

The Impact of Using Direct and Indirect Moscow-Muston Methods in Developing Some Basic Handball Skills Among Students at the Faculty of Sports Sciences at the Arab American University

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ABSTRACT

The study aimed to investigate the impact of using direct teaching methods (command, practicing, and reciprocal) and indirect teaching methods (guided discovery and divergent thinking) on learning handball skills among students at the Faculty of Sports Sciences at the Arab American University. The study relied on an experimental design using pre- and post-assessment measurements for the control group and four experimental groups from the handball course sections. The sample consisted of 115 male and female students from the Faculty of Sports Sciences at the Arab American University. The study found several key results, including students at the Arab American University preferred the reciprocal method in teaching handball skills, followed by the practicing method. The command method was found to be an effective tool for improving basic handball skills, indicating a significant reliance on direct teaching methods. Additionally, the results showed statistically significant differences in the post-test between the control group and the four experimental groups, favoring the experimental groups in the handball sections. Based on the findings, the study made several recommendations, including: focusing on the use of the reciprocal and

practicing methods in teaching, reducing reliance on the command method, training instructors to apply interactive methods to improve learning outcomes, adopting modern teaching methods (practicing, reciprocal, divergent thinking, and guided discovery) in teaching sports skills, and providing training courses for coaches and teachers to apply these methods effectively, as they excel in enhancing athletic performance compared to the command method.

Key Words: Teaching methods, Command Style, Practice Style, Reciprocal Style, Divergent Style, Guided Discovery Style.

أثر استخدام أساليب موسكا موستن المباشرة وغير المباشرة في تنمية بعض المهارات الأساسية في كرة اليد لدى طلبة كلية علوم الرياضة في الجامعة العربية الأمريكية

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ملخص

هدفت الدراسة للتعرف على: أثر استخدام أساليب التدريس المختلفة في تعليم مهارات كرة اليد لدى طلبة كلية علوم الرياضة في الجامعة العربية الأمريكية. و اعتمدت الدراسة على المنهج التجريبي باستخدام القياس القبلي والبعدي للمجموعة الضابطة والمجموعات التجريبية الأربعة لشعب مساقات كرة اليد، وتكونت عينة الدراسة من (١١٥) طالب وطالبة من كلية علوم الرياضة في الجامعة العربية الأمريكية، وتوصلت الدراسة إلى عدة نتائج حيث يفضل الطلبة الأسلوب التبادلي في تدريس مهارات كرة اليد ويليه الأسلوب التدريبي، و يعد الأسلوب الأمري أداة فعالة لتحسين المهارات الأساسية في كرة اليد، كما أظهرت النتائج وجود فروق دالة احصائية على القياس البعدي بين المجموعة الضابطة والمجموعات التجريبية الأربعة ولصالح المجموعات التجريبية الأربعة في شعب كرة اليد وعلى ضوء النتائج توصلت الدراسة لعدة توصيات حيث يجب التركيز على استخدام الأسلوب التبادلي والتدريبي في التدريس، وتقليل الاعتماد على الأسلوب الأمري، مع تدريب المدرسين على تطبيق الأساليب التفاعلية لتحسين نتائج التعلم، اعتماد أساليب التدريس الحديثة (التدريبي، التبادلي، التفكير المتشعب، والاكتشاف الموجه) في

تعليم المهارات الرياضية، وتوفير دورات تدريبية للمدربين والمعلمين لتطبيقها بفعالية، نظراً لتمييزها في تحسين الأداء الرياضي مقارنة بالأسلوب الأمري. الكلمات المفتاحية: أساليب التدريس، الأسلوب الأمري، الأسلوب التدريبي، الأسلوب التبادلي، أسلوب التفكير المتشعب، أسلوب الإكتشاف الموجه.

Study Introduction:

Sports are among the most important activities that contribute to enhancing the physical and psychological health of individuals. They also play a significant role in developing various motor and social skills. Among the sports that enjoy widespread popularity and are characterized by their multiple challenges is handball, which is a team sport that requires a high level of coordination between movements, speed, physical strength, and the ability to make quick decisions during play. The fundamental skills related to this sport, such as passing, shooting, dribbling, and positioning on the court, form the foundation upon which students and players build to achieve optimal performance in matches.

The development of basic handball skills is a topic that attracts the attention of researchers, coaches, and educators alike. All parties strive to find the best methods and techniques that contribute to improving these skills among players and students. Among the methods that have proven effective in this field are the Moscow–Muston methods, which are considered modern and advanced approaches to teaching and training sports skills. Moscow–Muston methods divide instructional approaches into two main types: direct and indirect methods. The goal of using these methods is to provide specialized, targeted education that helps students learn skills more efficiently and effectively.

Moscow–Muston direct and indirect methods are part of training approaches that focus on how motor skills are learned through direct interaction with the coach or instructor, or by providing students with the opportunity to discover the most suitable ways to develop their skills

independently. Through these methods, a balance can be achieved between direct guidance and self-learning, which contributes to enhancing students' ability to understand skills more deeply and execute them better in various motor situations.

In this context, the current study aims to investigate the impact of using Moscow–Muston direct and indirect methods in developing some basic handball skills among students at the Faculty of Sports Sciences at the Arab American University. There are various fundamental skills in handball that players and students must master and understanding how different teaching methods affect the development of these skills is of paramount importance. Furthermore, studying the impact of these methods helps provide the necessary knowledge for coaches, instructors, and practitioners to develop effective educational and training strategies in the field of sports.

A significant challenge faced by coaches and instructors in sports education and training is how to simplify training and teaching methods to suit the individual capabilities of students or players, as well as the extent to which these methods influence the development of basic motor skills that are central to athletic performance. While direct methods, which rely on intensive coaching, may be effective in teaching the basics, indirect methods provide students with the opportunity for independent thinking and problem-solving, thereby enhancing their ability to adapt to various situations in matches.

Previous studies suggest that the use of direct methods in training motor skills may be effective in the early stages of learning, where students need precise and clear guidance to achieve a basic understanding of the motor task. On the other hand, indirect methods may be more effective in the later stages of learning, where students are able to develop their independence in decision-making and apply skills more smoothly and flexibly in the context of the game.

