The effect of an enjoyable learning approach on some skill abilities in volleyball for talented aged 10-12 years

El efecto de un enfoque de aprendizaje placentero sobre algunas habilidades en el voleibol para jugadores talentosos de 10 a 12 años

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Abstract

Objective: To identify the impact of an enjoyable learning approach on some volleyball skill abilities of talented students aged 10-12 years.
Research methodology: The researchers followed the experimental approach, designing two equivalent groups with pre-tests and post-tests, to suit the nature of the research and its problem. The research community was defined as talented players aged (10-12) years, affiliated with the Specialized Volleyball Center in Babylon, numbering (42) talented players. The research sample of (30) talented players was randomly selected by lottery, resulting in a percentage of (71.43%).
Results: The results showed significant differences between the pre- and post-tests in some of the skill abilities in volleyball for the experimental and control groups, in favor of the post-tests for both groups. The researchers attribute the reason for the significant differences for the control group to the coach's method, which provided a clear idea of how to perform the skill correctly, and the ability to correct errors that may appear among the members of this group while performing the skill abilities.
Conclusions: The enjoyable learning approach adopted within the educational units played a significant and positive role in increasing the values of the skill abilities (overhand passing, underhand passing, and underhand serving) in volleyball for talented students.

Keywords

Enjoyable learning; skill abilities; talented; volleyball.

Resumen

Objetivo: Identificar el impacto de un enfoque de aprendizaje lúdico en algunas habilidades de voleibol de estudiantes talentosos de 10 a 12 años.
Metodología de la investigación: Los investigadores siguieron un enfoque experimental, diseñando dos grupos equivalentes con prepruebas y pospruebas, para adaptarse a la naturaleza de la investigación y su problema. La comunidad de investigación se definió como jugadores talentosos de 10 a 12 años, afiliados al Centro Especializado de Voleibol de Babylon, con un total de 42 jugadores talentosos. La muestra de investigación, compuesta por 30 jugadores talentosos, se seleccionó aleatoriamente por sorteo, con un porcentaje del 71,43%.
Resultados: Los resultados mostraron diferencias significativas entre las prepruebas y las pospruebas en algunas habilidades de voleibol para los grupos experimental y de control, a favor de las pospruebas para ambos grupos. Los investigadores atribuyen las diferencias significativas en el grupo de control al método del entrenador, que proporcionó una idea clara de cómo ejecutar la habilidad correctamente y la capacidad de corregir errores que pudieran surgir en los miembros de este grupo al realizar las destrezas.
Conclusiones: El enfoque de aprendizaje lúdico adoptado en las unidades educativas tuvo un papel significativo y positivo en el aumento de los valores de las destrezas (pase por encima, pase por debajo y saque por debajo) en voleibol para estudiantes con talento.

Palabras clave

Aprendizaje placentero; habilidades; talentoso; voleibol.

