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THE EFFECT OF AN EDUCATIONAL CURRICULUM USING SHADOW BOXING EXERCISES TO LEARNING PERFORM THE STRAIGHT PUNCH OF BOXING FOR STUDENTS

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ABSTRACT

The importance of the research lies in the use of shadow boxing exercises to learning perform the straight punch of boxing for students.

As for the research problem, it was that learning the basic skills, especially the straight punch, is done through the use of exercises and usual and recognized methods, which leads to boredom or boredom, and thus leads to difficulty and delay in learning the skill due to the lack of performance of the necessary repetitions by the students, which means that they will not have the time Sufficient to perform appropriate and sufficient repetitions.

While the objectives of the research were to prepare shadow boxing exercises for use in the educational curriculum to learn the performance of the straight punch in boxing for students, as well as to identify the effect of the educational curriculum using shadow boxing exercises in learning to perform the straight punch in boxing for students.

The researcher assumed that there is a positive effect of the educational curriculum using shadow boxing exercises in learning to perform the straight punch in boxing for students.

The researcher used the experimental method for its suitability to the nature of the research problem. The researcher identified the research community with students of the second stage in the College of Physical Education and Sports Sciences / University of Karbala for the academic year 2021-2022, numbering 76 students, then the research sample was chosen randomly, amounting to 40 students and 20 students to the experimental group. And 20 students for the control group.

The researcher concluded that the use of shadow boxing exercises has an effective effect in learning the left straight punch and the right straight punch for students. The researcher also recommended the necessity of using the educational curriculum with shadow boxing exercises in learning other basic boxing skills.

Keywords: *Curriculum, shadow boxing , learning, straight punch.*

INTRODUCTION

The learning process is a continuous process. The learner goes through different situations and has needs that must be satisfied. Without these situations and needs, he cannot be motivated to learn, so he feels the need to learn how to perform this duty in order to be able to perform and master it.

Shadow boxing exercises are among the exercises that have a positive

role as they are an active and effective element within the educational unit due to the interaction of the exercise between the skill and the learner, raising the level of learning and reaching high achievement, which requires us to work hard in order to maintain the achievement and the advanced level and advance the game to The ranks of the developed countries and the continuation of the development taking place internationally, which makes us to

find and use the correct scientific methods to advance them.

In view of the many skills and advantages that the game of boxing has, which made the teacher need to choose the best exercises and types that suit the age group he deals with for the purpose of reaching the optimal learning of its multiple skills, especially the straight punch, which is one of the important basic skills and which has a major role in the result The match through the ease and frequent use of it and collects the largest number of points "The straight punch is the most widely used and influential punch in boxing matches". (Abdullah and others, 1990, p. 114)

The importance of research in the use of shadow boxing exercises in learning to perform a straight punch in boxing for students

Research problem:

The use of appropriate exercises in order to arrive at learning the basic skills well has a prominent role to reach the top of the achievement, and this access is due to the correct use of skills during the match or competition. Through the researcher's work as a boxing teacher in the college, he noticed that learning the basic skills, especially the straight punch, is done through the use of exercises and usual and recognized methods, which leads to boredom or boredom of the student and

thus leads to difficulty and delay in learning the skill due to the lack of performance of the necessary repetitions by the students that is, they will not have enough time to perform the appropriate and sufficient repetitions. That is why the researcher used shadow boxing exercises for the purpose of addressing and solving this problem, and this helps in learning the skills under study for the purpose of gaining time and effort to be an effective method used by teachers to achieve the desired goal, which is the speed of learning the skill of straight punching for students.

Research objectives:

- Preparing shadow boxing exercises to be used in the educational curriculum for students to learn to perform a straight punch in boxing.
- Identifying the effect of the educational curriculum using shadow boxing exercises in learning to perform a straight punch in boxing for students.

Research hypothesis:

- There is a positive effect of the educational curriculum using shadow boxing exercises in learning to perform a straight punch in boxing for students..
- There are significant differences between the post tests of the

experimental group and the control group in learning the correct punch and in favor of the experimental group.

