



CREATIVE THINKING AND ITS RELATIONSHIP TO THE PERFORMANCE OF THE MOST BASIC HANDBALL SKILLS FOR YOUNG PLAYERS

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Abstract:

Handball, since it has a complex nature with its high physical and technical requirements, requires multiple and comprehensive skills and abilities to achieve a high level of performance, and this is only possible with the physical, motor, mental and value qualifications of the practitioners of this game.

The importance of the research lies in predicting the level of performance of the most important basic handball skills through creative thinking, and the research problem is that the handball game is one of the group games that need to integrate a lot of individual and group basic skills, and this requires the player to prepare all his physical and psychological capabilities and capabilities. And mental and social for the purpose of achieving the best performance, and then employing all of this to serve the skillful performance in the game, and the objectives of the research is to prepare a test for creative thinking on young handball players in the clubs of the Middle Euphrates governorates, and to identify the performance level of the most important basic skills and creative thinking for young players in handball, and to identify On the nature of the relationship between creative thinking and skillful performance of young handball players, Conclusions: In the light of the results reached by the researcher using statistical methods, the following conclusions were drawn , There is a relationship between creative thinking and skillful performance of young handball players in the Middle Euphrates region.

Keyword: Creative thinking, performance of the most basic handball skills

Introduction

The handball game is one of the sports activities that represent an advanced position among the games that are competed for globally, continentally, internationally and locally, until it has become one of the most popular sports in the world, as it depends on the integration of many basic individual and motor skills, whether defensive or offensive.

These skills must be mastered to a high degree by all players in any way so that they can use them in appropriate situations and according to different playing conditions.

Handball, since it has a complex nature with its high physical and technical requirements, requires multiple and comprehensive skills and capabilities to achieve a high level of performance, and this is only possible with the physical, motor, mental and value qualifications of the practitioners of this game.

The importance of the research lies in predicting the level of performance of the most

basic handball skills through creative thinking.

Research problem: -

The handball game is one of the team games that need to integrate a lot of individual and group basic skills, and this requires the player to prepare all his physical, psychological, mental and social capabilities and capabilities to achieve the best performance and then employ all of that to serve the skilful performance in the game.

Through the modest vision of the researcher and conducting some personal interviews with the coaches, it was found that few coaches care about the creative side that the players possess.

Therefore, the researcher wanted to study this problem and try to solve it by preparing and applying the creative thinking scale for purpose of applying it to an important segment of players, namely, young handball players.

Research aims:

1- Preparing a creative thinking test for young handball players in the clubs of the Middle Euphrates governorates.

2- Identifying the level of performance of the most important basic skills and creative thinking of young handball players

3- Knowing the nature of the relationship between creative thinking and the skilful performance of young handball players.

Practical part:

The researcher used the descriptive approach in both survey and correlation methods due to its suitability to the nature of the research on young handball players in the clubs of the Middle Euphrates governorates, numbered (208) players representing the clubs of the Middle Euphrates governorates in handball, which (Karbala, Babil, Najaf, Qadisiyah, Muthanna).

Where the sample was divided into the reconnaissance sample of the two scales, represented by (15) players, and the main application sample included (93) players representing the clubs of the Middle Euphrates governorates, who were chosen randomly.

Field research procedures Standardizing creative thinking test procedures:

Test Description: -

After reviewing the scientific literature in the field of measuring creative thinking, the researcher used a test for creative thinking for the mathematical aspect, designed by the researcher (Zainab Abdul Rahim Khudair Al-Amiri), who built his mathematical paragraphs in the year (2004), as the researcher relied on the idea of building on the idea The scientist (Torrance) in building public creative tests. This scientist is one of the most famous psychologists in the field of creativity, who developed a set of creative tests that are still applied to this day since 1962 AD.

The test included stages, each stage measuring one of the three creative abilities (fluency, flexibility, originality), which represents the real expression of the creative side as defined by psychologists specialized in the field of creativity, including (Torrance, Gilford, Steen).