Introduction

The enjoyable learning method is one of the modern learning methods that includes practices and educational and teaching activities aimed at making learning a beloved and interesting process by the learner relying on himself and the learning environment surrounding him, so that the focus is on making this environment a realistic environment similar to the life situations that the learner experiences by relying on various methods of enjoyable and enjoyment, which takes into account the emotional and psychological connection to him through the use of games, collaborative group work, and exchanging roles... etc. in conveying information related to the skills required to be learned (Daryono et al., 2025: Teixeira de Souza Silva et al., 2025: Sovensi et al., 2025). This motivates the learner to show his energies and emotions and integrate directly with the educational environment without feeling fear or dread of practice so that he can obtain information and acquire skills in a smooth and interesting way, and at the same time achieve the enjoyment and enjoyable that he loves during the learning process. The goal of the enjoyable learning method is for the learner to enjoy what he is doing only and not care about others. This can be achieved through the trainer and the way he deals and interacts with the learner regardless of other elements. It can be achieved This is achieved by fostering a spirit of cooperation within the educational unit and encouraging learners to think, research, and participate in the learning process. Therefore, those responsible for the educational process need to continually consider the use of learning methods that provide an enjoyable learning environment to attract learners' interest and stimulate their motivation and enthusiasm for learning. An enjoyable learning approach is included in most modern learning methods when conditions for enjoyment are met, such as learning through play, active learning, learning through stories, and role-playing. The availability of a sense of enjoyment in these methods depends on the educational situation, the method of implementation, and the means used. Those responsible for the educational process may use software and aids, but these are poorly prepared and do not generate enjoyment for learners (Abdel Aal, 2024: Radi et al., 2020). Enjoyable learning is often accompanied by moderately positive emotions, such as feelings of happiness, joy, delight, and pleasure, which sometimes cause learners to smile and laugh, which are currently used to treat many psychological and physical illnesses. They affect the strength and activity of the body's immune system cells and reduce the amount of hormones secreted in cases of psychological stress and tension, such as adrenaline and cortisone, which weaken the immune system (Shaalan et al., 2022). Laughter helps dilate capillaries, which increases blood flow throughout the body and protects against heart attacks and strokes by relaxing constricted blood vessels. Blood and oxygen flow to the brain in a healthy way, which affects the learning process. Because of the positive emotions associated with enjoyable learning, learners have a greater ability to concentrate, think, solve problems, and learn actively and energetically, thus improving their skill performance (Al-Barakati , 2018: Saleem Radhy et al. 2025). Volleyball is one of the most prominent team sports, and its various skills are learned according to the principles of motor learning. All volleyball skills are interdependent, as the performance of any skill depends primarily on the performance of another skill. In addition, the learning style is of great importance to the success of the skill learning process or technical abilities, as the enjoyable learning style contributes effectively to raising the level of performance of those technical abilities. The beginner learner also needs high and precise training at the beginning of learning volleyball skills to lead to his mastery of the skills well, as it is impossible to perform technical skills unless he has technical abilities, which constitute a enjoyable axis of learning. Skill abilities are one of the enjoyable pillars upon which various sports and events depend. A talented individual possessing a good level of skill abilities means that they have a degree of potential to successfully practice the game or sporting event. Developing skill abilities early in life through exercise or learning and training methods will lead to achieving a high level of performance ability. Based on this, the best stage for acquiring skill abilities in sports, including volleyball, is the pre-puberty stage (Al-Abayat, 2019: Madloul et al., 2025). From the above, the importance of this research stems from the importance of the age group in which the talented individual develops (early childhood) and its sensitivity, as they are spontaneous beings who are driven by spontaneity, activity, and understanding. Furthermore, the results of this research may assist in retraining and qualifying coaches in sports talent centers, so that they can be trained on how to use enjoyable and engaging learning methods to enable talented individuals to perform well in the technical aspects of basic volleyball skills.

Research problem

To create an attractive and exciting learning environment in educational units, the trainer must use various means and methods for explanation and repetition, in addition to using the method of participation and discussion with the talented instead of the boring and routine method of indoctrination, and the practical application of some practical units, which gives the unit an atmosphere of change and enjoyment. Currently, educational and training experts seek to design educational curricula that keep pace with the amazing modern developments of the current era in order to provide appropriate opportunities for the involvement of the talented in these curricula to gain their satisfaction and achieve the enjoyment of learning for them. This is done through the optimal use of learning methods, designing non-traditional educational activities, and using the best methods for presenting, teaching, and evaluating skills. Traditional methods for learning skills in sports, including volleyball skills, do not enable the talented to master the skill and reach a state of mastery. Therefore, the trainer must diversify the methods of learning skills because he has a major role in planning, implementing, and evaluating enjoyable learning methods in the educational unit and how to manage work in it. This requires the necessary skill and experience to adapt these methods and how to use them with the talented, and to move away from the stereotypical learning and training to an atmosphere of enjoyment, benefit, and participation with the talented. In the educational environment, and on this basis, the research problem lies in the following question: What is the effect of the enjoyable learning style on some skill abilities in volleyball for talented people aged (10-12) years?

