

## The effect of the four-pillar strategy on the performance of the transmission and preparation skills in volleyball

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### Abstract

The aim of the research is to prepare practical volleyball lessons by using the four pillars strategy for middle school students, and to identify the effect of the four pillars strategy in performing the transmission and volleyball skills in the second intermediate students, to assume that the two researchers assume that there are no statistically significant differences between the results of my skill performance tests Sending and preparing tribal and remote volleyball for the experimental and controlled groups, and there are no statistically significant differences between the results of the performance of the transmission and preparation skills of the volleyball between the two experimental and control groups, and the research community available in the second -grade middle -grade students persistently in the morning study in the high school for boys within the secondary school within Forms of the General Directorate for Baghdad Education/ Rusafa for the academic year (2023/2024), The total number of (180) students, who are inherently distributed to the six study people, the application sample of the number of (40) random students in the two divisions (A) and (C) represented (22,222 %) of the origin society, and after preparing the performance tests The skill and preparation of practical lessons in this strategy was applied after tribal tests by experimenting with a period of (8) weeks at a rate of (1) one lesson per week and for each skill (4) consecutive weeks, and then conducting dimensional tests and processing the results automatically with a system (SPSS) so that the conclusions and recommendations are to apply The strategy of the four pillars in practical physical education is suitable for middle school students, and helps in improving the performance of the transmission and preparation skills of their volleyball, and they outperform the improvement level of the performance of these two skills for students who study without them, and it is necessary to increase interest in modernizing teaching strategies

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in active learning and employ their applications In the lesson of physical education by adopting individual differences to suit the age and level of middle school students, It is necessary to include the applications of the strategy of the four pillars in the preparation courses and training in the General Directorates of Training and to introduce teachers to how to employ them in practical lessons of volleyball because of their positive returns to the skill factor for second-grade intermediate students.

**Keywords:** Four Pillars strategy, Transmission skill, Preparation skill, Volleyball

### Introduction

The Four Pillars Strategy is one of the important teaching strategies that has been proven Modern teaching and education Its effective ability to bring about an unprecedented change in the educational process, especially the strategies for the stages of basic education through which the student's personality is built, as applying different strategies in schools would help provide the student with a large number of important and basic skills that help him .To become a successful and positively influential person in society in the future Strategies are considered one of the most important factors for the success of the teaching process, as Sahab Ismail, 2021, p. 2, believes that the teaching process is the cornerstone of desired behavior among individuals and the acquisition of knowledge, values, customs, and other behavioral patterns, as students must not be allowed to be only passive recipients, but rather productive individuals in their cooperative groups by urging them to actively participate in learning, to interact with their colleagues, explain to them what they have learned, and to listen. For their points of view, and encouraging each other, it is based on the principle of organizing students into small groups that are not homogeneous in terms of abilities or scientific background to complete joint tasks with better success depending on the group's cooperation. This is consistent with the opinion of (Haneen Maysam, 2023, 66), which believes that active participation in learning with colleagues and encouraging each other makes the educational material attractive and exciting, which makes them cooperative and productive in groups.

Also“ ,the Four Pillars Strategy reduces the period of time in which the teacher presents information to the students, reduces the teacher's effort in following up and treating the weak student, and reduces some of the teacher's work, such as feedback, because this work will be for the entire class session) ”.Homs 2017, 43(

“The Four Pillars Strategy works to train students to create questions and answer them as well. It also aims to get students out of the daily routine that makes them bored, and to help them interact and share information among themselves ”.(Al-Dulaimi 2022, 10) It also agrees with the opinion of (Jinan Sakr, 2021, 7), which believes that the wider the information storage space is, the more it provides an opportunity for the answers and questions to be more correct and gives the student learner more opportunities to control his knowledge without restricting the channels for receiving information.

Also“ ,the processes that students use during their research and investigation, such as defining the problem, imposing hypotheses, inquiring, and analyzing data, reach results that help develop and improve their levels of organization of thinking about knowledge ”. (Mustafa 2019, 127) This is consistent with the opinion of (Safa Abdel Karim, 2022, p. 4) that the process of thinking and the method of conjuring information from a set of facts or rules, and this mechanism builds a positive attitude towards requests and works to acquire information and thus pushes them to generate ideas and acquire knowledge.

