



**UNIVERSITI PUTRA MALAYSIA**

***THE EFFECT OF COOPERATIVE LEARNING STRATEGY ON  
THE SOCIAL AND SPORT SKILLS OF MIDDLE SCHOOL  
STUDENTS IN BAGHDAD, IRAQ***

**HAYDER S. MOHSEEN**

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AND SPORT SKILLS OF MIDDLE SCHOOL STUDENTS IN BAGHDAD, IRAQ**

By

**HAYDER S. MOHSEEN**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in  
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## DEDICATION

**To the spirit of my aunt Kahreema Al-Said Abbas, this had long hoped to get a doctorate. Allah's mercy on her. I also would like to dedicate this work to my family for their peerless support, understanding, and patience.**



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy.

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**March 2012**

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In recent years, several observers have already drawn attention to the problems faced by the Iraqi children, who have been facing challenges in the classroom on a daily basis and are suffering from different forms of social skill vulnerability. Therefore, the use all possible scientific and practical means is necessary to mitigate these common recurring problems, and to aid the learner in fulfilling the aims of physical education classes. The UNICEF, in cooperation with the Iraqi MOE, promoted educational programmes that provide essential support services to improve children's morale and to provide them with psychosocial care, especially through physical and recreational activities in schools. The current study aimed to use a format of Cooperative Learning Strategy (CLS), which involved group work where groups were involved in structured tasks with identifiable outcomes called Student Team's Achievement Division (STAD) as a basis for the

intervention in order to promote the Iraqi middle school students' social and sport (i.e. volleyball) skills.

However, an intervention programme was part of a new learning style, combining the sport and social skills in which students (ages = 12.8 years, N =60) were invited to participate in physical education lessons. Both the experimental and control groups took a pre-test before the treatment phase of the study (week one). The first post-test was administered to students in both groups on week 8 and a second post-test was given to the participants on the week 12 of treatment period. Iraqi Social Skills Rating Questionnaire (ISSRQ) was used to measure the social skills. In addition, the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) test was used to measure the sport skills in terms of volleying, serving, passing, and set-up skills. Statistical analysis included (group× time) repeated measures ANOVA and MANOVA to determine between and within group mean differences in order to ascertain whether there were significant differences among the pre-test, post-tests one, and two scores and within the two groups. This study showed that social and sport (volleyball) skills gains were made by students in the CLS and the teacher-centered method groups. The students in the CLS group reflected a higher rate of improvement regarding the total social skills and overall sport skills throughout 12 weeks compared with the control group.

This study manifests that the cooperative learning approach holds many promises for physical education and sport activities. Nevertheless, it would be a great challenge if it were adopted throughout Iraqi schools, especially in the physical education and sport activities.

**Key Words:** Cooperative learning Strategy; Small groups; Social Skills; Iraqi displaced students; Physical Education

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai keperluan ijazah Doktor Falsafah.

**KESAN STRATEGI PEMBELAJARAN KOOPERATIF TERHADAP  
KEMAHIRAN SOSIAL DAN SUKAN DI KALANGAN PELAJAR SEKOLAH  
PERINGKAT PERTENGAHAN DI BAGHDAD, IRAQ**

Oleh

**HAYDER S. MOHSEEN**

**Mae, 2012**

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Beberapa tahun ini, didapati kanak-kanak di Iraq bermasalah dengan halangan di dalam bilik darjah terutamanya dari aspek kemahiran sosial. Oleh itu pendekatan saintifik diperlukan bagi menangani permasalahan ini dan secara langsung akan dapat memenuhi matlamat pendidikan jasmani di sekolah-sekolah. Kementerian Pendidikan Iraq dengan kerjasama UNICEF telah menyediakan khidmat sokongan dan program komuniti di sekolah-sekolah iaitu program psiko-sosial melalui aktiviti-aktiviti fizikal dan rekreasi demi menjana moral kanak-kanak tersebut. Strategi pembelajaran kooperatif (CLS) adalah di mana pelajar berkerja dalam satu kumpulan kecil dan akan menerima pengiktirafan dan anugerah dalam kumpulan-kumpulan kecil tersebut setiap kali mencapai kejayaan. Kajian ini adalah untuk menilai kesan program intervensi CLS selama 12 minggu terhadap kumpulan murid sekolah peringkat pertengahan yang

dikendalikan oleh Bahagian Kumpulan Pencapaian Pelajar (STAD). Dalam kajian ini, sebuah program intervensi yang menggabungkan kemahiran fizikal dan kemahiran sosial terhadap murid yang berumur (mean umur – 12.8 years, N=60) yang mengambil matapelajaran pendidikan jasmani. Subjek secara rawak mendaftar sama ada kumpulan intervensi CLS bagi tempoh 12 minggu dengan menggunakan kaedah kajian kawalan, iaitu ujian sebelum dan sesudah (pretest and post-test). Soal selidik “Iraqi Social Skills Rating” digunakan untuk mengukur “sub-skill” iaitu kerjasama, penegasan tanggungjawab, prihatin, dan kawalan sendiri. Manakala ujian “American Alliance for Health, Physical Education, Recreation and Dance” (AAHPERD) digunakan untuk mengukur skil keupayaan fizikal dalam aspek permainan bola tampar. Selain dari analisis statistik deskriptif, statistik ulangan ukuran ANOVA dan MANOVA juga digunakan bagi menentukan keberkesanan dalam peningkatan perbezaan mean bagi kedua-dua kumpulan kajian. Keputusan menunjukkan bahawa kemahiran sosial dan fizikal (bola tampar) mengalami peningkatan yang positif pada kumpulan CLS dan juga pada kumpulan kaedah ”teacher-centered”. Menariknya, kumpulan intervensi CLS mengalami kesan yang signifikan terhadap jumlah keseluruhan kemahiran fizikal dan kemahiran sosial berbanding kumpulan kawalan. Kesimpulannya, kumpulan intervensi CLS telah menyumbang dapatan yang positif terhadap pembelajaran pendidikan jasmani dan aktiviti sukan. Adalah satu cabaran yang bermunafaat bagi sekolah-sekolah di Iraq untuk mengaplikasikan CLS dalam matapelajaran pendidikan jasmani dan semua aktiviti sukan.

**Kata kunci:** Strategi Pembelajaran Kooperatif, Kumpulan Kecil, Kemahiran Sosial, Pelajar Terbiar Iraq, Pendidikan Jasmani.

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I certify that an Examination Committee met on 21<sup>st</sup> March 2012 to conduct the final examination of Hayder S. Mohseen on his Doctor of Philosophy thesis entitled “**The effect of cooperative learning strategy on the social and sport skills of middle school students in Baghdad, Iraq**” in accordance with Universiti Pertanian Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the candidate be awarded the relevant degree.

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## DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institutions.



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**HAYDER S. MOHSEEN**

Date: 21 March 2012

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