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THE IMPACT OF AN EDUCATIONAL APPROACH TO TEACHING SOME BASIC HANDBALL SKILLS TO FEMALE PHYSICAL EDUCATION STUDENTS – AHLULBAYT UNIVERSITY

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ABSTRACT

The researcher addressed the importance of learning in the advancement of nations through the upbringing of a new generation on advanced scientific foundations. She also discussed the ideas advocating for curriculum renewal to improve the educational process. The researcher then focused on handball, considering it a comprehensive educational approach. The research's significance lies in developing a curriculum and retraining methods for acquiring basic handball skills to enhance the performance of first-year middle school students.The research problem stems from the weak performance level of second-year middle school students in basic handball skills. The researcher believes these skills do not receive sufficient attention when the curriculum is implemented. Furthermore, the traditional methods used to teach basic skills require more effort and time, negatively impacting the acquisition of these fundamental handball skills. Research Objectives, to develop an educational curriculum for acquiring some basic handball skills for second-year female students. To identify the impact of the curriculum on the acquisition of some basic handball skills by second-year female students.To determine the impact of relearning on saving the effort required to learn some basic handball skills by second-year female students. The researcher used the experimental method as it was suitable for the research problem and objectives. The research sample consisted of (60) second-year female students from the College of Physical Education and Sports Sciences at Ahlulbayt University. These students were randomly selected and divided into two groups: an experimental group of (30) students and a control group of (30) students. After homogenizing the research sample and identifying the basic skills based on the curriculum of the Ministry of Higher Education, appropriate tests were determined by experts and specialists. A pilot study was conducted to establish the scientific basis for the skills tests.A number of conclusions were reached, the most important of which are:

1. *The educational method achieved a better level of acquisition of some basic handball skills compared to the traditional teaching method and had a positive impact on skill development.*
2. *Saving effort through re-learning saved a significant amount of time and physical exertion, leading to reduced fatigue and more efficient skill learning.*

Keywords: *Educational, teaching handball, skills.*

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INTRODUCTION

Learning is one of the most important aspects and characteristics that plays a vital role in the progress of many nations. It has a positive and comprehensive impact on raising a new generation on advanced and modern scientific foundations. This progress is measured by the extent of their knowledge of modern teaching methods, tools, and theories.

The educational curriculum is one of the main pillars upon which the educational process is based. Many ideas advocate for the necessity of renewing curricula and learning methods to elevate the educational process to keep pace with the developments the world is witnessing today. The curriculum, the teacher, and the learner constitute the essential pillars for achieving the best results and realizing goals. A programmed and pre-planned educational process becomes effective in acquiring and learning the fundamental skills in any sport.

Modern methods and techniques used in motor learning have achieved significant and widespread success in enabling learners to acquire fundamental skills. This success is based on sound scientific principles appropriate to the learners' age, physical, and mental levels. Qasim Lazam (2005) points out that "scientific studies and research have proven that remembering motor skills is much easier than remembering intellectual skills. This is because the learning process is higher in motor activities than in intellectual activities."

Learning the basic skills of each sport is one of the most important conditions for successful performance improvement. The speed of learning and performance development is built upon the amount of learning and the variety of learning methods employed, which stem from research and studies that have led to improved performance levels and athletic achievements. The goal of re-learning the basic skills of any game is to enable the learner to acquire the mechanism for performance, as well as to conserve effort in terms of the number of attempts or the time spent. Mechanism means identifying the number of working muscle groups and isolating the non-working ones. This was emphasized by Nabil Mahmoud Shaker (2005), who indicated that it "focuses on the amount of energy required to perform a specific task and its relationship to the quality of performance." This can be inferred by observing a trained individual performing a skill easily and smoothly without encountering obstacles. This was also pointed out by Wajih Mahjoub (2000), who stated, "Individuals may perform motor skills with less physical and mental effort during the task because they possess more effective information."