“ Processing information in the form of questions stimulates students ’motivation to consider the context of their previous experiences and daily life situations, which increases the possibility of storing information in long-term memory and makes it easy to use it in the future and in various situations) ”.Afana and Al-Khazandar 2009, 140(

Likewise“ ,the Four Pillars Strategy helps in preparing the learning resources necessary to carry out the lesson tasks and activities, so that the student can be informed about the design of the lesson activities in an organized and clear manner, and in identifying the materials, tools, and supporting means to accomplish the educational tasks, and pay attention during the formation and identification of topics in the learning environment, and adhere to the tasks of the lesson activities distributed uniformly) ”.Muhammad 2017, 107(

“The Four Pillars Strategy works to stimulate learners ’motivation towards learning and towards the scientific subject, train them in the skill of deciding and expressing opinions, distinguishing between alternative answers, working to build and develop social relationships through learning in cooperative groups, encouraging self-learning for each learner, training in confronting and solving problems, training learners in behavioral systems and practicing the democratic style of interaction during the lesson, and giving learners an appropriate opportunity to practice thinking) ”.Mosleh 2019, 32(

It also depends success teacher In the four pillars strategy of delivery content The curriculum in following road teaching is used Through her Activities And methods To attract attention educated people ,And make them They love Article Scientific, and yearn To her ,and education all Of them how He thinks ,And how Share Effectively in Strategic steps education Active ‘ Which It turns In it Learner from the condition Negativity to Movement and activity) .Wrigley & Mosely 2022, 108(This is what you see (Sahab Ismail, 2022, 57), which refers to the role played by the faculty member in education in general. It is a very important role because it is one of the pillars of the educational process and is the key to knowledge and science for the student. To the extent that he possesses scientific and educational experiences and effective teaching methods, he can produce outstanding and creative students .

The importance of the research lies in the use of the Four Pillars strategy in the educational field. It is a serious scientific attempt to use the strategy in performing volleyball skills for second-year intermediate students, as it is one of the active learning strategies that encourages the student to participate actively and positively, trains him to practice thinking skills, and communicate purposefully with his peers, which is reflected in improving his

level of academic achievement and life skills and increasing cognitive motivation. There are many educational benefits of the Four Pillars strategy derived from its basic idea and its integrated steps that are organized. It contains ideas that belong to active learning with its various strategies, and employing the educational pillars provides the student with an appropriate opportunity to make decisions and train her in these skills through the options available to him to move between the pillars according to his desire and inclinations and in proportion to his abilities. In light of this, the student's performance in the four educational pillars can contribute to enhancing various aspects of his personality, which can be defined as follows: (Abu Sakina and Al-Safti, 2011, p. 103)

Providing the student with the necessary experience, skills and methods to perform the skills.

Enriching the student's cognitive and cognitive experience regarding the components of the physical education lesson.

Providing the student with behavioral systems that are linked to simple practices and perceptions of the researched skills.

Enhancing the student to develop the skills of cooperation, participation, and interaction with others.

Developing the student's social skills by providing him with some concepts, information and experiences.

Providing the student with the opportunity to practice the democratic style of interaction in the lesson.

Volleyball is also one of the competitive group games that occupies the forefront in terms of its spread in the world and has evolved from a game for spending leisure time into an Olympic game that requires high physical and skill requirements. This game depends on basic skills as an important base upon which this game is built to advance the level of performance. Therefore, attention must be directed to the stages of learning it, as it requires a lot of effort and practice in order to master it, so using the four pillars strategy can have a major and effective role in developing the two skills under discussion.

The two researchers noticed, through their field experience in the field of teaching various sports, especially volleyball skills, that there is difficulty in performing the serving and preparation skills among second-year middle school students, which prompted them to use a strategy or try to find a new strategy, which is the four pillars strategy, and try to employ it in directing the physical education lesson to answer the questions :

Is it possible, using this four-pillar strategy, to add an element of suspense and excitement to the lesson delivery mechanisms?

Is it possible to use the four pillars strategy to give the student an opportunity, accustom him, or teach him to participate effectively in the lesson?

Is it possible to deviate with this strategy from the traditional methods known in the process of teaching volleyball skills?

