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## THE EFFECT OF AN EDUCATIONAL COMPETITIVE PROGRAM ON DEVELOPING CREATIVE TALENT AND SELECTED FUTSAL SKILLS FOR STUDENTS

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### Abstract

The purpose of this research was to determine whether or not a school-based competitive programme had any effect on pupils' ability to think creatively and acquire certain futsal abilities. This study used an experimental design since it was the best approach for the kind of data collected. For the 2024–2025 school year, a total of sixty-three sixth graders from Al-Majd Primary School made up the study population. Twenty students were chosen at random and split evenly between the experimental and control groups. Methods: One group participated in an educationally competitive programme, whereas the other group followed a more conventional curriculum. Data analysis led to several important findings, the most important of which was that the competitive/collaborative educational programme significantly increased students' interest in and commitment to exercise, which in turn improved their creative abilities and basic futsal skills.

**Keywords:** Educational, Competitive, Creative Talent, Futsal.



## Introduction

If we want people to change their behaviour for the better, we need to make sure they get an education. Thanks to scientific progress, many areas, including sports, have seen remarkable growth and success across all levels and types of athletic competition. The work of academics and experts in the subject of different training and education programmes is responsible for this, rather than it appearing out of thin air. The educational curriculum has expanded far beyond the confines of traditional course syllabi to encompass all that students do or encounter while under the watchful eye of an educational institution, be it within or outside of the physical location of the institution (5: 46).

As a result of players' exceptional ability, imagination, and initiative, futsal has become one of the most popular sports in the world. Since these fundamental abilities form the basis of the game, they need comprehensive instructional programmes that aid in their acquisition.

The ability to think creatively and have excellent control of the ball are two areas where inventive talent is highly valued in the classroom. Reviewing a number of research papers and studies, along with his follow-up on recent developments in futsal education, the researcher found that the methods used to perform skills are constantly evolving to match the changing variables of the game. This suggests that the mind plays a significant role in developing skilful performance and mental fitness, which in turn ensures that the educational process proceeds correctly. As a result, the researcher set out to find and study the most effective teaching strategies and their results. Finding out how much of an effect an educationally competitive programme has on students' ability to think creatively and improve their futsal abilities is, hence, the *raison d'être* of this study.

### 1-2 Purpose of the Study:

- To identify the impact of an educational-competitive program on the development of innovative talent and certain futsal skills in students.



## 2. Method and Procedures :

Due to the experimental character of the study, it was chosen as the research approach. The study population was comprised of sixty-three sixth graders from Al-Majd Primary School for the 2024–2025 school year. Twenty individuals were chosen at random from the student body to participate in the study. Therefore, 31.74 percent made up the study sample. There were ten students in each of the two groups, and we checked for homogeneity and equivalence to make sure the two sets of results were comparable. Based on the data in the table below, it was determined that the two groups were similar because their skewness coefficients were within the range of ( $\pm 1$ ), and they were also equal since their Sig values were higher than the error threshold of (0.05)..

**Table (1) Homogeneity and Equivalence of the Research Sample**

Variables	Unit	Control Group		Skewness	Exp- Group		Skewness	T- value	Sig.
		Mean	SD		Mean	SD			
BMI	kg	39.000	5.983	0.312	40.300	5.349	0.379	1.03	0.316
Age	Year	11.100	0.700	-0.166	11.200	0.600	-0.132	0.91	0.374
Height	cm	158.50	2.335	-0.224	160.100	1.578	0.348	2.07	0.053
Innovative Talent	Degree	81.200	9.053	0.780	84.500	9.862	0.351	1.30	0.209
Dribbling	Second	24.000	1.789	0.373	24.800	2.272	0.962	1.33	0.199
Passing	Degree	2.600	0.490	-0.484	2.400	0.490	0.484	1.12	0.276
Shooting	Degree	4.100	0.700	-0.166	3.900	0.700	0.166	1.23	0.235

### 2-1 Variables Used in the Research:

#### First: The Innovative Talent Scale: (6, p. 74)

Bell, Benson, and Chambered (1996) developed the Psychological Skills Test to evaluate cutting-edge mental abilities related to athletic success. (Allawi) translated and edited it. With four statements corresponding to each of the six dimensions, the total number of statements on the exam is twenty-four. Following a six-point scale, the player indicates how much each test statement pertains to them: very much, somewhat, somewhat, very little, not at all.



