program has a positive effect on the level of shooting performance from double and triple jumps and the level of achievement

motivation for basketball players under 16 years old.

2- The competitive learning method had an effective effect in achieving a good level of shooting from double and triple jumps, and then raising the level of achievement motivation for the sample under study.

#### **Recommendations:**

Based on the conclusions of the research topic, the researcher recommends the following:

1- Paying attention to using the competitive learning method during the educational units related to shooting of all kinds in basketball, especially with young players.

2- Conducting similar studies with different age groups in the field of basketball and in other team and individual games

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