The aim of this research is to prepare practical volleyball lessons using the Four Pillars strategy for second-year intermediate students, and to identify the effect of the four-pillars strategy on the performance of the serving and preparation skills in volleyball among the second-intermediate students. Thus, the two researchers assume that there are no statistically significant differences between the results of the pre- and post-tests of the performance of the serving and preparation skills in volleyball for the experimental and control groups, and there are no statistically significant differences between the results of the tests of the performance of the two serving and preparation skills in volleyball between the two groups. The experimental and control groups.

### **Method and procedures:**

The problem of the current research imposed the adoption of the experimental approach with an experimental design with two equal experimental and control groups with precise precision for the pre- and post-tests. The available research population was determined by the students of the second intermediate year who are continuing their work in morning study at the Outstanding Boys High School within the formations of the General Directorate of Education in Baghdad/Al-Rusafa II for the academic year (2023/2024), the total number of which is (180) students, and they are naturally distributed into six study groups, the reasons for which were the reasons for their orientation. The two researchers requested to conduct the research on them due to the cooperation of the administration and the volleyball teachers with the researchers, and to ensure the presence of the students in their work hours, in addition to the fact that they are students of the research problem and that similar experimental studies were not conducted on them in conjunction with the current research procedures, and to fulfill the requirements of the field procedures, (10) students were randomly selected for the exploratory sample from the various academic divisions, representing a percentage of (5.555%) of the original population. The application sample, which numbered (40) students, was chosen randomly in the two divisions (A). And (C) represent (22.222%) of the original population. Also, the requirements of the experimental design with the experimental and control groups imposed the selection of one of the two branches of the main research sample at random to be Division (A), the experimental group with a number of (20) students, and the other as Division (C), the control group with a number of (20) students.

To measure the performance of each of the two skills, the test is filmed to evaluate the tester's performance in the three attempts by experts after the total score for the performance of the best attempt is approved. The distribution of the total score for the test is as follows:

Preparatory section: grade.(3)

Main section: its grade is.(5)

The final section: its grade is.(2)

In order to prepare the practical lessons for the research experiment, the two researchers reviewed the type of methods and exercises used in the physical education lesson followed with the students of the second intermediate grade in high school for outstanding students. It included the preparation of practical lessons to teach the performance of the two researched skills by focusing on the applications of the four pillars strategy in the educational and practical aspects of the main section of the lesson, as follows:

**Educational aspect:**

In this aspect, the focus was on focusing on the students' understanding and awareness to develop mental habits that activate their role in receiving information about performance in a positive way and giving them time to think about the explanations and presentations they receive by providing opportunities for discussion to motivate them to acquire educational experiences effectively and interact, to develop a spirit of taking responsibility for skill learning by strengthening cooperation among them in an atmosphere enriched with knowledge of performance in the educational environment for the volleyball physical education lesson. At the end of this aspect, the teacher identifies the four corners of the half of the volleyball court. Outside an area (9 x 9) to be at the end of the center corners (1), (2), (4), and (5) represent the four corners outside the court's boundaries, with a distance of (1) meter from each corner.

**R Practical aspect:**

The teacher distributes posters for the stages of skill performance to teach the specific skill before the beginning of the practical aspect of the lesson. These posters, which are affixed to the four blackboards, are required to be attractive and motivating, as well as to excite the students, and to be available to each one of them.

The teacher poses a question at the beginning of each educational exercise, and this question has four answer options distributed among the four corners specified in the corners of the volleyball court. The nature of this question requires that it be provocative for the students, stimulate their thinking, and suit their perceptions, their age and academic stage, and their level in performing the two skills investigated.

The teacher asks the students to focus on the appropriate option in each of the four pillars to provide them with knowledge of what they actually need to learn to perform the skill, and to reduce common errors in each section of the skill identified in the lesson.

The teacher gives two (2) minutes of time before the students begin to perform the educational exercise to discuss among themselves in each of the four corners why they are heading to this corner .

Students choose the appropriate information about the exercise and begin applying and practicing one exercise for (4) consecutive minutes, so that the time allocated for each exercise and the aforementioned discussion time is (6) minutes, and the transitional rest between one exercise and another is (15) seconds, for the time of this educational aspect of (25) minutes, which contains (4) educational exercises.

