

The Success Rate in the Performance of the 7-Meter Throw, According to the Style of Cognitive Independence / Dependence on the Field in the Iraqi Universities Handball Championship

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Abstract: *What distinguishes handball is the excitement and strength and speed in continuous performance and the multiplicity of basic skills in handling, shooting and defense, including that the goal of the players is to score the most goals in the opponent's goal, so consider the correction line between winning and losing, and throw the 7 meters in handball (throw penalty) of correction job skills, which represent great fun for spectators, they are between the shooter and the goalkeeper, they need to players with personal characteristics that enable them to adapt to internal and went with the game from the successful implementation of throws the 7-meter where he sees researchers in many of the games was to the success of the players or their failure to performance throws the 7-meter decisive impact on the team lose or win, and most important goals of research is the recognition of significant statistical success rate differences in the performance of throws the 7-meter and according to the style of cognitive independence / dependence on the field in the championship Iraqi universities hand reel. The researchers concluded that with cognitive style independence from cognitive area more successful in the implementation of the 7-meter throws.*

Keywords: Success Rate, Performance, 7-Meter, Throw, According, Style, Cognitive

1. Definition of the Research

1.1. Introduction and importance of the research:

The current research dealt with important punch of handball young players distributed within the most of the colleges of physical education and sport sciences in the important universities of Iraq, the goal of the research is knowing the learning methods that players we featured with (those who have cognitive style independent from the field from those who have cognitive style dependent on the field) notably the players who confront the 7-meter throw and that will fix the individual differences among them which is a very important issue for the couches generally to raise the skill and spiritual level for the players what calls for caring of their styles of learning and training, these indications considered good evidences for their cognitive and scientific earning and to organize their good situations inside the court in their performance's effectivity, so this research is considered as a completing one for the previous researches related to this vital educational field , then the research dealt with a so important side related to recognition and comparison for a cognitive style for the handball throwers for the penalty throw as this style is considered as a psychological preparations not bonded with one side but included in many psycho. operations through comparing players who implement the 7-meter throw and discover whether this style has a role on the impact of failure and success to perform the 7-meter throw.

1.2 The research problem :

Implementing the penalty throws needs players who have beside the skills and accuracy of shooting , they have also

personality peculiarities and special features that enable them to succeed in implementing the penalty throws (like the confidence and bearing the psycho. pressure), either its reason was to fans, the team or other players beside to personal or conceptual peculiarities that they researchers noticed during the universities championship that held in Kufa University for (2013-2014) a big ratio of players who

perform the 7-meter throw they fail to do so and there was a hesitation to do the 7-meter throw, from which the researchers launched to study these peculiarities through knowing the cognitive style related to each player of the selected sample and what are the reasons behind their frequent failure in these throws through studying the reasonable comparison depending on studying the cognitive style independence/dependence on the field for those players who practiced the throws and implemented them either they win or fail .

1.3. Aims of the Research

- knowing the success ratio in performing the 7-meter throw for the Iraqi universities teams in handball for the year (2013-2014).
- knowing the differences of statistic evidences in success ratio in performing 7-meter throw according to the cognitive independence/dependence on field in Iraqi universities championship of handball for the year (2003-2004).

1.4 Research's field:

1.5.1 The human field : Including players of Iraqi universities of handball for the year (2013-2014).

1.5.2 Time field : from 25/12/2013 to 09/01/2014 .

1.5.3 Place field: College of physical education and sport sciences / Kufa University.

1.5. Keywords

- The cognitive style was identified by (Witkin) as " coordinated styles recognized for the occupational performance for the individual are widespread within cognitive activities and movements for the individual i.e. conceptual and conceptual ones for him "¹
- Independence from the field was defined by (Witkin Etal) as high analytical style for the optical conception for the substance² .
- Depending on the field was defined (by witikin and others) as the comprehensive response not recognizing for the attentions of the field that conflict with the analytical style of field's attentions³.

2. Theoretical Studies

2.1 Penalty throw for 7-Meter

The penalty throw is registered when the defense player or one of the audience or the administrators caused a lost chance illegally for the other opposite team to score a goal , its done on 7-meter throw from the goal, also its registered when one of the two couches caused to opposite a legal chance to score a goal for any reason, the thrower step forward one step and put one of his legs upon the line 7-meter distance from the goal, none between him and the goal except the goal keeper of the opponent team, the goal keeper should be far from the thrower of (3) meter distance being marked by a small point on the ground, other players should stay behind the line of the free throw till implementing the throw, the player start throw the ball once launching the whistle of the couch, this throw is similar to that one of penalty throw of football but this one is more common and familiar , and happen many times in a game.