This research represents an important step toward understanding the impact of different teaching methods in developing handball skills among university students. It seeks to evaluate the effectiveness of direct and indirect methods in developing skills such as shooting, passing, defense, and motor coordination between players. The study also aims to determine whether there is a difference in the improvement of skills between students who received training and instruction using direct methods and those who received training and instruction using indirect methods.

Moreover, this study contributes to providing guidelines and recommendations for coaches and instructors in the field of handball, especially in academic and sports institutions that aim to improve the skills of their students in this sport. Through the systematic analysis of the results of using Moscow–Muston methods, the most effective method for developing fundamental skills among students can be identified, which will help design more effective training programs in the future.

Problem of The Study:

Summarized in the scarcity of studies that have compared the impact of direct and indirect methods on developing basic handball skills, particularly in academic contexts such as universities. Most previous studies have addressed these methods in different contexts or other sports, making it necessary to conduct this study to highlight the differences in the impact between the methods within the context of handball.

Importance of Study:

Lies in providing a new scientific contribution in the field of handball training and instruction, by focusing on Moscow–Muston methods and evaluating their impact on developing basic motor skills. The results of this research could also contribute to improving academic training and

teaching programs in Arab universities in general, particularly in universities of sports sciences.

Study Objectives:

The study aimed to achieve the following objectives:

- 1.To investigate the impact of using different teaching methods on learning handball skills among students of the Faculty of Sports Sciences at the Arab American University.
- 2.To identify the differences between the post-test, mean scores of handball skills among students of the Faculty of Sports Sciences at the Arab American University, attributed to the type of teaching method used.

Study Questions:

The current study seeks to answer the following questions:

- 1.What is the impact of using different teaching methods on learning handball skills among students of the Faculty of Sports Sciences at the Arab American University?
- 2.Are there statistically significant differences between the post-test mean scores of handball skills among students of the Faculty of Sports Sciences at the Arab American University, attributed to the type of teaching method used?

Study Boundaries:

The researcher adhered to the following boundaries during the implementation of this study:

- 1.**Human Boundary:** The study was limited to students of the Faculty of Sports Sciences at the Arab American University, enrolled in the Handball (1) course.
- 2.**Spatial Boundary:** The study was conducted in the outdoor sports courts of the Faculty of Sports Sciences at the Arab American University.

3. Temporal Boundary: The study was conducted during the first and second academic semesters of the academic years (2020–2021) and (2021–2022).

Study Terminology:

1. **Style:** The distinctive approach used by the teacher to deliver the lesson, which serves as a means for instructing the students. (Ali,2020).

2. **Command Style:** One direct method is the style in which the teacher makes all the decisions regarding the three phases of the lesson. The student's role is limited to performing the task and obeying the commands (Al-Kharshi, 2020).

3. **The Practice Style:** One of direct methods, this style marks a shift where some authority is transferred from the teacher to the learner. This transition occurs during the execution phase by the students (Ibrahim, 2019).

4. **The Reciprocal Style:** One of direct methods, This style allows students to take more decisions than in the traditional command style. These decisions are mainly related to the evaluation process and providing immediate feedback. This style requires organizing students into pairs to work together in turn. One student performs the required skill while the other observes, evaluates, and provides feedback based on their observation (Ali, 2020).

5. **The Guided Discovery Style:** One of indirect methods, this style relies on the relationship between the teacher and the learner, where the teacher poses questions that lead the learner to discover a correct answer. Repetition of these questions by the teacher helps the learner better grasp the concept or principle being taught (Al-Zahrani, 2018).

6. **The Divergent Style:** One of indirect methods, this style is unique in that it engages the learner in discovering educational situations related to the study topic. The teacher still makes decisions in some sub-teaching situations or about the study topic itself (Naser, 2019).

7. **Handball** is a team sport for both genders, in which two teams, each consisting of seven players, compete against each other, with substitutions allowed throughout the match. The game is divided into two halves, each lasting 30 minutes. During the match, each team aims to score goals by sending the ball into the opposing team's goal. The team that scores more goals by the end of the match is considered the winner. (Operational definition)

Previous Studies:

Martínez and Collins (2024) conducted a study titled (Preferences of Physical Education Students for Teaching Methods in Basketball and Handball in the Context of International Education: A Comparative Study Between European and American Countries) The study was conducted on a sample of 80 students from physical education colleges in France and the United States. The sample was divided into two groups: the first group (40 students) received instruction using modern methods, including interactive educational practices, while the second group (40 students) received traditional methods. The researchers used an experimental design to measure the impact of teaching methods on students' preferences and their learning outcomes in basketball and handball. The results showed that students in the groups that benefited from modern methods expressed greater preference and demonstrated significant improvements in their skills and performance compared to students in the groups that received traditional methods. The study confirmed that modern methods enhance the effectiveness of education and learning experience on an international level.

Anderson and Perez (2023) conducted a study titled (The Impact of Modern Methods on Students' Preferences in Basketball and Handball: An International Comparative Study) which included a sample of 80 students from physical education programs at American and European universities. The sample was divided into four groups: the first group (20

students) received instruction using modern methods in basketball, the second group (20 students) received traditional methods in basketball, the third group (20 students) received modern methods in handball, and the fourth group (20 students) received traditional methods in handball. The researchers employed an experimental design to analyze the impact of different methods on students' preferences. The results showed that students who benefited from modern methods in both sports expressed a greater preference and higher satisfaction with the learning experience compared to students in the other groups. The study confirmed that modern methods increase student interaction and motivate them to achieve better performance.

Johnston and Williams (2023) conducted a study titled (Students' Preferences for Teaching Methods in Basketball: An Applied Study at U.S. Universities) involving a sample of 70 students from sports colleges in the United States. The sample was divided into two groups: an experimental group of 35 students who benefited from interactive teaching methods, including the use of virtual reality technology, and a control group of 35 students who received traditional instruction. The researchers employed an experimental design to measure the impact of different teaching methods on students' preferences and their effectiveness. The results showed that students in the experimental group expressed a greater preference for interactive teaching methods and demonstrated significant improvements in their technical and tactical skills compared to the control group. The study confirmed that the use of virtual reality technology enhances student interaction and increases the effectiveness of learning.