Handball is a significant sport within our sporting culture. It is a popular team sport, and given the healthy educational environment it provides, it serves as a comprehensive educational tool, equipping students with many valuable learning skills. This was emphasized by Kamal Abdel Hamid and Mohamed Sobhi (1980), who stated that "the importance of handball stems from its essential components, which are crucial for developing a well-rounded student." The fast-paced nature of the game and the variety of skills it offers necessitate that players possess strong technical abilities, enabling them to utilize these skills effectively in diverse playing situations.

Therefore, this research aims to develop a curriculum for teaching fundamental handball skills. The goal is to enhance the skill level of female players and achieve the objectives of learning these basic skills at this age, while simultaneously building a strong foundation of players who can further develop the sport in our schools.

RESEARCH PROBLEM

Based on the researcher's modest experience in the field of education as a university professor, and her observations of the weak performance level in basic handball skills, particularly among second-year female students, the researcher believes that the reason for the low skill level in this game is due to the insufficient attention and care given to these skills during the implementation of the curriculum. This negatively impacts the acquisition of basic skills because learning them using traditional methods requires a significant amount of time and effort.

Therefore, the researcher attempted to formulate the research problem by answering the following two questions:

1. To what extent does an educational curriculum affect the learning of some basic handball skills for second-year female students?
2. Does re-learning have a positive effect on saving the effort required to learn these skills?

RESEARCH OBJECTIVES

The research aims to:

1. Develop an educational curriculum for acquiring some basic handball skills for second-year female students.
2. Identify the impact of the curriculum on the acquisition of some basic handball skills for second-year female students.
3. To determine the effect of relearning on saving the effort required to learn some basic handball skills for second-year female students.

RESEARCH HYPOTHESES

1. There are statistically significant differences between the pre-test and post-test scores for the experimental and control groups.
2. There are statistically significant differences in the first post-test scores between the experimental and control groups.

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3. Rerelearning has a positive effect on saving the effort required to learn some basic handball skills, to varying degrees.

RESEARCH SCOPE

- Human Scope: Second-year female students, College of Physical Education and Sports Sciences, Ahlulbayt University, academic year 2025-2026.
- Time Scope: From November 18, 2025, to March 20, 2026.
- Location: Handball court, College of Physical Education and Sports Sciences, Ahlulbayt University.

RESEARCH METHODOLOGY

The researcher used the experimental method because it suited the nature and objectives of the research and was the appropriate means to prove its hypotheses. Nouri Al-Shouk and Rafe' Al-Kubaisi (2004) define the experimental method as "an attempt to control all the essential factors affecting the dependent variable or variables in the experiment, except for one factor which the researcher controls and modifies in a specific way, with the intention of determining and measuring its effect on the dependent variable or variables." Wajih Mahjoub (2000) and Van Dalen (1977) also define it as "a deliberate and controlled change of specific conditions, such as an event, and observing and interpreting the changes resulting from that event." The researcher will adopt a two-group design, control and experimental, as shown in Table (1).

Table 1. Shows the design of the two groups, control and experimental, with pre-tests, post-test one, and post-test two

Groups	Steps						
	First	Second	Third	Fourth	Fifth	Sixth	Seventh
Experimental group	Pre-test	Educational approach	First post-test	Learning interruption period	Re-learning for the educational curriculum	Second post-test	Extracting the saved effort
Control group	Pre-test	The traditional approach followed	First post-test	Learning interruption period	Continuing with the traditional approach used in physical education and sports science lessons		

RESEARCH POPULATION AND SAMPLE

Selecting the research population and sample is one of the most important priorities for the researcher, as the sample is "the part that represents the original population or model upon which the researcher's work is based." Sample selection is closely linked to the research objectives, as Risan Khuraibat (1988) states: "The objectives set by the researcher and the procedures used will determine the nature of the sample to be chosen." Accordingly, the research population and sample were defined. The research population consisted of (63) second-year female students across two sections. The research sample consisted of (60) students, divided into two equal groups:

- An experimental group of (30) students, represented by section (B).
- A control group of (30) students, represented by section (A). The remaining (3) students were included in the pilot study after (2) students were excluded from the research population for health reasons.

DATA COLLECTION METHODS, EQUIPMENT, AND TOOLS USED IN THE RESEARCH

These are the means by which the researcher can collect data and solve the problem to achieve the research objectives, regardless of the specific tools used, such as data, samples, and equipment.