The decision of the 7 meter distance is upon to the item 14 of the international rules of handball * , 7 meter through is given in the following cases:

1.Witkin,h,A" cognitive styles Across Cultures" in w. Berry and p.R.Dasen (ed) .**Cultures and cognition reding cross culture** *psychology* .new York : Harper & publishers, Inc.1967.p99

2. slann ,Gerda Measuring field dependence in zamibia Across -.Cultures study " **International Jou rnal of psyholgy Journal International psyholgy** ,1967.vo.7.no.2, 87- 96 ,de

3..Nisbett ,r.e,& temoshok , Linda "is there an External cognitive Style **Jou rnal of personality and social psychology**.1976,vo.33,no.1,36-47

- Losing a clear chance to score a goal illegally in anywhere in the court by a player or an administrative from the competent team.
- Launching unneeded whistle in the time of an attempt to score a goal.
- Losing of chance to score a goal by entering of a fan to the court or stopping the game by a whistle, also this happen when power get shut down resulted in stopping the game once scoring a goal.
- When the player lost the ball or cannot control his body due to the breach and the ensured chance was lost.

When the 7-meter throw has been done:

- The 7-meter throw should be done toward the goal within three seconds after the couch whistle.
- The player has to take his place before the line of 7 meter and stand no more than one meter before the line and once the whistle launched , he is not allowed to touch or exceed the line of 7 meter before throwing the ball.
- It's not allowed to replay the ball by the same thrower or one of his fellows after the 7-meter throw until it touch one of the competent team player or the goal.
- Once the 7-meter throw has been done, the thrower fellows should be out of the free throw line and stay there until the ball leave the hand of the thrower, if not, a free throw will be granted against the team that performed the 7-meter throw.
- Once the 7-meter throw has been doing, the opponent team players should be out from the free throw line at least, and far by 3 meters from the 7-meter line until the ball leaves the thrower's hand, if they don't , then the 7-meter throw should be replayed in case of no scoring a goal but it's not a personal penalization.
- The 7-meter throw will be replayed once not scoring a goal in case of the goal keeper has passed the restricting line (four meter line) before the ball leaves the thrower's hand even though that will not lead to personal penalty against the goal keeper.
- Replacing the goal keeper has no longer been allowed when the thrower is ready to perform the 7-meter throw standing in the correct position catching the ball, any attempt of changing the goal keeper will be considered as a non-athletic behavior.

2.2 Cognitive style (independence . dependence on the field):

Concerning of studying the cognitive style (independence. Dependence on the field) is returned back to 1954 as a style of the punch of styles with multi measures , Meesk has referred to the fact that there 10 styles could be used together or individually to approach between individuals, he concerned and his fellows to study this measure to distinguish the differences between individuals and considered Witkin's job as a new look of perception and focused on perceptual style.⁴

The two researchers see that concentrating on this study to determine the capacity of the player to realize a situation or a topic give a big importance for different sides for the psycho.

vocational performance for him, researchers thought that the dependent

* international law of handball , translated by (assist. Pro. Saad M. Ismaeel, former chief of Iraqi handball league) , 2011 p(58-59).

⁴ Lioyd, Barbara B, Perception and cognition cross – Cultural perspective. London: penguin books, 1972, p139.

individuals on the field and independent ones do not differ only in cognitive processes they used but differ also in their performance's effectiveness, that is why the two researchers depended on one sample from three situations (sensual-recognition) will tackle them in the third section in details, the subject was in one of them was the individual's body, this testing situation called by (Editing body's test), second situation is called by (indication and frame test) while the third situation which concerned with our study called (included geometrical shapes' test).

2.3 Dimensions of personal peculiarities for independents and dependents on the field:

Many previous studies proved that there are many differences between in the realizations and personality principles, that the dependent individuals are depending socially and eager to create a good impression for others and they are sociable, also they are featured with compliance and sensitivity for the social ambient, while the independent featured with confidence and self-dependent and don't realizing

importance of social indications and they are egoist with internal orientation, other studies proved that people who depending on the field preferred jobs that correlated with culture that depicts the social content that need personal relations, dependent individuals on the field prefer proportionally the jobs that don't include big connection with people but need high analytical skills, and the response of independent people is compatible with the specialization of mathematics and pure sciences and caring about theoretical, abstract and artistic sides while the dependent on the field showed obvious contradiction in their vocational concerns, some studies show that dependent people on the field are more tending to be affected by outer sources from those who are independent from the cognitive field and more affected by social and external pressures and more compliant toward adaption and compliance and they are in case of threat are more tending to use pent and expressing that by another appearances, the independent people from the field are better than those who are dependent by controlling their