Research objective

- To identify the impact of an enjoyable learning approach on some volleyball skill abilities of talented students aged 10-12 years.

Research hypotheses

- The enjoyable learning approach has a positive impact on some volleyball skill abilities of talented students aged 10-12 years.

Research fields

- Human field: Talented players aged 10-12 years enrolled at the Specialized Volleyball Center in Babylon
- Time field: (3/1/2024) to (28/2/2024)
- Spatial field: The indoor sports hall at the Sports Talent Center in Babylon.
- Terminology
- Enjoyable learning: "An educational approach that aims to actively engage learners in shaping and shaping learning experiences, based on the achievement of feelings of enjoyment in the enjoyable experiences learners' experience. Achieving enjoyment is perhaps the most obvious priority for learners, perhaps even more so than achieving academic goals at the beginning of learning for enjoyment." (Awis, 2022).
- Enjoyable learning: "The talented acquire knowledge and skills in a manner that creates a challenge and provides an atmosphere of joy, enjoyment, entertainment, and benefit, enabling the talented to perform to their full potential and engage in learning with great motivation." (Operational definition)
- Skill ability: "A person's ability to perform a specific task quickly, skillfully, and with understanding." (Al-Kasasbeh, 2020).

Method

Research Methodology

The researchers followed the experimental approach, designing two equivalent groups with pre-tests and post-tests, to suit the nature of the research and its problem.

Community and sample research

The research community was defined as talented players aged (10-12) years, affiliated with the Specialized Volleyball Center in Babylon, numbering (42) talented players. The research sample of (30) talented players was randomly selected by lottery, resulting in a percentage of (71.43%). To ensure sample homogeneity, the researchers used the skewness coefficient law for variables that might affect the dependent variables, namely: (total height, chronological age, training age, and mass).

Table 1. Shows the skewness coefficient values for the variables of total height, chronological age, training age, and mass for the sample.

Variables	Unit of measurement	Mean	Standard Deviation	Mode	Skewness Coefficient
Total Height	cm	147.36	3.23	146	0.42
Chronological Age	Year	11.42	0.87	11	0.48
Training Age	Month	6.58	0.78	6	0.74
Mass	Kg	41.67	4.39	40	0.38

Table (1) shows that the values of the skewness coefficient for the variables of total height, chronological age, training age, and mass were less than (+1), indicating the homogeneity of the sample members.

Tests

After identifying the volleyball skill abilities that constitute the technical basis of volleyball, namely (overhand passing, underhand passing, and underhand serving), and to select tests for these abilities, the researchers prepared a special questionnaire containing a set of skill tests. These tests were presented to a group of experienced and specialized volleyball and testing professionals. After collecting the data, the following tests were selected:

1. Overhand passing technical performance test (Al-Hamidi, 2023).
2. Underhand passing technical performance test (Hussein N & Aldulimey, 2025).
3. Underhand serving test (Aldulimey et al., 2014).
4. Evaluation of the technical performance of the skill abilities

The technical performance of the skill abilities was evaluated by three evaluators with the highest levels of experience and specialization in the field of volleyball and through direct observation according to evaluation forms prepared in advance, noting that the evaluation score is (10) points for each of the three attempts given to each tester and each skill ability.

Exploratory Experiment

The researchers conducted an exploratory experiment on January 3, 2024, at 10:00 AM, on a group of (12) talented children, players from outside the main research sample and from within the research community, which includes (42) talented players. This makes the sample's percentage (23.81%). The objectives of this experiment were to:

1. Ensure the suitability of the tests for the research sample.
2. Ensure the validity of the tools and devices used in the research.
3. Identify the time required to conduct the tests.
4. Identify the efficiency and accuracy of the support team in conducting the tests.
5. Identify the difficulties facing the researchers during the research process.
6. Establish the scientific foundations for the tests (reliability and objectivity).