1. DATA COLLECTION METHODS

The researcher utilized the following data collection methods relevant to the research topic:

- Arabic and foreign sources and references, and the internet.
- Personal interviews.
- Expert and specialist opinions.
- Questionnaire form.
- Tests and measurements.
- Supporting research team.
- Statistical methods.

2. EQUIPMENT AND TOOLS

The researcher used the following equipment and tools to conduct the research preparation steps, skills tests, and the main experiment on the research sample:

- Pentium 4 computers.
- Genx video camera.

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- Weight scale.
- Metal measuring tape.
- Two electronic timers. • 10 basketballs.
- 10 handballs.
- Goalposts, hoops, spray paint.
- Whistle.
- Manual calculator.
- Chalk.

SELECTING TESTS FOR THE BASIC SKILLS UNDER STUDY

Selecting appropriate tests for the skills is crucial for obtaining accurate results and preventing errors that could compromise the validity of the research findings. A test is defined as "a systematic method for comparing the behavior of two or more individuals, or a standardized situation designed to demonstrate a sample of an individual's behavior."

Scientific sources in the field of handball, which include numerous standardized tests, were reviewed to identify the most suitable skill tests for the basic skills under study.

A selection of these tests was presented to experts, and the most suitable tests were agreed upon using a questionnaire designed for this purpose. The researcher adopted a threshold of 80% or higher for expert agreement, as shown in Table 3.

Table 2. shows the percentage of tests agreed upon by experts and specialists

Basic Skills Classification	S	The purpose of the test	Percentage
Handling	1	Measuring coordination and handling speed.	87%
	2		13%
	3	Measuring coordination, handling speed, and accuracy.	0%
Patting	1	Measuring coordination, handling speed, and accuracy on two walls.	80%
	2	Measuring continuous dribbling skill.	13%
	3	Measuring dribbling skill level and 30m agility.	7%
Aiming	1	Measuring dribbling skill level in multiple directions.	87%
	2	Measuring shooting accuracy from a stationary position.	13%
	3	Measuring shooting accuracy.	0%

THE PILOT TEST OF SKILLS TESTS

A pilot test is a practical exercise for the researcher to identify the strengths and weaknesses encountered during the test administration, in order to avoid them.

Therefore, research experts emphasize the importance of conducting this pilot test to ensure the proper implementation of the test items and to arrive at accurate and reliable results according to established scientific methods.

The researcher conducted the pilot test on November 18, 2025, at 10:00 AM with a sample of three female students from the research population. The purpose of the pilot test was to establish the scientific basis for skills tests. Furthermore, it contributed to understanding the following:

1. The time required to complete each test and the tests as a whole.
2. The difficulties and obstacles faced by the researcher and the team during the testing process, in order to overcome them.
3. The safety and efficiency of the equipment used in the tests.

SCIENTIFIC FOUNDATIONS OF THE TESTS USED IN THE RESEARCH

1. **Test Validity:** To verify the validity of the tests nominated to measure basic skills, the researcher relied on face validity by presenting the tests to a group of experts and specialists(*) to determine their validity. This is what Ali Salloum Jawad (2004) states: "It means the possibility of the test achieving its intended purpose under the same conditions." The validity of the tests was confirmed after the experts agreed that they achieved their intended purpose.
2. **Test Reliability:** To ensure the reliability of the nominated tests, the researcher used the test-retest method, which is one of the most suitable methods for determining reliability for performance tests in physical education and sports. This method means that "if a test is administered to a sample and then repeated on the same sample under the same conditions, the results obtained the first time will be the same as the results obtained the second time." The tests were administered as part of a pilot study of the skills assessment on November 18, 2025, at 10:00 AM. The tests were then administered again six days later, on November 24, 2025, to the same sample of three female

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students. The researcher then used Pearson's simple correlation coefficient to determine the reliability of the tests, as shown in Table 3.