Larson and Kim (2023) conducted a study titled (The Impact of Innovative Teaching Methods on Students' Preferences in Handball: An International Study) which involved a sample of 70 students from physical education programs at various international universities. The

sample was divided into two groups: an experimental group of 35 students who received instruction using innovative methods including project-based learning and performance analysis, and a control group of 35 students who received traditional instruction. The researchers employed an experimental design to analyze the impact of different teaching methods on students' preferences and learning outcomes. The results showed that students in the experimental group expressed a greater preference for innovative methods and demonstrated significant improvements in performance compared to the control group. The study confirmed that innovative methods enhance the learning experience and increase student engagement.

Phillips and Johnson (2022) conducted a study titled (The Impact of Technology Use on Sports Students' Preferences for Handball Teaching Methods: A Global Study) which included a sample of 55 students from sports colleges in Australia. The sample was divided into two groups: an experimental group of 28 students who benefited from advanced technological tools such as interactive educational software and digital analysis, and a control group of 27 students who received traditional instruction. The researchers used an experimental approach to evaluate the impact of technology on students' preferences and learning outcomes. The results showed that students in the experimental group expressed a greater preference for technology-based teaching methods and demonstrated significant improvement in their handball performance compared to the students in the control group. The study confirmed that technology enhances learning experience and increases training effectiveness.

Brown and Chao (2022) conducted a study titled (Students' Attitudes Towards the Use of Technology in Teaching Basketball: A Case Study in Australian Universities) in which the study was conducted with a sample of 50 students from physical education programs at Australian

universities. The sample was divided into two groups: an experimental group of 25 students who benefited from advanced technological tools such as performance analysis apps and fitness tracking devices, and a control group of 25 students who received traditional instruction without the use of technology. The researchers used an experimental approach to assess the impact of technology on students' preferences and performance. The results showed that students in the experimental group expressed greater satisfaction with the learning experience and demonstrated significant improvements in their performance compared to the control group. The study confirmed that the use of technology enhances student interaction and motivates them to improve their skills.

Study Methodology:

The researcher used the experimental method in its pre-test and post-test forms for both the control group and the experimental groups, due to its suitability for the nature and objectives of the study.

Study Population:

The study population included all students of the Faculty of Sports Sciences at the Arab American University who were enrolled during the academic years (2020–2021) and (2021–2022), totaling approximately 500 male and female students, according to the Admissions and Registration Office.

Study Sample:

The study was conducted on a sample of 115 male and female students from the Faculty of Sports Sciences at the Arab American University, who were enrolled in the Handball (1) course. The sample was selected through purposive sampling from the students registered in the course during the first and second semesters of the academic years (2020–2021) and (2021–2022). **Table 1** illustrates the distribution of the study

sample members according to the teaching method used in the experimental study for the students enrolled in the handball course.

Table 1: Distribution of the Study Sample Members According to the Teaching Method and Group in the Course

Teaching Method (Group)	Handball Course	
	Frequency	%
Command Style (Control Group)	٢٢	١٩.١
Practice Style (Experimental Group 1)	٢١	١٨.٣
Reciprocal Style (Experimental Group 2)	٢٤	٢٠.٩
Guided Discovery Style (Experimental Group 3)	٢٥	٢١.٧
Divergent Style (Experimental Group 4)	٢٣	٢٠
Total	١١٥	%١٠٠

The results in Table 1 show the random distribution of students into control and experimental groups based on the type of teaching method used in the handball course before the implementation of the instructional programs. Subsequently, the equivalence between the groups was confirmed by comparing the pre-test means of the handball skill variables under study, using one-way analysis of variance (One-Way ANOVA), as shown in Table 2.

Equivalence Between the Groups:

To ensure equivalence between the groups in the pre-test mean scores of the handball skill variables under study, one-way analysis of variance (One-Way ANOVA) was used, as shown in Table 2.

Table 2: Results of One-Way ANOVA Analysis for the Significance of Differences in the Pre-Test Handball Skills Scores among Students of the Faculty of Sports Sciences, according to the Teaching Method Variable (N = 115)

			Degrees	Mean		
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Handball skills	Source of Variance	Sum of Squares , SS	of Freedom , df	Squares , MS	F Value	Significance Sig.
Dribbling, Motor Coordination , and Change of Position	Between Groups	18.67	4	4.67	0.94	0.444
	Within Groups	546.07	110	4.97		
	Total	564.74	114			
Accuracy of the Scissor Pass	Between Groups	17.20	4	4.30	1.22	0.30
	Within Groups	389.37	110	3.54		
	Total	406.57	114			
Coordination in Ball Passing and Receiving Movements	Between Groups	9.38	4	2.35	2.14	0.081
	Within Groups	120.08	110	1.10		
	Total	129.46	114			
Shooting from a Standstill Position	Between Groups	3.06	4	0.76	2.08	0.088
	Within Groups	47.01	110	0.43		
	Total	50.07	114			
Technique and Accuracy of Shooting from a Forward Jump	Between Groups	4.92	4	1.23	0.86	0.489
	Within Groups	107.04	110	1.43		
	Total	111.96	114			

*Statistically significant differences at the significance level ($\alpha \leq 0.05$)

The results in Table 2 indicate that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the pre-test mean scores for all handball skills among the students of the Faculty of Physical Education at the Arab American University, attributed to the teaching method variable between the control group and the four experimental groups. This suggests that equivalence exists between the groups before the implementation of the instructional programs.

Study Tools:

In light of the study's objectives, the researcher conducted handball skill tests among the students. The following is an explanation of these tools:

First: Handball Skills:

The handball skill tests included the following skills: (dribbling, motor coordination, and change of position; accuracy of the scissor pass; coordination in ball passing and receiving movements (ball speed); shooting from a standstill position; technique and accuracy of shooting from a forward jump).