Therefore, the test was divided into stages, each stage into two branches (A) and (B), and the first section (A) is more difficult than the second section (B), to gradually increase the level of difficulty. A specific picture appears in each stage with a question written on it, and a question is asked. The respondent has to answer each question with a set of ideas within a maximum period (7) minutes, and upon its completion, the respondent turns to answer the

second question (Part B), and the same applies to all other stages of the scale.

Exploratory experience:

The researcher conducted the exploratory experiment to reach:

Clarity of the instructions of the creative thinking scale and the clarity of its expression to the players, and was clear.

To identify the time taken to answer the scale, and whether the time allotted for answering each stage of creative thinking is sufficient or insufficient, and the time was sufficient for the answer, which was (7 minutes).

Identifying the circumstances of applying the scale, the researcher encountered some difficulties, including the poor academic achievement of the players and the inappropriate gymnasiums.

The ability of the assisting team and its accuracy in implementing the test, which was at a high level of accuracy

Testing the validity of the tools and devices used, and they were valid.

The validity of the selected sample and its response to the scale, and was valid.

Therefore, the researcher applied the scale to a survey sample consisting of (15) players representing the clubs of the Middle Euphrates governorates. Where a club was chosen from each governorate, and in each club, three players were chosen randomly in the period from 1/2 to 16/2/2011.

Procedures for determining appropriate skill tests:

This step represents one of the important procedural steps in scientific research since the test that is chosen must be subject to scientific conditions, so the choice must be made to measure what must be measured.

By looking at the scientific literature on the handball game, the researcher selected a set of skill tests for the handball game and put them in a questionnaire to present them to those with expertise and specialization to determine the appropriate tests with the variables of the researched study, so the questionnaire was presented to (21) Expert and specialist in the field of psychology, game, testing and measurement.

After collecting and unpacking the data, the researcher extracted the value ($K_{\alpha 2}$) for each skill, whereby the skills whose values came in this test (chi-square) higher than the tabular value of (3.84) were accepted at a degree of freedom (1) and a significance level (0, 05), and accordingly (7) skill tests were nominated, and table (7) shows that.

The scientific bases for the selected handball skill tests:

First: honesty:

The aforementioned nominated tests were presented to a group of experts and specialists in the field of the game, testing and measurement, and thus the researcher obtained the veracity of the content or content. Self-sampling, confirms the validity of these tests and their suitability for the research sample.

Second: Stability:

The researcher used the (test and re-test) method to extract the stability of the tests used in the research, and thus the researcher applied the test twice and on two different days, as the correlation between the degrees of the first and second application indicates the rate of stability

of the test.

Therefore, the researcher applied the first test on Friday, 11/2/2011, on a sample of (12) players who were selected from the youth of Al-Hilla Sports Club, and after (4) days had passed, the tests were re-applied on Tuesday, 15/2/2011 on the sample. The same and under almost the same conditions, to find the correlation coefficient between the tests, as "the period between the two tests take from (1-7) days."

After statistical treatment of the results by extracting the simple correlation coefficient (Pearson), it was found that all tests have high degrees of stability.

Description of the tests:

The following is a description of the most important tests, according to the opinion of experts and specialists in the sports field:

The first test: the forward shooting test

The second test: Shooting by jumping from the front left of the free throw line, then moving in a semicircle, the centre and the right

Test 3: Handling and receiving the ball into the overlapping circles on the wall from a distance

(7:50) m

The statistical methods used in the research:

The researcher used the statistical package (SPSS).

Results

After completing the procedures for rationing the social values scale and testing creative thinking as well as applying skill tests on the research sample members, the researcher collected the forms and dumped the data to complete the achievement of the remaining objectives of his study by analyzing the results obtained from the research sample members.

The level of creative thinking for young handball players:

Since the research requirements require that these values be in unified standard units, the researcher converted them into modified standard degrees, from which statistical estimates were extracted. Table (1) shows that.