Table 3. Correlation Coefficients for Selected Basic Skills Tests

Tests	stability coefficient
Handling test	0.86
Patter test	0.92
Aiming accuracy test	0.90

Table (6) shows that the calculated value (0.60) at a significance level of (0.05) and degrees of freedom (9) is greater than the critical value for each test. This confirms the high degree of reliability of the tests.

3. **Test Objectivity:** Test objectivity means that the researcher's subjectivity, opinions, and beliefs do not influence the test results. It means excluding the test-taker's personal factors, such as their opinions, biases, and prejudices. The test describes the individual as they are, not as the researcher wishes them to be. Since the tests used in this research are based on units of measurement such as (frequencies/second of handling), (time/second of patting), and (number/points based on the ball's position during shooting), these tests are characterized by objectivity because they are not subject to the judge's judgment in obtaining the test result and are free from bias and subjective evaluation.

SAMPLE HOMOGENEITY

The researcher ensured homogeneity among the sample members based on the variables (age, height, and weight) and skill level, in order to minimize their impact on learning outcomes. (Zouqan Obeidat et al., 1996) state that "the control and experimental groups should be completely homogeneous in all conditions except for the experimental variable, which affects the experimental group." The researcher used the skewness coefficient, as it indicates non-normal distributions when the sample is free from defects, as shown in Table (4).

Table 4. Shows the homogeneity of the sample members in the variables (age, height, mass) and the results of selected basic skills tests

Variables	Units	Mean	Std	Median	Skewness	Sample size
Age	Month	152.88	5.80	152	0.46	60 female students
Height	cm	150.20	7.12	150	0.08	
Mass	kg	45.68	7.94	45	0.26	
Handling	Number of times	7.85	1.87	7.5	0.56	
Patting	Seconds	46.5	8.45	46	0.18	
Aiming	Points	10.97	1.67	11	-0.05	

The table above shows that the skewness coefficient was distributed within (±3), indicating that the data were free from non-standard distribution defects.

SAMPLE EQUIVALENCE

The researcher ensured the equivalence of the control and experimental groups in terms of skill level using the independent samples t-test for the pre-test results of the skills (handling, patting, and aiming), as shown in Table (5).

Table 5. shows the equivalence of the control and experimental groups in the results of the selected basic skills tests

Variables	Units	Control group		Sample number	Experimental group		Sample number	Calculated value (t)	Statistical significance
		Mean	Std		Mean	Std			
Handling	Number of times	7.67	1.95	30	8.03	1.79	30	0.73	Non sig.
Patting	Sec.	47.16	8.53		45.83	8.37		0.60	Non sig.
Aiming	Points	11.07	1.71		10.86	1.62		0.48	Non sig.

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The critical t-value (2.000) at a significance level of (0.05) and degrees of freedom (58) is shown in the table above. The calculated t-value is smaller than the critical t-value for all variables and for all pre-tests, indicating no statistically significant differences between the control and experimental groups.

CURRICULUM DEVELOPMENT

After reviewing available scientific sources and studies, and consulting with experts in sports learning and training regarding the development of the curriculum content for acquiring basic handball skills, the following principles were considered:

1. The curriculum content should be included in the curriculum prescribed by the Ministry of Higher Education for handball.
2. The curriculum content should consider the characteristics of the age group in terms of their inclinations, abilities, and developmental stage.
3. The curriculum should be appropriate for the available resources and tools.
4. The principle of progressive learning of the basic skills under investigation should be observed, moving from easy to more difficult.
5. The curriculum should be engaging and exciting, increasing motivation to learn by diversifying the educational material and employing new methods and techniques.
6. The allocated time for each lesson should be considered.
7. Emphasis should be placed on a specific warm-up in the preparatory section of the lesson, increasing the number of exercises designed to develop and enhance the body's muscular strength, particularly in the arms.
8. The principle of sequential skill learning should be followed, starting with passing, then dribbling, then shooting, and finally connecting the basic skills after they have been learned.

The curriculum includes (30) exercises for acquiring basic skills, distributed across (10) learning units, with (3) exercises per skill in each unit. These exercises are derived from scientific sources.