Second: Tools Used in the Measurement Process:

Regulation handballs, whistles, cones, measuring tapes, four stopwatches, a regulation handball goal, colored chalk for marking, hoops, a smooth wall, and recording sheets for the test results of each student in each group in the handball course.

Scientific Characteristics of the Study Tools:

First: Validity:

To ensure the validity of the handball skill tests, the researcher used expert judgment validity. This was done by presenting the tests to a group of specialists in physical education to provide their opinions on the suitability of the tests for measuring what they were designed to assess. The results of the expert validation, agreed upon by 80% or more of the judges, were as follows:

Handball Skill Tests: The third test, which measures the accuracy of the scissors pass through the hoops, was removed, and the other skill tests were retained. Therefore, the tool measures what it was intended to assess.

Second: Reliability:

To ensure the reliability of the study tool, the test-retest method was used. It was administered twice to a pilot sample consisting of ten students in the handball course. The time interval between the two administrations of the skill tests was one week. The Pearson Correlation Coefficient was then used to assess the relationship between the first and second administrations, as shown in **Table 3**.

Table 3: Reliability and Validity Coefficients of the Handball Skill Tests (N = 10)

Handball skills	Reliability Coefficient	Content Validity	Significance (Sig.)
Dribbling, Motor Coordination, and Change of Position	٠.٨٢	٠.٩٠٥	** ٠.٠٠٢
Accuracy of the Scissor Pass	٠.٨٩	٠.٩٤٣	** ٠.٠٠٠
Coordination in Ball Passing and Receiving Movements	٠.٨٢	٠.٩٠٥	** ٠.٠٠٢
Shooting from a Standstill Position	٠.٨٧	٠.٩٣٢	** ٠.٠٠٠
Technique and Accuracy of Shooting from a Forward Jump	٠.٩٠	٠.٩٤٨	** ٠.٠٠٠

***A statistically significant relationship at the significance level ($\alpha \leq 0.01$)**

The results of **Table 3** indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.01$) between the first and second administrations in all handball skill tests under study. The reliability coefficients ranged from (0.82 to 0.90), while the validity coefficients ranged from (0.905 to 0.948). These results suggest that

the skill tests are reliable and suitable for achieving the intended purposes of their use in the study.

Study Variables:

This study is an experimental study that included the following variables:

A– Independent Variables:

These variables were represented by the effect of the teaching methods used, which are: (The Command Method, the Practicing Method, the Reciprocal Method, the Guided Discovery Method, and the Divergent Thinking Method).

B– Dependent Variables:

These dependent variables were represented by the results of the skill tests obtained by the students enrolled in the Handball (1) course.

Study Procedures:

The researcher followed the steps and procedures for applying this study as follows:

- Reviewing previous studies and the educational literature related to the study topic.
- Defining the target population and sample of the study.
- Ensuring the scientific conditions and characteristics of the handball skill tests after conducting a pilot experiment on a sample of (10) students from the study population, who were not included in the original study sample.
- Conducting pre-tests for handball skills before starting the application of the educational and instructional programs at the beginning of each semester to ensure equivalence between the groups.
- Defining the study sample for handball from the students enrolled in five sections of the Handball (1) course during the first and second semesters of the academic years (2020 – 2022).
- Each group underwent an 11-week educational and instructional program that employed a different teaching method from the others,

based on the methods of Muska Muston and Ashurt (2002). The control group learned using the command Method, the first experimental group used the Practicing Method, the second experimental group used the Reciprocal Method, the third experimental group learned using the Guided Discovery Method, and the fourth experimental group followed a program using the Divergent Thinking Method.

- Post-tests for handball skills were conducted after the completion of the teaching process at the end of the eleventh week of each semester.
- After data collection, the data were coded and statistically processed using the SPSS statistical software.
- The study results were obtained, based on which conclusions and recommendations were drawn.

Statistical Treatments:

The Statistical Package for Social Sciences (SPSS) was used, employing the following tests.

- Frequencies, percentages, arithmetic means, and standard deviations.
- Paired Samples t-test to determine the differences between the pre- and post-test means of handball skills for the control group and the four experimental groups.
- One-Way ANOVA to determine the differences between the post-test means of handball skills between the control group and the four experimental groups, as well as to verify the equivalence between the groups in the pre-test measurements of the skills under study.
- Sidak Post-Hoc Test for pairwise comparisons between the arithmetic means when necessary.

Presentation of Study Results:

First: Results of the First Research Question, which is: What is the effect of using different teaching methods on learning handball skills among students at the Faculty of Sports Sciences at the Arab American University?

To answer this question, a Paired Samples t-test was used to determine the differences between the pre-test and post-test means for the handball skills under study for both the control group and the four experimental groups. Additionally, effect size values were calculated. The results are presented in **Tables (4–8)**.

1– The Command Style (Control Group):

Table 4: The Effect of the Command Style on Learning Handball Skills among the Students of the Faculty of Sports Sciences in the Control Group (N=22).

***Statistically significant differences at the significance level ($\alpha \leq 0.05$)**

Handball skills	Unit of Measurement	Pre-test		Post-test		T Value	Significance (Sig.)	Effect Size (D)
		Mean	Standard Deviation	Mean	Standard Deviation			
Dribbling, Motor Coordination, and Change of Position	Second	32.36	2.44	37.48	2.36	1.96	*.....	2.20
Accuracy of the Scissor Pass	Grade	37.32	2.48	39.09	2.74	3.01	*.....*	0.62
Coordination in Ball Passing and Receiving Movements	Successful Repetition	7.00	0.80	9.91	0.92	11.73	*.....	2.38
Shooting from a Standstill Position	Grade	2.86	0.94	4.77	1.07	7.00	*.....	1.40
Technique and Accuracy of Shooting from a Forward Jump	Grade	2.68	1.39	4.41	1.10	0.84	*.....	1.20