The progression from easy to difficult was taken into account in the sequence of educational exercise tasks, so that students start from exercises without a ball to exercises with a ball.

Equity between groups of students was taken into account in the practical applications of performing the exercises.

Care was taken to allow democratic discussion between the students and their group leader to choose each of the four pillars.

The development of self-reliance for each student was taken into account to explore and apply on their own and accept guidance and informational support from peers in an atmosphere of cooperation and meaningful learning that stimulates their role in the practical lesson.

u The teacher moves between the four pillars, directs the pace of group discussions, and controls their progress without deviating from the framework of the topic under study, and provides students with continuous feedback on this educational aspect.

Also, in accordance with the determinants of the experimental design of the research by ensuring the line of initiation of the results of measuring and testing the performance of the two skills for the equality of the two research groups, their tests were administered in the Outstanding Boys High School to test the dependent variables, on the students of the experimental and control research groups, a total of (40) students at exactly nine o'clock in the morning on Thursday, corresponding to the date (3/7/2024), as the two skill performance tests (sending and preparing) were applied and they were photographed with a camera. Video, and video footage was shown to measure skill performance on three assessors, so that the student's performance in each of the two skills would be evaluated according to the approved evaluation form with grades (3: for the preparatory section, 5: for the main section, 2: for the final section). The data for the tests of the pre-dependent variables were statistically processed with the Levene test to verify the homogeneity of variance and to fulfill the conditions of parametric statistics for using the test) t-test (for unrelated samples to verify the equality of the two research groups in the results of these dependent variables, as will be mentioned below with the results of the research, as the two researchers applied the vocabulary of the four pillars strategy to the students of the experimental group in a period of (8) consecutive weeks of time from the second semester of the academic year (2023-2024), at a rate of (1) one lesson per week according to what was allocated in their schedule, bringing the number of lessons to (8) practical lessons, and for each skill (4) of them. Practical lessons, as it included applications of the teaching plan with this strategy, starting on Monday, corresponding to (3/11/2024), and ending on Monday, corresponding to (4/29/2024), as the components of the Four Pillars Strategy were applied in the educational and final aspects, and the two researchers did not interfere with the details of the preparatory and final sections of the practical lessons in volleyball, which are left to their school in the same secondary school, and the number of educational exercises prepared by the researcher reached (40). (20) exercises were devoted to performing each skill, distributed in one

practical lesson (4) exercises. Also, the physical education teachers in the high school for outstanding students applied the educational exercises using the four pillars strategy, and the two researchers were content to supervise and follow up on the lessons of the experimental group students, while the students of the control group studied using the educational methods followed by them in the lesson. The total time of the practical lesson was (45) minutes, divided into (10) minutes in the preparatory section. The main section is (30) minutes, the educational part is (5) minutes, and the applied part is (25) minutes by reducing the time of the educational aspect in accordance with the Four Pillars strategy, and the final section is (5) minutes. As for the students of the control group, they were content with the methods followed with them in the lesson without the two researchers interfering in their teaching, and contented themselves with their follow-up to facilitate these lessons with the same time period and on the same days as the experimental group, and after completing the application of the Four Pillars strategy in the practical lessons of volleyball over a period of (8) weeks. In consecutive studies, and under the same conditions as the pre-tests, these post-tests were applied to the students of the experimental and control groups, numbering (40) students on Tuesday, corresponding to (4/30/2024.)

Also, after the end of the research experiment, the results were processed automatically using the statistical bag system) SPSS (version) V ,(28by finding each of the following values: percentage, arithmetic mean, standard deviation, and test) To live (for homogeneity of variance, and test) t-test (For uncorrelated samples, test) t-test (For correlated samples.