The preparatory section (general and specific warm-ups) has been given due consideration, as "warm-ups vary according to the type of game, the intensity of the exercise, and its duration. They help accelerate the activation of bodily systems and quickly transition the body from a state of rest to a state of activity."

The researcher focused on the concluding section (small games) of the lesson by preparing a set of physical exercises and small games drawn from scientific sources. She believes these activities complement the main section in terms of acquiring fundamental skills.

After developing the curriculum, it was presented to a group of experts and specialists in motor learning and teaching methods to gather their opinions and suggestions regarding its suitability and the appropriateness of its content, as well as the number of learning units. Based on their feedback, the curriculum was finalized in its scientifically sound form. It comprises ten learning units over five weeks, with two lessons per week. Each selected fundamental skill is taught in three learning units. The curriculum is implemented at 1:15 PM on Mondays and 8:50 AM on Wednesdays, with each lesson lasting 45 minutes.

The lessons are held at 1:15 PM on Mondays and 8:50 AM on Wednesdays.

PRE-TEST

Pre-tests were conducted for the two research groups, totaling (60) female students, on December 2-3, 2025, at 9:00 AM in the handball court of the College of Physical Education and Sports Sciences. After establishing the testing conditions in terms of time, location, equipment, and testing procedures, the tests were explained in detail to the participants beforehand. The researcher then demonstrated the tests to ensure the participants understood and correctly applied them. Following this, the participants completed the tests, and the results were recorded by the research team according to the specified conditions and specifications for each test.

MAIN EXPERIMENT

The main experiment was conducted from December 7, 2025, to March 15, 2026. The physical education instructor at Ahlulbayt University implemented the scientifically based curriculum developed by the researcher for the experimental group. The control group followed the standard curriculum used in physical education classes, taught by the same instructor. This was all done under the supervision of the researcher, and the experiment was monitored throughout the days.

POST-TEST

The researcher conducted the second post-test on March 15-16, 2026, at 9:00 AM, following the same procedures as the pre-test and with the assistance of the research team. The researcher used a learning measurement method to determine the effect of reapplying the curriculum to the experimental group by calculating the time difference or the points (number of attempts).

STATISTICAL METHODS

The researcher used the SPSS statistical package.

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RESULTS AND DISCUSSIONS

PRESENTATION AND ANALYSIS OF THE PRE- AND POST-TEST RESULTS FOR THE SELECTED BASIC SKILLS IN THE CONTROL AND EXPERIMENTAL GROUPS.

Table 6. shows the means, standard deviations, differences in means, sum of squared deviations, and calculated t-value for the pre- and post-tests for the selected basic skills in the control and experimental groups

Groups	Test	Units	Sample size	Pre-test		First post-test		Mean Diff.	Std diff.	value of (t)	Significance of differences
				Mean	Std	Mean	Std				
Control	Handling	Number of times	30	7.67	1.95	8.53	1.96	0.86	7.468	9.28	Sig.
Experimental				8.03	1.79	11.16	0.93	3.13	15.686	23.31	
Control	Patting	Sec.		47.16	8.53	46.43	9.28	0.73	87.876	2.3	Sig.
Experimental				45.83	8.37	43.4	7.34	2.43	179.37	5. 35	
Control	Aiming	Points		11.07	1.71	11.96	1.88	0.9	8.7	9	Sig.
Experimental				10.86	1.62	13.93	1.73	3.07	5.867	37.38	

The critical t-value was 1.699 at a significance level of 0.05 and 29 degrees of freedom.

ANALYSIS OF HANDLING SKILLS TEST RESULTS

From the results presented in Table (6), it is clear that the mean score for the control group in the pre-test was 7.67 with a standard deviation of 1.95, while the mean score for the control group in the first post-test was 8.53 with a standard deviation of 1.96. The calculated t-value was 9.28, which is greater than the critical t-value of 1.699 at a significance level of 0.05 and 29 degrees of freedom. This indicates a statistically significant difference in favor of the control group's score in the first post-test.

The mean score for the experimental group in the pre-test was 8.03, with a standard deviation of 1.79, while the mean score for the first post-test was 11.16, with a standard deviation of 0.93.