The results in **Table (4)** indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the pre-test and post-test means for all handball skills under study for the control group, favoring the post-test means. These results suggest that teaching using the Command style had a highly positive effect on improving the skills of (dribbling, motor coordination and movement, passing and receiving coordination (ball speed), shooting from a standing position, and the technique and accuracy of shooting from a forward jump) for the control group members. The effect size values ranged from (1.20 to 2.32), with the Command style having a moderate effect on improving the accuracy of the backhand passing skill, where the effect size value was (0.62)

2– The Practice Style (Experimental Group 1):

Table (5): The Effect of the Practicing Style on Learning Handball Skills among Students of the Faculty of Sports Sciences in the First Experimental Group (N = 21)

Handball skills	Unit of Measurement	Pre-test		Post-test		T Value	Significance (Sig.)	Effect Size (D)
		Mean	Standard Deviation	Mean	Standard Deviation			
Dribbling, Motor and Coordination, and Change of Position	Second	32.74	1.90	30.19	1.98	11.74	*.....	2.26
Accuracy of the Scissor Pass	Grade	27.00	1.06	32.67	1.32	10.03	*.....	2.26
Coordination in Ball Passing and Receiving Movements	Successful Repetition	6.86	0.91	11.14	0.73	20.04	*.....	4.31
Shooting from a Standstill Position	Grade	2.43	0.01	6.19	1.12	12.04	*.....	2.63
Technique and Accuracy of Shooting from a Forward Jump	Grade	2.67	1.20	0.90	1.14	14.21	*.....	2.98

***Statistically significant differences at the significance level ($\alpha \leq 0.05$)**

The results of **Table (5)** indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the pre-test and post-test mean scores in all handball skills under study for the first experimental group, with post-test mean scores being higher. These results suggest that teaching using the practicing style had a very significant positive effect on improving all handball skills (dribbling, motor coordination, and spatial movement, accuracy of the skip pass, passing and receiving coordination (ball speed), shooting from a stationary position, and the technique and accuracy of shooting from a jump) for the first experimental group, where the effect size values were greater than (1.20).

3– Reciprocal Style (Second Experimental Group):

Table No. (6): The Effect of the Reciprocal Style on Learning Handball Skills Among Students of the Faculty of Sports Sciences in the Control Group (N=24)

Handball skills	Unit of Measurement	Pre-test		Post-test		T Value	Significance (Sig.)	Effect Size (D)
		Mean	Standard Deviation	Mean	Standard Deviation			
Dribbling, Motor Coordination, and Change of Position	Second	32.37	2.13	30.37	1.79	10.00	*.....	3.13
Accuracy of the Scissor Pass	Grade	27.92	1.37	32.82	2.12	11.77	*.....	2.12
Coordination in Ball Passing and Receiving Movements	Successful Repetition	7.71	1.91	11	1.83	18.73	*.....	3.13
Shooting from a Standstill Position	Grade	2.38	1.89	7.13	1.90	21.79	*.....	8.28
Technique and Accuracy of Shooting from a Forward Jump	Grade	2.88	1.23	0.88	1.26	11.78	*.....	2.31

***Statistically significant differences at the significance level ($\alpha \leq 0.05$)**

The results of **Table No. (6)**: indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the pre-test and post-test averages for all handball skills under study among the members of the second experimental group, in favor of the post-test averages. These results suggest that teaching using the reciprocal style had a highly positive effect on improving all handball skills (dribbling and motor coordination, passing accuracy with the corkscrew pass, coordination in passing and receiving the ball (ball speed), shooting from a stationary position, and the technique and accuracy of shooting from a front jump) among the members of the second experimental group, with effect size values greater than (1.20).

4– The Guided Discovery Style (Third Experimental Group):

Learning Handball Skills among Students of the Faculty of Sports Science in the Third Experimental Group (N= 25)

Handball skills	Unit of Measurement	Pre-test		Post-test		T Value	Significance (Sig.)	Effect Size (D)
		Mean	Standard Deviation	Mean	Standard Deviation			
Dribbling, Motor Coordination, and Change of Position	Second	31.76	2.18	30.23	1.28	17.18	*.....	3.22
Accuracy of the Scissor Pass	Grade	27.06	2.27	32.00	1.80	9.32	*.....	1.80
Coordination in Ball Passing and Receiving Movements	Successful Repetition	1.88	1.36	10.92	0.70	18.18	*.....	2.73
Shooting from a Standstill Position	Grade	2.60	0.60	0.68	0.70	16.92	*.....	3.28
Technique and Accuracy of Shooting from a Forward Jump	Grade	2.36	1.11	0.80	0.60	16.26	*.....	3.10

***Statistically significant differences at the significance level ($\alpha \leq 0.05$)**

The results of **Table No. (7)**: indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the pre-test and post-test mean scores for all the handball skills under study among the members of the third experimental group, favoring the post-test mean scores. These results imply that teaching through the guided discovery method had a very large positive effect on improving all handball skills (dribbling, motor coordination and movement change, accuracy of the cross pass, coordination in ball passing and receiving (ball speed), shooting from a static position, and the technique and accuracy of shooting from a forward jump) among the members of the third experimental group, with effect size values exceeding (1.20)

5– Divergent Thinking Style (Experimental Group 4):

Table No. (8): The Effect of the Divergent Thinking Method on Learning Handball Skills among Students of the Faculty of Sports Science at the Arab American University in the Fourth Experimental Group (N=23)

Handball skills	Unit of Measurement	Pre-test		Post-test		T Value	Significance (Sig.)	Effect Size (D)
		Mean	Standard Deviation	Mean	Standard Deviation			
Dribbling, Motor Coordination, and Change of Position	Second	٢٢.٨٦	٢.٤٣	٢٥.٤٣	١.٣٠	١٢.٠١	*.....	٢.٤٢
Accuracy of the Scissor Pass	Grade	٢٦.٤٣	١.٠٤	٣١.٧٠	١.٩٢	١٦.٣٤	*.....	٣.٢٩
Coordination in Ball Passing and Receiving Movements	Successful Repetition	٦.٩٦	١.١١	١٠.٩١	٠.٨٥	١٤.٦٤	*.....	٢.٩٤
Shooting from a Standstill Position	Grade	٢.٤٣	٠.٥٩	٥.٧٨	١	١٦.٣٤	*.....	٣.٢٩
Technique and Accuracy of Shooting from a Forward Jump	Grade	٢.٣٥	١.٠٣	٥.٣٠	١.٢٢	١٧.١٩	*.....	٣.٤٦