environment and the dependents are mile likely to show worry cases.⁵

Other studies for measure the relation between the cognitive (independence/ dependence on the field) showed that there is a correlation between independents from the field associated with curriculums of sport and sciences and tend to choose scientific specializations fields while dependent individuals on the field proportionally by depending upon the field of artistic and human sciences fields, dependent people on the field tend to show negativity and dependent orientation toward the social environment, while independent people showed the activity and vibration toward performing their works by themselves, hence those who depend on their cognitive environment look dependent on their social environment, those who dependent on the field describe lack of activity as an absence of the beginning of the activity and easy compliance for power sources, the show innocent reaction more than independent persons, based on other studies so the independent persons achieve a higher growth than their fellows who are dependent on the field also they are more able to distinguish different appearances for their environment and dependent individuals on field tend to watch their world more comprehensively.

⁵ Hussein Rabeea Hamadi: a comparison study in methods of treating the information up to the cognitive style(independency – dependence on the field) for preparatory school students, PhD thesis, Ibn Rushid Education College, Baghdad University, 1997, p32

3.Method of the Research and its Field Procedures

3.1 The used method of research

the researcher used the depicting style and approaching criteria comparison studies to solve the solve the problem, that the depiction is considered one of the main methods in the scientific research.

3.2 Sample and Population of the Research

The research includes the common universities' players in the Iraqi universities championship who are (224) players distributed as(16) universities, the sample included (48) players after choosing (3) players from each team who are specialist in plenty throws but (9) of them were absent so they become (39) players as (17.41%) of the population, as showed in the following tab (1).

Table 1: Shows numbers of population and percentages

No.	The University	Total no. of players	The Sample	
			No. of players who are in the experiment	%
First Group				
1	Baghdad University (Jadiriya)	14	3	21.42%
2	Diyala University	14	2	14.24%
3	Kufa University	14	3	21.42%
4	Nasiriyah University	14	2	14.24%
Second Group				
5	Karbala University	14	3	21.42%
6	Almustansiriyah University	14	2	14.24%
7	Islamic Sciences University	14	3	21.42%
8	Tikreet University	14	2	14.24%
Third Group				
9	Umara University	14	3	21.42%
10	Babylon University	14	2	14.24%
11	Technology University	14	3	21.42%
12	Wasit University	14	2	14.24%
Fourth Group				
13	Qadisiyah University	14	3	21.42%
14	Local University of Mustaqbal	14	2	14.24%
15	Basrah University	14	2	14.24%
16	Mosel University	14	2	14.24%
Total		224	39	17.41%

3.3 Research Tools, Apparatuses and Methods.

3.3.1 Research Methods

- 1) Resources, scientific Arabic and foreign references.
- 2) Choosing the cognitive method independence/dependence.

3.3.2 Research Tools

- Laptop Pentium 4 / qty. 1
- Timing watch type Casio /qty. 1

3.4 Procedures of specifying the variables

3.4.1 Procedures of specifying and determining the test of cognitive style independence/dependence on the field:

The two researcher used (Witkin) test for geometrical shapes as shown in appendix(1) , the scale consists of (simple images for a specific period and then showing complex shapes including simple images shown to the tested player who has just to refer to the parameters of these shapes) , testing the including shapes is considered one of the additive tests done by (Witkin and his fellows) to be applied for adults and could be used for children, some studies showed that its invalid for children who are under 10 years old.⁶ This test depended on measuring the existed differences among individuals and in their cognitive and conceptual methods, the including shapes test of (Witkin) and translated by (Alsharqawy and Alkhudary)⁷ and used in this research consists of three main departments, they are:

- First department : comprises seven items, the tested player can easily solve them and this part is considered for training only.
- Second part: consists of nine items gradually in difficulties.
- Third part: its equivalent to the second part of the text and consists of nine steps are gradually in difficulties.

Each step of the above parts consists of a complex figure include inside a simple figure and the tested player just to

refer to its parameters, the simple figures are placed into a separate sheet in the end of the test as a correction key, it should be noticed that the tested player are not able to watch the simple and complex figure in the same time, it is considered a speed test so accuracy is needed here, and time commitment, this test required in total time of (20-25) minutes, while the real time of respond is to proceed the test was distributed as (2 minutes) for training , (5 minutes) for the second part, and (5minutes) for the third part.

3.4.2 Method of correction the Test

The answer of the tested player is considered correct if he can explain all parameters of the simple shape, if he can specify all shapes parameters, so his reply is not correct , every correct response will be granted one mark,

⁶ Arsdel, J, V personal control over Aversive stimuli and its relationship to stress **psychological Bulletin**, 1983, vol,80, no.4, pp286.