Scientific Basis for Tests

1. Validity: To determine the validity of the skill tests, the researchers presented a special questionnaire designed to include a set of skill tests to a number of experts and specialists in volleyball, testing, and measurement. They confirmed the validity of these tests, as shown in Table (2).

2. Reliability: To determine the reliability of the skill tests, the researchers adopted the test-retest method. The first application of the skill tests was conducted on January 3, 2024, on an exploratory sample of (12) talented players. The second application was conducted on the same sample seven days later, on January 10, 2024. The reliability results were obtained, as shown in Table (2).
3. Objectivity: To determine the objectivity of the skill tests, objectivity was calculated by finding the correlation between the scores of two evaluators. The results, after statistical processing, indicated that all tests enjoyed a high degree of objectivity, as shown in Table (2).

Table 2. Shows the values of the coefficients of validity, reliability, and objectivity for the volleyball skill tests.

No.	Tests	Unit of measurement	Validity	Reliability	Objectivity
1	Overhand passing technical performance	Degree	% 100	0.91	0.92
2	Underhand passing technical performance	Degree	% 100	0.94	0.91
3	Underhand serving	Degree	%100	0.93	0.90

Pre-tests

Pre-tests were conducted on the control and experimental groups on some skill abilities (overhand passing, underhand passing, and overhand serve) on January 17, 2024, at 10:00 AM, in the Talented Sports Hall in Babylon. Three experienced and specialized evaluators through direct observation, using pre-prepared evaluation forms, evaluated technical performance.

Equivalence of the Two Groups

In order to start with a single starting point, the researchers verified the equivalence of the two research groups, the control and experimental, in some skill abilities in volleyball, as shown in Table (3).

Table 3. Shows the calculated t-value in the pretests for some skill abilities in volleyball between the control and experimental groups.

Skill tests	Unit of measurement	Control		Experimental		T value calculated	Type sig
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Overhand passing technical performance	Degree	3.43	0.82	3.56	0.87	0.78	sig
Underhand passing technical performance	Degree	3.64	0.75	3.86	0.93	0.91	sig
Underhand serving	Degree	3.82	0.66	3.75	0.79	0.63	sig

The results of Table (3) show that the calculated t-value was smaller than the tabulated t-value of 2.04 at a significance level of 0.05 and with a degree of freedom of 28. This indicates that there were no significant differences in the pre-tests of some volleyball skill abilities between the control and experimental groups, indicating their equivalence in these variables.

Implementing the Enjoyable Learning Method

The Enjoyable Learning Method was implemented as follows:

1. The time period for implementing the educational units was (5) weeks.
2. The number of educational units per week was (4) units.
3. The total number of educational units was (20) units.
4. The duration of the educational unit was (90) minutes.
5. The method was implemented in the practical part of the main section for period of (60) minutes. The experimental group applied the enjoyable learning method according to the following steps:
6. The educational aspect, lasting (15) minutes: The enjoyable learning method was implemented through the active participation of the talented students, relying on: (discussion, dialogue, brainstorming, open-ended questions, problem solving, using data shows, activities, worksheets, and the blackboard).

7. The practical aspect, lasting (45) minutes: The enjoyable learning method was implemented through the active participation of the talented students, relying on (cooperative learning, team training, small training games, individual and group skill exercises, competitions, music, and providing moral and material motivation).
8. The control group applied the method used by the team coach.

Post-tests

After completing the educational units for the enjoyable learning approach, the researchers conducted post-tests on the control and experimental groups for some skill abilities. The post-tests were conducted on the experimental group on February 28, 2024, at 10:00 AM, in the Talented Sports Hall in Babylon. The researchers followed the same conditions and circumstances as the pre-tests, in terms of location, time, and test implementation method, as much as possible.

Statistical Methods

The researchers used the following statistical methods: (Abdel Aal, 2024).

1. Percentage.
2. Arithmetic mean.
3. Standard deviation.
4. Mode, skewness.
5. Simple correlation coefficient (Pearson).
6. T-test for symmetrical samples.
7. Coefficient of variation (%).