**Results:**

table (1) shows the results of the pre-tests between the two groups

Test and group				A	Liven	ay(	t	ay(	he diffe renc e
Perfor m the transmission skill	em piricism	0	.55	.14 6	.419	.521	.257	.799	ot a sign
	Th e female officer	0	.65	.30 9					
Perfor m the	em piricism	0	.35	.30 9	.408	.527	.483	.632	ot a sign



preparation skill	The female officer	0	.15	.309					
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The measurement unit is (score). The difference is not significant if (Sig) > (0.05) at a significance level (0.05) and a degree of freedom.(38)

table (2) shows the results of the pre- and post-tests for the two groups

Testing	Group	Comparison		A	F	Sig	Significance level	Practical	
Perform the transmission skill	Experimental	Previous	.55	.146	.7	.455	7.525	.000	al
		Next	.25	.716					
	The female officer	Previous	.65	.309	.65	.424	1.46	.000	al
		Next	.3	.923					
Perform the preparation skill	Experimental	Previous	.35	.309	.6	.429	7.525	.000	al
		Next	.95	.605					
	The female officer	Previous	.15	.309	.35	.843	.128	.000	al
		Next	.5	.946					

The unit of measurement is (score). The difference is significant if (Sig) (0.05) < at a significance level of (0.05) and a degree of freedom of.(19)

Test and group	Number		A	t	Sig	Significance level	Practical
Perform experimental	20	.25	.716	.462	.000		al

the transmiss ion skill	The female officer	2	.3	.923			
P erform the preparati on skill	em piricism	2	.95	.605	.759	.000	al
	The female officer	2	.5	.946			

table (3) shows the results of the posttests between the two groups

Unit of measurement (degree), difference Significant if (Sig) (0.05) < at a significance level (0.05) and degree of freedom (3.8)

**Discussion:**

The researchers attribute the emergence of these results in the improvement of the performance of the two research groups 'transmission and preparation skills and the superiority of the students of the experimental group over their peers in the control group in the post-tests to the positive role of their application of educational exercises according to the vocabulary of the four pillars strategy and the sequence of its steps with the teacher's support for them in stimulating motivation through motivating questions in an atmosphere of freedom and activating the roles by using multiple explanatory posters in this classroom environment and for the students to benefit from the skill content contained in these posters, which they were keen to The two researchers applied it in a way that suits the specificity of the age and level of the students, especially since this display of the stickers in the four corners was available to each student and continued to be displayed during the duration of the practical aspect of the main section of the lesson, which required them to interact in this teaching strategy with the teacher's directions, the location of fellow students, and the content of the explanatory posters for his questions. This distribution helped in the multiplicity of educational situations to practice the skillful performance of the transmission and preparation skills, and the nature of the educational tasks in this strategy requires the students to choose The most correct pillar to focus on during performance is to provide a space of freedom to discuss the pillar they chose, which supported the cognitive structure so that every student is familiar with the requirements for skill performance, in a simplified or uncomplicated manner. (Kadhim, 2024b) The two researchers also attribute these results to suiting the number of times the educational exercise is performed with an atmosphere of suspense and excitement to reduce the boredom that confuses their thinking with the information provided about the performance, whether by the questions it raises in them or what the educational posters present in the four pillars or the teacher's directions and clarifying them with continuous feedback in the educational aspect. (Moayd et al., 2019) From the practical lesson, to the role of the applied practice of these regular educational exercises in the strategy, and the number of educational lessons for the students of the experimental group, the content of which was directed towards the specific or required duty of avoiding distractions or movements accompanying the performance, and all of this placed the student in educational situations that require that his mental processes be activated for

the purpose of fulfilling the requirements of applying the steps of this teaching strategy on the one hand and the requirements of the skillful performance of the skills of serving and preparing for volleyball on the other hand, and with a cognitive motivation stimulated by excitement, suspense, and the diversity and multiplicity of educational situations, (Abdulhussein et al., 2024) and this Interaction and participation in the practical applications of the strategy, which helped them to increase the stimulation of the mind and increase their ability to process the information presented to them in the applications of the educational tasks of this strategy, to increase their ability to contemplate knowledge of the skill performance and to realize what is contained in the details of this performance due to the improvement of the processes of controlling and controlling thinking in making decisions to choose one of the four pillars and according to the changing situations in the educational exercises included in this strategy, (Abdulhussein & Adnan, 2024) which helped to increase readiness, which is a necessary requirement for improving skill performance, and enables the student to effectively use the mind to coordinate between the parts of the body. To demonstrate skill performance in accordance with the correct determinants that are devoid of accompanying movements, sense of place, (Kadhim et al., 2021) and control of the timing of this coordination between body movements to be purposeful in achieving the purpose of the skill, and that the educational situations with the Four Pillars Strategy achieved training of the mind by appropriately matching the number of times of performance for each educational exercise, (Easa et al., 2022) which was prepared by adopting the principle of diversification by the availability of elements of excitement and suspense to activate the student and increase the opportunity for his effective participation with a desire and willingness for the information about performance to be interpreted carefully to be used in practice and application as a basis for improving performance. Skilled.(Kadhim, 2024a)