The calculated t-value was 23.31, which is greater than the critical t-value of 1.699 at a significance level of 0.05 and with 29 degrees of freedom. Therefore, there are statistically significant differences in favor of the first post-test score for the experimental group.

ANALYSIS OF THE PATTING SKILLS TEST RESULTS

The results in Table (6) indicate that the mean score for the control group in the pre-test was (47.16) with a standard deviation of (8.53), while the mean score for the control group in the first post-test was (46.43) with a standard deviation of (9.28). The calculated t-value was (2.3), which is greater than the critical t-value (1.699) at a significance level of (0.05) and degrees of freedom of (29). This indicates a statistically significant difference in the performance of the patting skill, favoring the first post-test for the control group.

The mean score for the experimental group in the pre-test was 45.83 with a standard deviation of 8.37, while the mean score for the first post-test was 43.4 with a standard deviation of 7.34. The calculated t-value was 5.35, which is greater than the critical t-value of 1.699 at a significance level of 0.05 and with 29 degrees of freedom. Therefore, there are statistically significant differences in favor of the first post-test score for the experimental group.

ANALYSIS OF SHOOTING SKILLS TEST RESULTS

The data in Table (6) indicates that the mean score for the control group in the pre-test was (11.07) with a standard deviation of (1.71), while the mean score for the control group in the first post-test was (11.96) with a standard deviation of (1.88). The calculated t-value was (9), which is greater than the critical t-value (1.699) at a significance level of (0.05) and degrees of freedom of (29), indicating a statistically significant difference in favor of the control group's score in the first post-test.

The mean score for the experimental group in the pre-test was 10.86 with a standard deviation of 1.62, while the mean score for the experimental group in the first post-test was 13.93 with a standard deviation of 1.73. The calculated t-value was 37.38, which is greater than the critical t-value of 1.699 at a significance level of 0.05 and with 29 degrees of freedom. Therefore, there are statistically significant differences in favor of the experimental group's first post-test score.

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PRESENTATION AND ANALYSIS OF THE RESULTS OF THE FIRST POST-TESTS FOR THE SELECTED BASIC SKILLS FOR THE CONTROL AND EXPERIMENTAL GROUPS

Table 7. Show results of the first post-tests of selected basic skills for the control and experimental groups and their analysis

Variables	Units	Control group		Sample size	Experimental group		Sample size	value of (t)	Significance of differences
		Mean	Std		Mean	Std			
Handling	Number of times	8.53	1.96	30	11.16	0.93	30	6.53	Sig.
Patting	Sec.	46.43	9.28		43.4	7.34		1.38	Non Sig.
Aiming	Points	11.96	1.88		13.93	1.73		4.15	Sig.

ANALYSIS OF HANDLING SKILLS TEST RESULTS

By presenting the statistical data in Table (7) for the first post-tests of the control and experimental groups, as shown in Figure (2), it was found that the mean and standard deviation for the control group were (8.53) and (1.96), respectively, while the mean and standard deviation for the experimental group were (11.16) and (0.93). The calculated t-value (6.53) was greater than the tabulated t-value (1.671) at a significance level of (0.05) and degrees of freedom of (58). This indicates that there are statistically significant differences in favor of the experimental group.

ANALYSIS OF THE PATTING SKILLS TEST RESULTS

Based on the results presented in Table (7) for the first post-tests of the control and experimental groups, the mean and standard deviation for the control group were (46.43) and (9.28), respectively, while the mean and standard deviation for the experimental group were (43.4) and (7.34). The calculated t-value was (1.38), which is smaller than the critical t-value (1.671) at a significance level of (0.05) and degrees of freedom of (58). This indicates no statistically significant difference in favor of the experimental group.

ANALYSIS OF THE SHOOTING SKILLS TEST RESULTS

Table (7) shows that the mean and standard deviation for the first post-test of the control group were (11.96) and (1.88), respectively, while the mean and standard deviation for the first post-test of the experimental group were (13.93) and (1.73). The calculated t-value was (4.15), which is greater than the critical t-value (1.671) at a significance level of (0.05) and degrees of freedom of (58), indicating a statistically significant difference in favor of the experimental group.