Findings

Presentation and analyzing the results of the differences between the pre- and post-tests of some volleyball skill abilities for the control group:

Table 4. Shows the calculated (t) value between the pre- and post-tests of some volleyball skill abilities for the control group

Skill tests	Unit of measurement	Pre-test		Post-test		T value calculated	Type sig
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Overhand passing technical performance	Degree	3.43	0.82	5.21	0.53	4.39	Sig
Underhand passing technical performance	Degree	3.64	0.75	6.32	0.65	4.58	Sig
Underhand serving	Degree	3.82	0.66	5.37	0.60	3.72	Sig

The results of Table (4) show that the calculated t-value was greater than the tabulated t-value of 2.14 at a significance level of 0.05 and a degree of freedom of 14. This indicates significant differences between the pre- and post-tests of some volleyball skill abilities for the control group, in favor of the post-tests.

Presentation of the results of the differences between the pre- and post-tests of some volleyball skill abilities for the experimental group and their analysis:

Table 5. Shows the calculated t-value between the pre- and post-tests of some volleyball skill abilities for the experimental group.

Skill tests	Unit of measurement	Pre-test		Post-test		T value calculated	Type sig
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Overhand passing technical performance	Degree	3.56	0.87	7.32	0.47	5.87	Sig
Underhand passing technical performance	Degree	3.86	0.93	8.51	0.63	6.42	Sig
Underhand serving	Degree	3.75	0.79	7.46	0.58	4.98	Sig

The results of Table (5) show that the calculated t-value was greater than the tabulated t-value of 2.14 at a significance level of 0.05 and a degree of freedom of 14. This indicates significant differences between the pre- and post-tests for some volleyball skill abilities for the experimental group, in favor of the post-tests.

Presentation of the results differences in the post-tests for some volleyball skill abilities between the control and experimental groups and their analysis:

Table 6. Shows the calculated t-value in the post-tests for some volleyball skill abilities between the control and experimental groups.

Skill tests	Unit of measurement	Control		Experimental		T value calculated	Type sig
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Overhand passing technical performance	Degree	5.21	0.53	7.32	0.47	5.46	sig
Underhand passing technical performance	Degree	6.32	0.65	8.51	0.63	6.87	sig
Underhand serving	Degree	5.37	0.60	7.46	0.58	6.22	sig

The results of Table (6) show that the calculated t-value was greater than the tabulated t-value of 2.04 at a significance level of 0.05 and a degree of freedom of 28. This indicates significant differences in the post-tests of some volleyball skill abilities between the control and experimental groups, in favor of the experimental group.

Presentation and analysis of the results of the percentage development values (coefficient of variation %) in the post-tests of some volleyball skill abilities for the control and experimental groups

Table 7. Shows the percentage development values (coefficient of variation %) in the post-tests of some volleyball skill abilities for the control and experimental groups.

Skill tests	Unit of measurement	Control		coefficient of variation%	Experimental		coefficient of variation%
		Arithmetic mean	Standard deviation		Arithmetic mean	Standard deviation	
Overhand passing technical performance	Degree	5.21	0.53	%10.17	7.32	0.47	%6.42
Underhand passing technical performance	Degree	6.32	0.65	%10.28	8.51	0.63	%7,40
Underhand serving	Degree	5.37	0.60	%11.17	7.46	0.58	%7.77

The results of Table (7) show that the values of the coefficient of variation in the post-tests for some skill abilities in volleyball for the control and experimental groups, as the values of the percentage of development (coefficient of variation%) for the experimental group were smaller than the values of the percentage of development (coefficient of variation%) for the control group in the post-tests, which indicates the homogeneity of the experimental group and thus its significant development in some skill abilities in volleyball.