***Statistically significant differences at the significance level ($\alpha \leq 0.05$)**

The results of **Table No. (8)** indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the pre-test and post-test mean scores for all handball skills under study among the members of the fourth experimental group, in favor of the post-test mean scores. These results imply that teaching using the divergent thinking method had a very significant positive effect on improving all handball skills (dribbling, motor coordination, and movement, accuracy of the Scissor pass, coordination in the passing and receiving ball movement (ball speed), shooting from a stationary position, and the technique and accuracy of shooting from a forward

jump) among the members of the fourth experimental group, with effect size values greater than (1.20).

Second: Results of The Second Research Question, which is: Are there statistically significant differences between the post-test mean scores of handball skills among the students of the Faculty of Sports Sciences at the Arab American University, attributed to the type of teaching method used?

To answer this question, a One-Way ANOVA test was used, as shown in **Tables (9, 10, and 11).**

Table 9: Descriptive Statistics (Means and Standard Deviations) of the Post-Test Handball Skills for Students of the Faculty of Sports Sciences, according to the Teaching Method Variable (N=115)

Handball skills	Teaching method	Number	Mean	Standard Deviation
Dribbling, Motor Coordination, and Change of Position	Command Style	٢٢	٢٧.٤٨	٢.٣٦
	Practice Style	٢١	٢٥.١٩	١.٩٨
	Reciprocal Style	٢٤	٢٥.٣٧	١.٧٩
	Guided Discovery Style	٢٥	٢٥.٢٣	١.٢٨
	Divergent Style	٢٣	٢٥.٤٣	١.٣٠
Accuracy of the Scissor Pass	Command Style	٢٢	٢٩.٥٩	٢.٧٤
	Practice Style	٢١	٣٢.٦٧	١.٣٢
	Reciprocal Style	٢٤	٣٢.٤٢	٢.١٢
	Guided Discovery Style	٢٥	٣٢.٠٠	١.٨٥
	Divergent Style	٢٣	٣١.٧٠	١.٩٢
Coordination in Ball Passing and Receiving Movements	Command Style	٢٢	٩.٩١	٠.٩٢
	Practice Style	٢١	١١.١٤	٠.٧٣

	Reciprocal Style	٢٤	١١.٠٠	٠.٨٣
	Guided Discovery Style	٢٥	١٠.٩٢	٠.٧٠
	Divergent Style	٢٣	١٠.٩١	٠.٨٥
Shooting from a Standstill Position	Command Style	٢٢	٤.٧٧	١.٠٧
	Practice Style	٢١	٦.١٩	١.١٢
	Reciprocal Style	٢٤	٦.١٣	٠.٩٥
	Guided Discovery Style	٢٥	٥.٦٨	٠.٧٥
	Divergent Style	٢٣	٥.٧٨	١
Technique and Accuracy of Shooting from a Forward Jump	Command Style	٢٢	٤.٤١	١.١٠
	Practice Style	٢١	٥.٩٠	١.١٤
	Reciprocal Style	٢٤	٥.٨٨	١.٢٦
	Guided Discovery Style	٢٥	٥.٤٠	٠.٦٥
	Divergent Style	٢٣	٥.٣٠	١.٢٢

Table 10: Results of One-Way ANOVA Analysis for the Significance of Differences in the Post-Test Handball Skills of Students in the Faculty of Sports Sciences, Based on the Teaching Method Variable (N=115)

Handball skills	Source of Variation	Sum of Squares (SS)	Degrees of Freedom	Mean Square (MS)	F Value	Significance (Sig.)
Dribbling, Motor Coordination, and Change of Position	Between groups	٨٤.٦٨	٤	٢١.١٧	٦.٧٣	*٠.٠٠٠
	Within groups	٣٤٥.٩٢	١١٠	٣.١٥		
	Total	٤٣٠.٦١	١١٤			

Accuracy of the Scissor Pass	Between groups	١٣٢.٠٤	٤	٣٣.٠١	٧.٩٢	*.....
	Within groups	٤٥٨.٦٩	١١٠	٤.١٧		
	Total	٥٩٠.٧٣	١١٤			
Coordination in Ball Passing and Receiving Movements	Between groups	٢١.٥١	٤	٥.٣٨	٨.٢١	*.....
	Within groups	٧٢.٠٦	١١٠	٠.٦٦		
	Total	٩٣.٥٧	١١٤			
Shooting from a Standstill Position	Between groups	٢٨.٤٥	٤	٧.١١	٧.٤٥	*.....
	Within groups	١٠٥.٠٨	١١٠	٠.٩٦		
	Total	١٣٣.٥٣	١١٤			
Technique and Accuracy of Shooting from a Forward Jump	Between groups	٣٢.٥٤	٤	٨.١٤	٦.٨٥	*.....
	Within groups	١٣٠.٦٢	١١٠	١.١٩		
	Total	١٦٣.١٧	١١٤			

***Statistically significant differences at the significance level ($\alpha \leq 0.05$)**

The results of **Table (10)** indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the post-test averages of all handball skills for the students of the Faculty of Sport Sciences at the Arab American University, attributed to the variable of the teaching method used. To identify the sources of these differences, the Sidak Post-Hoc Test was used for pairwise comparisons of the means, as shown in **Table (11)**

Table (11): Sidak Post-Hoc Test Results for Pairwise Comparisons of the Post-Test Averages of Handball Skills Among Students of the Faculty of Sport Sciences Based on the Teaching Method Used (N= 115)