## **Second: Dribbling the ball through (5) cones/bollards round trip (3, p. 75).**

-Test objective: To measure the ability to dribble quickly while changing direction.

- Required tools: A place to perform the test where the starting line is determined (2 m) from the first marker, and (4) consecutive markers with a distance of (1.5 m) between each marker and the next, so that the test distance is (8 m) and the number of markers is (5). A soccer ball, (2) electronic stopwatches, and a whistle.

- Performance specifications: After hearing the start signal, the player dribbles the ball quickly, passes through the five markers, and then returns, also passing through the markers, and reaches the start/finish line in the shortest possible time.

- Test Instructions:

- The player may begin passing the first marker from the right or left side.
- The player's movement must not stop during the test.
- If the ball gets out of the player's control, the attempt is not counted.
- The player is given two attempts, and the best recorded time is counted for him/her.
- If the player misses (fails to pass) any of the markers, the attempt is not counted.

- Scoring: The time is recorded to the nearest 1/100 of a second.

## **Third: The Passing Accuracy Test (4, p. 89)**

"Test Name: Passing towards a small target from a distance of (7.5 m)"

The goal of the exam is to find out how well you pass.

Equipment needed: three futsal balls, a measuring tape, a recording sheet, and a little goal with the following dimensions: 100 cm in width and 75 cm in height.

The performance method involves the tester standing 7.5 metres away from the goal while holding the ball. The tester will then send the ball towards the goal as soon as they hear the signal.



Scoring: Every tester has three chances to score; a successful attempt earns two points, a touch of the crossbar or goalposts results in one point, and an unsuccessful effort earns zero points..

**- Fourth: Scoring towards a goal divided into squares (3, p. 73).**

- Purpose of the test: Measuring the accuracy of scoring towards the goal.
- Auxiliary tools: (5) official footballs, colored tapes, a whistle.
- Test procedures: The goal is divided into (9) areas using a rope, as shown in Figure (7). A stationary ball is placed at the center of the penalty line, at a distance of (11) yards from the divided goal.
- Performance description: The player stands inside the penalty area facing the goal with the ball in front of him. Upon hearing the whistle, he begins shooting the ball towards the designated areas. Each student is given (5) attempts.

**- Scoring:**

- The score is calculated as the sum of the points obtained from shooting the five balls.
- (Zero) if the ball does not enter the designated area.
- In the event that the ball hits the goalpost or touches the rope and does not enter the designated area, one point is counted.
- Two points are counted if it enters the designated area.

**3-Main Experiment:**

On Friday, October 11, 2024, at 2:30 PM, the dependent variables (creative skill, dribbling, passing, scoring) were tested in an indoor hall in Al-Iskan by both study groups of sixth graders from the primary school. Following this, the experimental group's members began participating in the educational-competitive programmed on Sunday, October 13, 2024, and continued until Thursday, December 5, 2024. While the control group stuck to the official curriculum, the experimental group completed 24 instructional units over 8 weeks, or 3 units each week.



Exercises involving two or more people competing against one another to complete the unit's objectives in a high-stakes setting mimicking game conditions were a part of the educational-competitive programmed. The people in the control group continued with the same old routine.

Following the end of the training session, we repeated the pre- and post-tests using the same variables and under the same circumstances to see how the training had affected the participants. It happened at 2:30 PM on Sunday, December 8, 2024, for both science groups.

#### 4- Results:

**Table (2) Differences in the study variables between the pre-test and post-test for the control group**

Variables	Unit	Pre-test		Post-test		T-value	Sig.
		Mean	Std.	Mean	Std.		
Innovative Talent	Degree	81.200	9.053	90.500	6.103	3.59	0.006
Dribbling	Second	24.000	1.789	22.000	1.095	3.43	0.007
Passing	Degree	2.600	0.490	3.700	0.781	4.44	0.002
Scoring	Degree	4.100	0.700	5.500	0.922	4.23	0.002

Variables are considered statistically significant if the Sig. value is less than (0.05).