Discussion

Based on the results presented in Tables (4, 5), there were significant differences between the pre- and post-tests in some volleyball skill abilities for the experimental and control groups, in favor of the post-tests for both groups. The researchers attribute the significant differences for the control group to the coach's approach, which provided a clear understanding of how to perform the skill correctly and the ability to correct errors that may appear among members of this group while performing the skill abilities. This is consistent with what was stated, that "the educational process depends primarily on the teacher, who is responsible for explaining, interpreting, and observing. He is the one who makes the decisions and plays an effective role through intervention to find possible motor solutions and repeating this until achieving better motor solutions" (Aldulimey & Jabbar, 2024: Jerri, et al., 2024). As for the experimental group, the researchers attribute the significant differences achieved to the fact that the individuals in this group followed an enjoyable learning approach based on the principle of entertaining the talented and making them feel joyful and happy while learning the skills (passing from above, passing from below, and facing down). This suited them and helped them to embrace learning the skills with great motivation and passion. This is consistent with what was stated in that “learning should be at a level appropriate to the child’s age, and the teacher must use strategies to reduce stress, build a

positive environment, learn more efficiently, and support the educational environment and educational units. Learning strategies should also be developed in accordance with the learner's characteristics, and the teacher is responsible for making the journey of participation and knowledge building enjoyable by creating an appropriate environment" (Mohamed, 2018). Researchers also attribute the reason for these differences to the fact that the developmental characteristics of talented individuals at this age tend toward entertainment and various activities, and thus the enjoyable learning style achieves their interest in practicing these activities. This is consistent with what was indicated in that "the child in his early childhood needs a type of physical and kinetic entertainment, and the need for entertainment increases more the younger the person is, because entertainment is where the young person expresses himself and satisfies his motivations, aspirations, individuality, and personality." (Ibrahim, 2017: Radhi, & Obaid, 2020). The results of Tables (6, 7) also showed significant differences between the two groups in favor of the experimental group, in addition to the good development in the technical performance of the skill abilities (passing from above, passing from below, facing serve from below), as the values of the coefficient of variation calculated in the post-tests for the experimental group were smaller than their values for the control group, which indicates greater homogeneity in the results achieved by the experimental group, and this is evidence of its development in all variables. The researchers attribute the reason for the differences and percentages of development to the experimental group's adoption of an enjoyable learning method, which provided an environment with an educational level that reduced stagnation among the talented people in this group and increased their mental openness, through activities that emphasized their positive participation during the application period, which gave them a sense of confidence and freedom of expression in a way that made them eagerly accept learning without restrictions, in addition to the use of educational means that aroused their interest and increased their participation in the learning process, which had a significant impact on the effectiveness of this method, which helped achieve its goals, including the progress of the players in these abilities. This is consistent with what was confirmed in that "the enjoyable learning method works to attract the attention of Students and their interests in learning, as it completely eliminates factors of boredom and mental distraction, and it also challenges the rigidity of the scientific subject and makes it a enjoyable, enjoyable, interesting, and attractive subject, creating an atmosphere of positivity and interest in the subject." (Khalifa, 2021: Aldulimey et al. (2013). The researchers attribute this result to the use of an enjoyable learning approach, going beyond the norm in presenting the skills required to be learned, and avoiding monotony in learning and training, which gave the talented students in the experimental group the opportunity to interact and invest their senses, which helped them make the educational process more attractive and enjoyable. This is consistent with what was mentioned in that enjoyable learning is "the student's acquisition of knowledge and skills in ways that achieve enjoyment, excitement, happiness, increased motivation, student participation, increased attention, and enhanced emotional aspects of learning, which positively affects their emotional development." (Aldulimey et al. 2024a), in addition to "acquiring skills or knowledge according to strategies that achieve enjoyment and happiness for the learner by increasing his motivation, participation, and attention in the learning process, and enhancing emotional aspects, which positively affects the learning process." (Aldulimey et al. 2024b).

The researchers also attribute the enjoyable learning approach to a set of characteristics and features that helped develop certain volleyball skills among the talented participants in the experimental group.