DISCUSSION OF RESULTS

DISCUSSION OF THE EFFECT OF THE EDUCATIONAL CURRICULUM ON ACQUIRING SOME BASIC HANDBALL SKILLS

The results presented in Table (7) clearly show statistically significant differences between the pre-test and the first post-test for the selected basic skills in both the control and experimental groups, thus confirming the first research hypothesis.

Despite the statistical significance of the differences, the researcher believes that the acquisition of the selected basic skills by the control group was minimal and did not meet expectations. The researcher attributes this to the following:

- The exercises were chosen randomly and without a scientifically sound approach, thus failing to effectively acquire the selected basic skills. This was demonstrated by the test results, which showed only slight improvement. Therefore, careful attention should be paid to selecting appropriate exercises to raise the students' skill level more effectively. This is emphasized by Suleiman Ali (1983), who states that "the selection of exercises is of great importance, as it is the primary means of improving or developing motor abilities and skills."
- The available school equipment, which could help improve the students' performance in the selected basic skills, was not utilized. This is emphasized by Abdul Hamid Sharaf (1996), who states that "equipment and devices are among the most important elements for the success of any physical education program." - The methods and approaches used were unsuitable for the students' age and abilities, hindering the rapid acquisition of skills during learning. Furthermore, the traditional methods employed did not give equal importance to all the selected essential skills, thus impacting their acquisition. As Ian Word (1983) states, "Teaching methods must be appropriate to the students' ages, mental and physical abilities, as well as the circumstances surrounding the lesson, in order to achieve the desired objectives."
- As for the experimental group, the results presented in Table (7) and Figure (1) show highly significant differences after the application of the prepared educational curriculum. The researcher attributes these results to:
- The researcher's use of age-appropriate physical exercises for the students, including three-way exercises using basketballs, targeting the development of muscle groups, particularly the arm, shoulder, and trunk muscles, due to their importance in accelerating the acquisition of selected basic skills. (Bastawisi and Al-Samarrai, 1984) indicate that "muscular strength is the most important physical element, which necessitates its development in the

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school setting and that general muscular strength should be included in the curriculum for each unit of physical education lessons."

- The age-appropriate equipment used in the games has led to improved motor skills among the students. Furthermore, the use of smaller, alternative equipment in games and exercises contributes to increased enthusiasm and participation. Abbas Al-Samarrai (1991) affirms that "the use of equipment in physical education lessons is an important factor in increasing the physical activity component of the lesson and helping to develop kinesthetic awareness and improve students' motor performance."
- The curriculum includes exercises in the main lesson section that aim to acquire skills in an engaging and enjoyable way, avoiding boredom and monotony. This fosters a spirit of competition among the students, leading to improved performance in selected basic skills. This aligns with what Muhammad Jamil (1993) indicated: "The use of engaging exercises in training is an important factor in raising the technical, physical, and psychological level of the player."

CONCLUSIONS

In light of the research findings, the researcher concluded the following:

1. The educational curriculum achieved a better level of acquisition of some basic handball skills compared to the traditional teaching method, and had a positive impact on skill development.
2. The suitability of the exercises used for the students' age group and their correct application, along with the excitement, enjoyment, and competitiveness inherent in the exercises, which resembled actual games, greatly facilitated the acquisition of some basic handball skills.
3. Utilizing lesson time in the learning unit by using small games and available alternative tools led to a significant improvement in the students' motor performance.

RECOMMENDATIONS

Based on the researcher's conclusions, the following recommendations are made:

1. The educational curriculum designed for learning other skills should be used due to its positive impact on acquiring some basic handball skills.
2. Exercises in the educational curriculum should be selected according to scientific principles, taking into account age and gender, as these factors are crucial for accelerating the learning process.
3. The principle of gradual progression from easy to difficult and from simple to complex should be emphasized in the learning process and exercise performance.
4. Adopting a relearning approach to improve performance and save effort in learning the basic skills of various sports.
5. The necessity of changing traditional educational curricula and developing modern educational curricula to enhance the educational process in line with scientific advancements.

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