Research fields:

The human field: Students of the second stage at the University of Kerbala / College of Physical Education and Sports Sciences for the academic year 2021-2022.

Time field: from 2/1/2022 to 7/4/2022.

Spatial field: Boxing hall in the College of Physical Education and Sports Sciences / University of Kerbala.

RESEARCH METHODOLOGY AND FIELD PROCEDURES:

Research Methodology:

The nature of the problem to be studied requires the use of the experimental method to suit the nature of the research problem. “Experimental research gives observation and interpretation of the resulting changes in the event itself” (Mahjoub, Wajih, (1993, p. 292). which is the only method that represents“ a certain approach to solving many scientific problems, in a practical and theoretical manner” , where the researcher used the experimental method with two equal groups. (Allawi & Ratib, 1996, p. 42)

Community and sample research:

The researcher identified the research community with students of the second stage in the College of Physical Education and Sports Sciences / University of Kerbala for the academic year 2021-2022, numbering 76 students, then the research sample was chosen randomly, amounting to 40 students, 20 students for the experimental group and 20 students for the control group.

Means, devices and research tools used:

Means of collecting information:

Arab and foreign sources - Observation - Questionnaire form for the opinions of experts - tests

Tools and equipment used:

Legal Boxing Arena - Performance Evaluation Form - Boxing Gloves - Boxing Hand Shield - Large Wall Mounted Woman - Manual Stopwatch - Punching Bag

Field research procedures:

Determine the search variables:

First: Determine skills:

The research variables were determined through the research problem represented by the skill of the straight punch.

Second: Determine the tests:

After reviewing the scientific sources and references, conducting personal interviews and reviewing the opinions of the experts and specialists, the special tests for the

straight punch to be measured were nominated as follows:

- 1- A test of performing the skill of the right straight punch to the head
- 2- To test the performance of the skill of the left straight punch directed to the head.

Third: Test specifications:

1- A test of the performance of the right straight punch directed to the head:

The purpose of the test: To evaluate the performance of the right straight punch directed at the head.

Tools used: boxing paws - stopwatch - grades award form - hand shield.

Performance description: The exercise is performed by the boxer, where the boxer performs a straight punch directed to the head on the hand shield for a period of one minute.

Conditions: The straight punch must be performed by punching with the front of the glove and accompanied by the weight of the body.

Registration: 5 degrees are calculated for the punch at the front of the glove and 5 degrees when accompanied by a body weight

2- A test of the performance of the left straight punch directed to the head:

The purpose of the test: To evaluate the performance of the left straight punch directed to the head.

Tools used: boxing paws - stopwatch - grades award form - hand shield.

Performance description: The exercise is performed by the boxer, where the boxer performs the left straight punch directed to the head on the hand shield for a period of one minute.

Conditions: The left straight punch must be performed by punching with the front of the glove and accompanied by a body weight.

Registration: 5 degrees are calculated for the punch at the front of the glove and 5 degrees when accompanied by a body weight.

Exploratory experience:

The exploratory experiment is one of the necessary procedures that the researcher undertakes before performing his final experiment in order to choose the research methods and tools and the impact of accurate and correct work requirements, "It is a practical training for the researcher to find out for himself the negatives and positives that he encounters during the conduct of the tests in order to avoid them in the future". (Al-Mandalawi, Qasim & others, 1989, p. 107)

Where the exploratory experiment was conducted on 13/1/2022 on a sample of 10 players and from outside the main research sample, and the aim was to:

- Identify the time taken for each test.
- Efficiency of the support team.
- Difficulty level and ease of tests.
- Finding scientific coefficients for tests
-

Scientific foundations of the tests:

Validity :The researcher used content validity by presenting the contents of the

tests to a group of experts and specialists in the field of tests, measurement, motor learning and boxing.