Handball skills	Mean	Teaching method				
		Comma nd Style	Practic e Style	Reciproca l Style	Guided Discover y Style	Diverg ent Style
Dribbling, Motor Coordination, and Change of Position	٢٧.٤٨	—	*٢.٢٩	*٢.١١	*٢.٢٥	*٢.٠٥
	٢٥.١٩		—	٠.١٨—	٠.٠٤—	٠.٢٤—
	٢٥.٣٧			—	٠.١٤	٠.٠٦—
	٢٥.٢٣				—	٠.٢٠—
	٢٥.٤٣					—
Accuracy of the Scissor Pass	٢٩.٥٩	—	*٣.٠٨—	*٢.٨٣—	*٢.٤١—	*٢.١١—
	٣٢.٦٧		—	٠.٢٥	٠.٦٧	٠.٩٧
	٣٢.٤٢			—	٠.٤٢	٠.٧٢
	٣٢				—	٠.٣٠
	٣١.٧٠					—
Coordination in Ball Passing and Receiving Movements	٩.٩١	—	*١.٢٣—	*١.٠٩—	*١.٠١—	*١—
	١١.١٤		—	٠.١٤	٠.٢٢	٠.٢٣
	١١			—	٠.٠٨	٠.٠٩
	١٠.٩٢				—	٠.٠١
	١٠.٩١					—
Shooting from a Standstill Position	٤.٧٧	—	*١.٤٢—	*١.٣٥—	*٠.٩١—	*١.٠١—
	٦.١٩		—	٠.٠٦	٠.٥١	٠.٤١
	٦.١٣			—	٠.٤٥	٠.٣٥
	٥.٦٨				—	٠.١٠—
	٥.٧٨					—
Technique and Accuracy of Shooting from a Forward Jump	٤.٤١	—	*١.٤٩—	*١.٤٧—	*٠.٩٩—	*٠.٨٩—
	٥.٩٠		—	٠.٠٢	٠.٥٠	٠.٦٠
	٥.٨٨			—	٠.٤٨	٠.٥٨
	٥.٤٠				—	٠.١٠
	٥.٣٠					—

***Statistically significant differences at the significance level ($\alpha \leq 0.05$)**

The results of **Table (11)** indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the post-test averages for all handball skills among the students of the Faculty of Sport Sciences at the Arab American University, attributed to the type of teaching method used. Significant differences were found between the (Command Method) and the (Practicing, Reciprocal, Guided Discovery, and Divergent Thinking Methods), favoring the training methods (practicing, reciprocal, guided discovery, and divergent thinking). However, no statistically significant differences were found in the other pairwise comparisons between the mean scores of the teaching methods (practicing, reciprocal, guided discovery, and divergent thinking), which represent the four experimental groups. The graphical representations (**Figures 1–5**) illustrate this.

Figure 1: The mean post-test scores of the skills (dribbling, motor coordination, and spatial movement) among students according to the teaching method variable

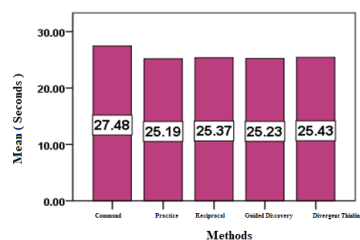


Figure 2: The mean post-test scores of the skill (accuracy of the hook pass) among students according to the teaching method variable

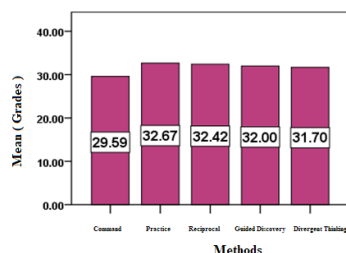


Figure 3: The mean post-test scores of the skill (coordination in passing and receiving the ball) among students according to the teaching method variable.

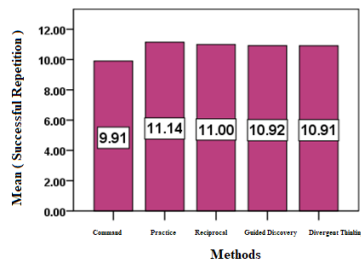


Figure 4: The mean post-test scores of the skill (jump shot accuracy) among students according to the teaching method variable.

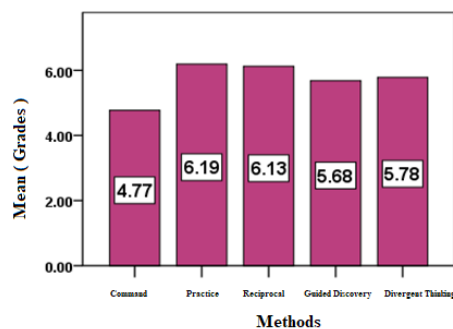
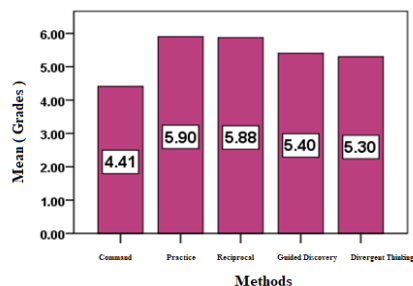


Figure 5: The mean post-test scores of the skill (technique and accuracy of the front jump shot) among students according to the teaching method variable.



Discussion of Results:

Results of the First Question: Which states: "What is the effect of using different teaching methods in learning handball skills among students at the Faculty of Sports Science at the Arab American University?"

1– The Command Style (Control Group):

The results of **Table (4)** indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the pre– and post–test averages in all the handball skills studied within the control group, with the post–test averages being higher. These results suggest that the Command teaching method had a very positive effect on improving skills such as dribbling and motor coordination, change of location, passing accuracy, ball reception coordination (ball speed), shooting from a stationary position, and shooting technique and accuracy from a front jump among the control group students. The effect sizes ranged between (1.20–2.32).

The Command method showed a moderate effect on improving the accuracy of the Scissor passing skill, with an effect size of (0.62). The researcher attributes this result to the nature of the Command method, which is based on direct coaching, helping students execute skills with precision and effectiveness. However, the method is less effective for teaching skills that require greater interaction among students, such as the Scissor passing skill, which involves more dynamic and reciprocal engagement.