**Table (3) Differences in the study variables between the pre-test and post-test for the experimental group**

Variables	Unit	Pre-test		Post-test		T-value	Sig.
		Mean	Std.	Mean	Std.		
Innovative Talent	Degree	84.500	9.862	99.400	7.031	4.15	0.001
Dribbling	Second	24.800	2.272	16.500	5.296	3.75	0.001
Passing	Degree	2.400	0.490	5.200	0.600	6.71	0.000
Scoring	Degree	3.900	0.700	7.400	1.114	6.79	0.000

Variables are considered statistically significant if the Sig. value is less than (0.05).



**Table (4) Differences in the study variables between the control and experimental groups in the post-test**

Variables	Unit	Post-test Con.		Post-test Exp.		T-value	Sig.
		Mean	Std.	Mean	Std.		
Innovative Talent	Degree	90.500	6.103	99.400	7.031	3.19	0.005
Dribbling	Second	22.000	1.095	16.500	5.296	3.37	0.003
Passing	Degree	3.700	0.781	5.200	0.600	4.89	0.000
Scoring	Degree	5.500	0.922	7.400	1.114	4.25	0.000

#### 4-1- Discussion of Results

Tables 2, 3, and 4 show that the teacher's approach helped students improve their futsal abilities (dribbling, passing, and scoring) and creative thinking. To rephrase, the post-tests show a statistically significant improvement over the pre-tests in both the control and experimental groups.

We may deduce from this that the instructor has successfully implemented the ministry-mandated curriculum, which has resulted in statistically significant changes in the study variables. This was due, in part, to the students' eagerness to learn and grow as futsal players, which led to a marked improvement in their abilities, and, in part, to the teachers' use of a targeted approach to instruction, given their extensive background and expertise in the sport. "Learning is a set of processes related to training that lead to relatively stable changes in performance capability" (8, page 2)

Since the competitive learning style is one of the contemporary approaches that is mostly in line with the needs of the present development in the sports area, the experimental group was clearly better in the post-test in the research variables. According to experts, it helps kids hone their futsal skills and fosters their creative abilities. Reasons given by the researcher include the benefits of learning, the uniqueness of the abilities being studied, their nature, and the fact that these talents vary from one another despite their connectivity and sequence in play. So far, so good. Additionally, the researcher's preparation of educational activities utilising a competitive style that were compatible with the specificity of each ability helped achieve significance in the post-test.



As the time spent studying grows throughout the session, so does the student's capacity to compete. The educational system as a whole benefits from competitive learning since it raises student success (9, p1031).

After comparing the control and experimental groups' post-test scores, it was evident that the experimental group had significantly more success in cultivating creative thinking among their students. This is because the competitive approach to education placed a premium on encouraging students to develop their creative thinking skills as they progressed through their coursework. Current studies and research indicate that "there is an urgent need to select and classify students according to their physical, motor, and psychological abilities, as well as the positive correlation with the mind and its role in the sports training system, especially at high athletic levels that require making quick decisions in less than a fraction of a second" (6, 68, p.

When it came to futsal abilities (dribbling, passing, and scoring), the experimental group likewise beat the control group. This can only be attributed to the educational-competitive programme that the researcher used. The exercises were designed to be exciting and suspenseful, which helped to accelerate the proper style of skill acquisition. "Reaching proficiency in performance requires educational strategies that stimulate students' motivation and encourage them to exert effort, as a number of scientific sources have indicated the effectiveness of the competitive learning strategy in acquiring motor skills in a variety of sports" (1, page 78). Consequently, futsal abilities were clearly higher.

The researcher also believes that the growth of futsal skills within the experimental group sample is due to the process of enhancing learning by connecting skills with psychological and mental factors. "The successful coach always tries to make the player live in the exercise as if they are in a competition, by providing exercises similar to matches" (2, p 158), according to Mohsen and Taji (1974).



## 5- Conclusions:

- The educational program using the cooperative style played a significant role in increasing students' enthusiasm and motivating them to perform exercises regularly.
- Competition among students contributed to improving the acquisition of futsal skills.
- The educational-competitive program had an effective role in developing innovative talent.
- The educational-competitive program achieved superiority over the traditional program.

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