Reliability :To find the reliability of the test, the researcher implemented the test on 13/1/2022 on a sample of 10 non-sample players, and after a week passed, the tests were re-applied on 20/1/2022 for the purpose of finding the correlation coefficient between the tests.

Objectivity : The objectivity coefficient was obtained by using the Pearson simple correlation coefficient between the scores of the two rectifiers.

Table (1) It shows the scientific bases (Validity, Reliability, Objectivity) for the tests:

N	Test	Measuring unit	Reliability	Validity	Objectivity
1	Right to head	Degree	0.98	0.98	0.96
2	Left to head	Degree	0.95	0.97	0.95

Pre-test:

The researcher conducted the tribal tests for the research sample on 25/1/2022 at ten o'clock in the morning, represented by the skill tests of the straight punch on the research sample represented by the experimental and control groups.

Main experiment:

The researcher applied the special educational units to the members of the experimental group, while the members of the control group kept within the curriculum followed by the subject teacher and my agencies:

- The first educational unit was implemented on 27/1/2022, and the last educational unit was on 17/3/2022.
- The implementation of the main experiment took 8 weeks, with one educational unit per week, where the number of educational units reached 8 units.
- The educational units were implemented on Thursday of each week.
- The unit time was 90 minutes.
- The educational curriculum was implemented using shadow boxing

exercises * during the main section of the educational unit.

Post-test:

After completing the application of the special educational units that included 8 units on the members of the experimental group, the researcher conducted post tests on the members of the

experimental and control groups on 22/3/2022.

Statistical means: The researcher used the SPSS educational kit to process the data.

- Mean.
- Std. deviation.
- T value

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

Presentation of the results of the pre and post tests for the control group

Table (2) It shows the arithmetic means, standard deviations and the (t) value calculated between the pre and post tests for the tests of the control group:

Variables	Pre-test			Post-test			Means difference	T value	Sig type
	Mean	Std. deviation	Standard error	Mean	Std. deviation	Standard error			
Right straight punch	3.15	1.30	0.29	5.25	1.44	0.32	2.10	4.58	Sig
Left straight punch	3.45	1.35	0.30	5.15	1.56	0.45	1.70	4.14	Sig

Presentation of the results of the pre and post tests for the experimental group:

Table (3) It shows the means, standard deviations, and the (t) value calculated between the pre and post tests for the experimental group tests.

Variables	Pre-test			Post-test			Means difference	T value	Sig type
	Mean	Std. deviation	Standard error	Mean	Std. deviation	Standard error			
Right straight punch	3.35	1.08	0.24	6.85	1.08	0.24	3.50	8.73	Sig
Left straight punch	3.25	1.20	0.31	6.75	1.37	0.31	3.50	6.63	Sig

Presentation of the results of post-tests for the experimental and control groups:

Table (4) It shows the means, standard deviations, standard error and (t) value calculated for the experimental and control group in the post-tests.

Variables	Measuring unit	Pre-test			Post-test			T value	Sig type
		Mean	Std. deviation	Standard error	Mean	Std. deviation	Standard error		
Right straight punch	Degree	6.85	1.08	0.24	5.29	1.48	0.33	3.79	Sig
Left straight punch	Degree	6.75	1.37	0.31	5.23	1.60	0.36	3.20	Sig

Discuss the results:

Through what was presented in Table 2, it was found that there were significant differences between the means in the two pre and post- test for the members of the control group in the tests of the right straight punch and the left straight punch. Students for the right straight punch as well as the left straight punch and for the exercises prepared by the subject teacher and the appropriate repetitions and their suitability to the abilities of the students "Practice and effort through training and continuous repetition are necessary in the process of learning and acquisition". (Shalash & Muhammad, 2000, p. 129)

