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(17) (34)
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(17) ()
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(2007

2002)

(Mohsen, 2001; 2009

2004

.2011/11/2

2010/10/29

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2005)

.(2006

.(Mosston, 1999)
(1991)

(2008)

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.()

.2009/2008 -

.(Siedentop1982)

(Thomas,1999)

(Bulter, 2005)

(20)

(43)

(23)

.0)

.0)

.0)

(05

(05

(05

	(2001)	-	(81)	
60				
			(2009)	-
:			(24)	
)	(2004)	-		(9-6)
	(-	-	
)	.(
				-
	(2007)	-	(Adams,2000)	-
			(34)	
	20		(2000)	-
:				
2001	2000	Adams,2000)	
(2005		2004		

-
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 .(1987) . .1
 : .() .2
 -) .3
 (10) .(.4
 : .5
 .(Lab-Top) - .6
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 .(1) -
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 .(3)

(3)

-	-	80 .0	
94 .0	90 .0	85 .0	
89 .0	80 .0	89 .0	
92 .0	85 .0	79 .0	
91 .0	83 .0	84 .0	

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 (T test)
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(05 .0)

(4)

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(5)

()

() (39 .14)

(82 .9)

(42 .9) ()

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() (5 .12)

(09 .11)

()

()

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(4)

	39 .14	43 .2	22 .15	16 .1	25 .5	
	82 .9	33 .2	55 .9	53 .1	77 .2	
	42 .9	33 .1	33 .4	24 .0	22 .1	

12 .2 =(05 .0 ≥ α)

(5)

	5 .12	33 .2	55 .14	76 .1	55 .5	
	09 .11	01 .1	55 .6	88 .0	89 .2	
	60 .1	98 .0	00 .2	33 .1	34 .1	

12 .2 =(05 .0 ≥ α)

(05 .0)

()

:

()

(60 .1)

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(6) () () ()
 : () ()
 (85 .0) () :
 () ()
 : - (83 .4)
 : (68 .5)

(6)

		17=		17=		
	80 .0	33 .2	55 .14	43 .2	22 .15	
	83 .4	01 .1	55 .6	33 .2	55 .9	
	68 .5	98 .0	00 .2	33 .1	33 .4	

$13 .2 = (05 .0 \geq \alpha)$

(7)

	17=	17=	
	%	%	
%75 .12	%36 .23	%11 .36	
%55 .5	%16 .29	%61 .23	
%27 .9	%83 .20	%11 .11	
%39 .1	%11 .11	%72 .9	
%16 .4	%66 .16	%5 .12	
78 .2	%16 .4	%38 .1	
-	%100	%100	

.36)

(%75 .12)
 .(75 .12)

(%11

(7)

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(Thomas, 1999)

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(2003)

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The Impact of Computerized Learning Software in Learning: Some Types Skills of Service, Referring Signs, and Investing Academic Learning Time in Volleyball Lessons

*Abdelsalam Jaber Hussein **

ABSTRACT

The purpose of this study was to determine the impact of a computerized learning software in learning such as some types skills of service, referring signs, and investing academic learning time in volleyball lessons. The experimental approach was used. The sample consisted of (34) students form the 8th grade at Anwar Al-sabah private school in Amman. The sample was divided into two groups experimental 17 students, using the computerized learning software 17 students control which used the ordinary program.

The results showed that the computerized learning software had appositve impact on learning some types of service, refereeing sighs in volley ball lessons for the experimental group (differences were in favor of the post test), In addition, the results showed in the control group was appositve impact for the ordinary program on learning some types of service (differences were significant in favor of the post test,)no significant differences were monitored concerning the refereeing signs in the control group significant differences between the two groups in the post test were in favor of the experimental group in bothe some types of service and investing the academic leering time in volley ball lessons. It was recommended to use the computerized learning software in learning volley ball skills and to realize its importance in investing the academic learning time.

Keywords: Learning, Volleyball, Software in Learning.

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