⁷ Anwar Alsharqawy and Sulaiman Alkhudary : Test of shapes including(additive images), instruction bulletin,Egyptian Angelo Library , version3, Cairo , 1988, p(5-6)

the degrees of the tested player will be collected on two parts(second and third) to obtain his final degree, while in the first part there are no any mark will be granted because its specified to training only, so the final degree for the test will be (18) degree , the increasing degree of the tested player above the test the evidence of increasing his tending to (independence on the field) and vise versa.⁸

3.5 The Statistical Means

- Percentage .
- Ka^2 for independency.⁹
- Period of confidence.¹⁰

4. Results of the Research, Showing, Analyzing and Discussion Them

4.1 Showing the success ratio for the 7-meter throw in Iraqi universities championship of handball for the year 2013-2014

Choosing and recognizing (3) players of each team of the university that belonged to which, since universities are (16) universities, then players are (48) players, but (9) of them were absent from test date, then the rest are (39) only, after observing them by the team entrusted to this mission with the researchers, it turns up that each thrower of them has shot an average of (8) throws during the championship and their teams get up to the final levels, up to that, the total number of the throws are (312) throws, successful ones are (78) throws as a success ratio of (25%) of the total throws, as shown in tab(2).

Table 2: shows number of failed and successful throws for the penalty 7-meter throw

No. of throws	Succeeded throws	%	Failed throws	%
312	78	25%	234	75%

4.2 Knowing the statistics differences in in success rate in performing the 7-meter throw according to the cognitive style independence/dependence on the field in the Iraqi universities of handball for the year 2013-2014.

To achieve the second goal we need to recognize the cognitive style for the players in doing penalty throws then (applying the including shapes) as the answers of the players were analyzed for this test, it shows that their scores were (0-12) and an average account of (4), standard deviation of (1.02), in order to specify those of cognitive style (independence/dependence) on the field, the equation of (confidence period equation) already explained, according to the above mentioned, the spoken score for those of independent cognitive style from the field is (4.32) i.e. the players who score (4) upward is considered independent from the field, while the spoken degree for those of cognitive style dependent on the conceptual field is (3.68) i.e. the player who get less

⁸ Anwar Alsharqawy and Sulaiman Alkhudhary : **Previous source**, 1998, p(1-8).

⁹ Mohammed Jasim Alyasiry : **Fundamentals of Educational Statistics**, Print 2, Dar Al Dhiya for publishing, Najaf, 2001, p301.

¹⁰ Ahmed S. Udaa and Khaleel Alkhaleely : **Statistic for the researcher in education and science**, Alamal Center for publishing, Jordan, 2000, p188

than (4) is considered dependent on conceptual field, after accounting the number of the players according to each style it turns out that the players of independent style of the conceptual field are (12) players, while those of cognitive style dependent on field are (27) players, as shown in the tab. (3).

Table 3: Shows the total of penalty throw thrower players according to cognitive style (independence/dependence) from the field

Cognitive style	success	failure	total
Independent from the field	7	5	12
Dependent on the field	3	24	27
Total	10	29	39

It shows that the determined value (K^2) after applying the choice (independency) is (9.73) and compare it with the tabular value of (3.84) of freedom degree of (1) of a (0.05) evidence level it was obviously a statistics function, while as a function of number of throws (failed or succeeded) for each player according to the cognitive style as shows in tab(4) below:

Table 4: Shows the total of penalty throws according to cognitive style (independent- dependent) from the field

Cognitive style	success	failure	total
Independent from the field	52	58	110
Dependent on the field	26	176	202
Total	78	234	312

As turns up from the tab.(3) (4) and what the final result has been got for the nature of features and peculiarities of the personality of those have dependent cognitive style from conceptual field which recognized them from those of conceptual style that depend on the conceptual field by being far away from obscurity and disperser tha impede their distinguished ability to focus on plus they are more confident and more affording to pressures, frustration and psycho. tensions either due to the competition or the audience or the media...etc. In addition to that, they are more able to confront the tensions that occurred normally during the Iraqi universities championships of handball notably when they perform the penalty throws that all teams rely on.

5. Conclusions and Recommendations

5.1 Conclusions

Through what the study has shown, the two researchers have come up with the following:

- Those of cognitive style (independence) from the conceptual field are more successful in doing their penalty 7-meter throw than those of cognitive style (dependent) from the conceptual field.
- Those of cognitive style (dependence) of the conceptual field are enjoying personal peculiarities make them more able to see the goal corners that enable them to achieve higher success rates in performing 7-meter throws by those of cognitive style (dependent) from the conceptual field.

5.2 Recommendations

Through what both researchers have come up with, they suggested the following:

- Relying on (Witkin) for the cognitive style (dependence-independence) from the conceptual field in choosing players who entrusted to perform the penalty throw in handball game.

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