Through what was presented in Table (3), it was found that there are significant differences between the values of the means, the standard deviations, and the standard error between the two measurements before and after for the members of the experimental group. The researcher attributes the reason for this to the special exercises (shadow boxing), which contributed greatly to the students' learning of the right straight punch and the left straight punch. This confirms that there is a significant effect of the educational curriculum using shadow boxing exercises in learning the right and left straight punch, "The athlete who strives towards a specific goal will have an

incentive to work, and work without a goal is futile and boring work. A goal must be set for the athlete that is suitable for him and through which he can improve his work so that the exercise has value" . (Al-Talib & Lewis, 2000, p. 120)

Through what was presented in Table (4), it is clear that there are significant differences between the arithmetic means of the experimental and control groups and in favor of the experimental group. The researcher attributes this to the shadow boxing exercises that were used during the educational unit, where shadow boxing exercises are characterized by their lack of danger and do not require special capabilities and tools and the possibility of practicing them for the largest possible number of individuals at one time and does not require a high level of abilities, preparations and special talents. (Khattab, Attiyat Muhammad, 1997, p. 23)

Through shadow boxing exercises, the motor performance information can be clearly and accurately explained and provide opportunities for the student to participate and interact with the proposed curriculum, "The more the boxer trains in different situations inside the arena, the more his senses of awareness increase, and the more knowledge of the performance, the easier it is to deal with the speed of

performance” . (Arabs, Muhammad Jassam & others, 2011, p.203)

CONCLUSIONS AND RECOMMENDATIONS:

Conclusions:

- 1- The use of shadow boxing exercises has an effective effect in learning the left straight punch and the right straight punch for students.
- 2- The use of the educational curriculum using shadow boxing exercises contributed to learning the performance of the left straight punch and the right straight punch for the experimental group more than the control group.
- 3- The use of shadow boxing exercises had a clear effect on the correct performance of punches.

Recommendations:

- 1- The necessity of using the educational curriculum with shadow boxing exercises to learn other basic skills of boxing.
- 2- Conducting studies that include the use of shadow boxing exercises for some martial arts games.
- 3- Emphasis on the use of the educational curriculum with shadow boxing exercises prepared by the researcher in research presented to different age groups in the sport of boxing.

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APPENDIX (1)

Suggested shadow boxing exercises

- 1- The player moves in the correct readiness position, and when he hears the teacher’s signal, he begins to perform straight punches, starting with two straight punches, left and right, with the movement of the trunk tilting defense to the right.
- 2- The player moves in the correct standby position, and when he hears the teacher’s signal, he begins to perform 3 straight punches, left, right, left, with the movement of the trunk tilting defense to the left side.
- 3- The player moves in the correct readiness position, and when he hears the teacher’s signal, he begins to perform 4 straight punches left and right with a defense movement,

- pulling a step back and performing two straight punches, right and right, and a straight punch left.
- 4- The player moves in the correct readiness position, and when he hears the teacher's signal, he begins to perform two straight punches, left and right, with a defense movement downward, and then a straight punch to the right.
 - 5- The player moves in the correct standby position, and when he hears the teacher's signal, he begins to perform two straight punches left and right, then two punches left and right, then two punches right and one right, and he takes a step back.
 - 6- The player stands in the correct position above a specific point of the starting line and when the teacher signals he moves forward with straight punches left left right right and descending down with movement around the signs.
 - 7- The player stands in the correct readiness position above a specific point of the starting line and when the teacher signals he performs straight left-left punches and pulls the torso back and performs two punches right and right with steps forward.
 - 8- The player stands in the correct position above a specific point of the starting line, and when the teacher signals, he performs two straight punches left and right and a straight punch right, then the defense movement and performs four straight punches left and right.
 - 9- The player stands in the correct standby position above a specific point of the starting line. At the teacher's signal, the student runs. At a second signal from the teacher, the player stops quickly and takes the standby position and performs three straight punches, left and right, and a straight punch right.
 - 10- The player stands in the correct standby position above a specific point of the starting line, and when the teacher signals the student to run, and at a second signal from the teacher, the player stops quickly and takes the standby position and performs three straight punches, right and left.