“The four pillars strategy gives a kind of vitality, movement and activity while applying it in the classroom, which eliminates the boredom that students may feel. It can focus on all students, and focus on all of them in the class and ensure that they all participate in the activity, (HalahAtiyah et al., 2024)in addition to the possibility of using this strategy for evaluation during the lesson and knowing the extent of the students ’comprehension. It can also be used in their final evaluation) ”.Nasser 2018, 4(

Also“ ,it is not possible to ignore the basic knowledge necessary for the skill, provided that there is no exaggeration in increasing interest in the role of that knowledge as a component of the skill, considering that the component of actual performance applications is the most important in the skill, and one of its conditions is that it be done quickly, masterfully, (Kadhim, 2024) effectively, with little effort, and at little cost) ”.Al-Hayek 2018, 144)

“The Four Pillars Strategy reduces the time used to understand, relate, and memorize the educational material, develops the skills of comprehending the main idea, increases focus to achieve total comprehension, stimulates self-learning, and activates the role of the learner to be the focus of the educational learning process) ”.Zaire 2013, 184(

Also“ ,thinking about performance leads to the activation of new connections between nerve cells, easily through new paths that it did not have before, and in a way that helps provide a new possibility for the mind to create more mental actions, and in a way that leads the mind to work with better potential, and more widely and efficiently) ”.Carmen & Other 2017, 42(This is in addition to encouraging students to think, especially innovative

thinking, and to activate all mental processes that would be important in raising the level of the learning process, and this agrees with the opinion of (Donia Ali Abdel Hussein. Najla Abbas Al-Zuhairi, 2024, 193) who believes that The practice of mental processes and perception has an impact on growth and development, and this practice cannot be achieved without training and exercise that works to attract the learner's mind in order to practice the skills inherent in it, as it highlights his mental development, which places him in a rich, stimulating, and sound environment that contains a set of experiences, trends, and stimuli appropriate to the age of each learner.

Also“ ,teachers can invest in the excitement and motivation of the learners, so that we direct them to planned educational situations so that they accept it, motivated by activity, and work to continue this activity until the learning process takes place within a plan that includes precisely defining the goals to be taught, arousing the excitement and motivation of the learners towards achieving specific goals, maintaining interaction between the learners and teachers, ensuring that learning occurs, and accurately evaluating the goals ”. )Ghazi 2016, 84)

“Working in educational corners works to organize skill performance and divide educational situations in an organized and sequential manner, which helps students focus attention, understand each part of the skill, and learn it easily) ”.Zaire 2018, 149(

Learners can be taught with the Four Pillars Strategy, evaluated, and their rate of academic progress measured. When implementing its steps, learners feel enjoyment and movement, and teaching with this strategy is appropriate for all academic levels) ”.Al-Yassin 2021, 1)

Also“ ,employing the educational pillars provides a student with an appropriate opportunity to make a decision and train him in this skill through the options available to him to move between the pillars according to his desire and inclinations and what is appropriate to his abilities. In light of this, the student's learning in the pillars can contribute to enhancing various aspects of the student's personality) ”.Abu Sakina and Al-Safti, 2011, p. 103)

#### Conclusions and recommendations:

-1Applying the Four Pillars strategy in a practical physical education lesson is appropriate for second-year intermediate students.

-2Applying the Four Pillars strategy in a physical education lesson helps improve the performance of the volleyball serve and preparation skills among second-year intermediate students, and they outperform the improvement in the level of performance of these two skills among students who study without them.

-3It is necessary to increase interest in the modernity of teaching strategies in active learning and employ their applications in physical education lessons, adopting individual differences to suit the age and level of second-year intermediate students.

-4It is necessary to include applications of the Four Pillars Strategy in preparation and training courses in the General Training Directorates, and to familiarize teachers with how to employ it in practical volleyball lessons because of its positive returns on the skill factor of second-year intermediate students.

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