2– The Practice Style (Experimental Group 1):

The results of **Table (5)** indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the pre– and post–test averages in all the handball skills studied within the first experimental group, with the post–test averages being higher. These results suggest that the practicing method had a very positive effect on improving all handball skills, including dribbling and motor coordination, change of location, accuracy of Scissor passing, ball reception coordination (ball speed), shooting from a stationary position, and shooting technique and accuracy from a front jump among the first experimental group. The effect sizes were greater than (1.20).

The researcher attributes these results to the effectiveness of the practicing method in enhancing repeated practical practice, which helps students master the skills more effectively. This method relies on repetition and intensive training, leading to a significant improvement in skill performance.

3– The Reciprocal Style (Experimental Group 2):

The results of **Table (6)** indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the pre- and post-test averages in all the handball skills studied within the second experimental group, with the post-test averages being higher. These results suggest that teaching with the reciprocal method had a very positive effect on improving all handball skills, including dribbling and motor coordination, change of location, accuracy of Scissor passing, ball reception coordination (ball speed), shooting from a stationary position, and shooting technique and accuracy from a front jump among the second experimental group. The effect sizes were greater than (1.20).

The researcher attributes these results to the nature of the reciprocal method, which encourages interaction among students as they learn through observation and feedback from their peers. This method enhances active learning and helps students improve their performance through social interaction.

4– Guided Discovery Style (Experimental Group 3):

The results of **Table (7)** indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the pre- and post-test averages in all the handball skills studied within the third experimental group, with the post-test averages being higher. These results suggest that teaching using the guided discovery method had a very positive effect on improving all handball skills, including dribbling and motor coordination, change of location, accuracy of Scissor passing, ball reception coordination (ball speed), shooting from a stationary

position, and shooting technique and accuracy from a front jump among the third experimental group. The effect sizes were greater than (1.20). The researcher attributes these results to the effectiveness of the guided discovery method in enhancing critical thinking and self-exploration among students. This method encourages students to think more deeply about the skills and apply them innovatively, which leads to improved performance.

5– Divergent Thinking Method (Fourth Experimental Group):

The results of **Table (8)** indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the pre- and post-test averages in all the handball skills studied within the fourth experimental group, with the post-test averages being higher. These results suggest that teaching using the divergent thinking method had a very positive effect on improving all handball skills, including dribbling and motor coordination, change of location, accuracy of Scissor passing, ball reception coordination (ball speed), shooting from a stationary position, and shooting technique and accuracy from a front jump among the fourth experimental group. The effect sizes were greater than (1.20).

The researcher attributes these results to the ability of the divergent thinking method to foster creative thinking and mental flexibility among students. This method encourages students to view the skills from different perspectives and find innovative solutions, which contributes significantly to improving performance.'

Results of the Second Question: which asks: "Are there statistically significant differences between the post-test means of handball skills among students at the Faculty of Sports Sciences at the Arab American University, attributed to the type of teaching method used? The results of **Table (11)** indicate that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the post-test

means for all handball skills among the students at the Faculty of Sports Sciences at the Arab American University, due to the type of teaching method used. The differences were found between (the direct method) and the methods of (Practicing, reciprocal, guided discovery, and divergent thinking), with the advantage in favor of the teaching methods (Practicing, reciprocal, guided discovery, and divergent thinking). However, no statistically significant differences were found in the remaining pairwise post-test comparisons between the mean scores of the teaching methods (Practicing, reciprocal, guided discovery, and divergent thinking) representing the four experimental groups.

The researcher attributes these findings to the effective role played by the modern teaching methods (Practicing, reciprocal, guided discovery, and divergent thinking) in providing an interactive learning environment that supports the holistic and integrated development of sports skills. These methods focus on engaging students directly in the learning process, emphasizing interaction and practical practice, which contributes to improving their athletic performance compared to the traditional direct teaching method. The traditional method relies on direct instruction, while modern teaching methods promote the development of analytical and creative thinking in students by encouraging active participation, motivating them to discover solutions, and apply skills independently.

These findings are consistent with the studies of Larson & Kim (2023), Phillips & Johnson (2022), Brown & Chao (2022), and Smith & Johnson (2021).

Conclusions:

1. The command method (traditional) has an impact on improving most of the handball skills, especially individual skills such as dribbling, shooting from a stationary position, and shooting from a jump. Its impact on improving the accuracy of the backhand pass was moderate.

2. The practicing method has a positive effect on improving all handball skills, including dribbling, backhand passing, and shooting from a jump.
3. The reciprocal method has a positive effect on improving all handball skills, which indicates the effectiveness of this method in promoting learning through interaction among students.
4. The guided discovery method has an effect on improving all handball skills, highlighting the effectiveness of this method in fostering critical thinking and self-exploration.
5. The divergent thinking method showed a positive effect in improving all handball skills, indicating its ability to develop creative thinking and mental flexibility among students.
6. Modern teaching methods (practicing, reciprocal, divergent thinking, and guided discovery) enhance active learning among students through experience and practice. They are suitable for developing sports skills due to their educational methodologies that focus on interaction, practical application, and encouraging independent and creative thinking.
7. Modern teaching methods provide an interactive learning environment that enhances the acquisition of sports skills compared to the direct method, which lacks interaction and practical application.

Recommendations:

1. Focus on using the reciprocal and practicing methods in teaching while reducing dependence on the traditional (command) method. Teachers should be trained to apply interactive teaching methods to improve learning outcomes.
2. Continue using practical methods that enhance the teacher's role, with attention to improving the psychological aspects of teaching methods to ensure a comprehensive educational experience.
3. Use standardized and effective teaching methods for handball skills, without needing to adjust them based on students' gender.

4. The command method is recommended when teaching basic handball skills, especially for beginners or students who require direct guidance.
5. Provide a stimulating learning environment that encourages active learning and creative thinking to enhance the effectiveness of all teaching methods.
6. Train teachers to effectively use various methods to achieve the best results.
7. Integrate methods where possible; combining different teaching methods (such as command with the reciprocal method) can strike a balance between direct guidance and student interaction, enhancing the overall teaching process.

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