Table (1)
Shows the estimates of the arithmetic mean, standard deviation, median, standard error, and twisting of the basic handball skills and creative thinking of the research sample

The research variables	mean	standard deviation	median	standard error	skewness
Free throw	5,17	2,263	5,28	0,234	-0,07
Throwing from three areas	21.24	3,580	20.8	0.371	0.80
Thoracic handling	25.41	3.072	26.2	0.318	-0.63
Plump by changing direction	10,17	1,494	9,99	0,154	0,82

Creative thinking	21.23	9,604	18.3	0.995	0.822
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Matrix of inter-correlations (the correlation between search variables):

The researcher sought to extract the values of the correlation coefficient (Pearson) as a statistical means to achieve the third goal, which is (identifying the nature of the relationship between social values, creative thinking and skilful performance of young handball players).

Therefore, he prepared a matrix that represents the associations between the most important handball skills with social values and creative thinking, and Table (2) shows that.

Table (2)

**Shows a matrix of inter-correlations for each of the surveyed indicators
T free throw Throw from three areas Chest handling Plump change of direction
Creative thinking**

The research variables	free throw	Throw from three areas	Thoracic handling	Plump changes direction	Creative thinking
free throw					
Throw from three areas	0.220*				
Thoracic handling	-0,117	- 0,053			
Plump changes direction	-0.228*	-0.276**	0.85		
Creative thinking	0,092	0,97	0,280**	-0,068	

Basic handball skills in terms of creative thinking:

From what came in table (2), it becomes clear to us that there are only three significant relationships: (the relationship between thoracic handling with creative thinking), (the relationship between skill performance rate and creative thinking) and (the relationship between thoracic handling and creative thinking). Accordingly, the researcher will be able to estimate the skilful performance in terms of creative thinking.

To derive linear equations, it is necessary to use an advanced statistical method, especially what is meant by the form of the relationship between the variables studied, which is called (regression), and through statistical treatment by this means, the results came as shown in the tables (3, 4). To clarify it in detail, we follow the following context:

Quantitative assessment of thoracic handling in terms of creative thinking:

Table (3)

It shows the value of the regression equation of the chest handling skill in terms of social values and creative thinking

The variables studied	the coefficients (constants)		the correlation coefficient	the nature of the correlation	the percentage of the contribution
	The nature of the modulus	The value of the modulus			
thoracic handling with fixed creative thinking	Constant (a) Constant (b)	43,811 0,291	0,280	simple	7,84
thoracic handling with creative thinking	Constant (a) Constant (b1)	42,627 0,285	0,281	vehicles	7,896

From the above table, the researcher can derive an equation based on the aforementioned coefficients, which represent the contribution of creative thinking in the performance of pectoral handling, as follows:

Thoracic handling = 43,811 + 0,291 X the value of creative thinking as standard

Quantitative assessment of the skill performance rate in terms of creative thinking:

Table (4)

Shows the values of the regression equation for the average skill performance in terms of creative thinking

The variables studied	the coefficients (constants)		the correlation coefficient	the nature of the correlation	the percentage of the contribution
	The nature of the modulus	The value of the modulus			
Skill performance rate with fixed creative thinking	Constant (a) Constant (b)	47,580 0,114	0,280	simple	7,84

From the above table, the researcher can derive an equation based on the aforementioned coefficients, where the contribution percentage was (7.84), and the prediction equation for the contributing variable is:

Skill performance rate = 47,580 + 0,114 X the value of creative thinking as standard for example: -

If we assume that the value of the arithmetic means for the variable of creative thinking is the same arithmetic mean for the player in a skill, and applied in the previous equation:

$$\text{Skill performance rate} = 47,580 + 0,114 \times 21,2366$$

The skill performance rate = (50,270), which is an estimated value, close to the arithmetic mean value of the skill performance rate, which is = (50,0002).

Conclusions:

In light of the results reached by the researcher using statistical methods, the following conclusions were drawn:

1- There is a relationship between creative thinking and the skilful performance of young handball players in the Middle Euphrates region.

2- The skill performance rate of players can be predicted in terms of the creative thinking of young handball players in the Middle Euphrates region.

3- There is a correlation between social values and the creative thinking of young handball players in the Middle Euphrates region.

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