The most important of these features are:

- The enjoyable learning approach helped the talented participants acquire knowledge, skills, and values through rich educational experiences that developed a sense of enjoyment and joy within them.
- The enjoyable learning approach helped satisfy the senses of the talented participants, regardless of their inclinations and abilities, to maintain the learning effect without the learner feeling distressed, using a variety of mechanisms including auditory, visual, and kinesthetic. –
- Provide an enjoyable learning style that provides an element of surprise during educational units and does not limit oneself to one enjoyable method.
- Repeating one method makes it boring, especially with young children. Therefore, new methods must be created to attract the attention of talented students and make them enjoy their time and

learning. The enjoyable learning approach creates an atmosphere of joy, entertainment, and enjoyment, aiming to break away from the stereotypical learning pattern and into one of enjoyment, benefit, and participation. This approach allows talented students to participate in educational units, providing appropriate opportunities for their engagement in the learning process, ensuring their satisfaction and enjoyment of learning.

- Through direct observation by the researchers as they implemented the enjoyable learning approach on the talented students in the experimental group, they found joy, happiness, integration, and enjoyment evident on their faces. Furthermore, there was significant interaction among them in all the activities presented and offered during the implementation of this approach, engaging them in the performance of their skills with all their senses.

Conclusions

- The enjoyable learning approach adopted within the educational units played a significant and positive role in increasing the values of the skill abilities (overhand passing, underhand passing, and underhand serving) in volleyball for talented students.
- The experimental group, which adopted the enjoyable learning approach, achieved clear superiority in the post-tests over the pre-tests in the skill abilities (overhand passing, underhand passing, and underhand serving) in volleyball.
- The control group, which adopted the established approach, achieved significant superiority in the post-tests and achieved significant percentage development in the skill abilities (overhand passing, underhand passing, and underhand serving) in volleyball.
- The enjoyable learning approach had a significant impact on the development of the skill abilities (overhand passing, underhand passing, underhand serving) in volleyball, with significant percentages, as demonstrated by the decrease in the coefficient of variation values in the post-tests.
- The experimental group outperformed the control group in post-tests on skill abilities (overhand passing, underhand passing, and underhand serving) in volleyball, based on significant differences and percentages of improvement.

Recommendations

- The necessity of incorporating an enjoyable learning approach into the educational and training content of volleyball talent centers.
- Focus on training that develops the technical performance of basic volleyball skill abilities among talented players enrolled in talent centers.
- The necessity of incorporating the enjoyable learning approach applied in the research to develop other physical, psychological, and skill abilities in volleyball.
- The importance of training coaches of specialized volleyball centers for the talented to plan and implement enjoyable learning mechanisms and familiarize them with successful learning methods to benefit from them in building the personalities of their players.
- Conduct further studies targeting skill abilities in volleyball and other sports, for both genders.

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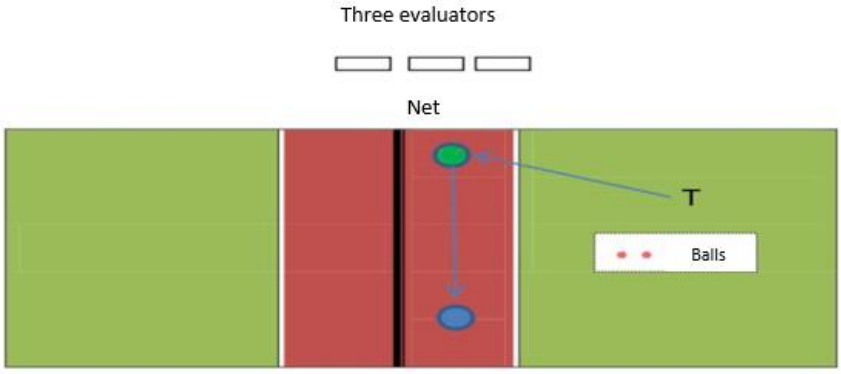
Appendix

Appendix 1. Shows the volleyball skill ability tests

1- The technical performance test for the overhead pass.

- Purpose of the test: To evaluate the technical performance of the overhead pass.
- Equipment used: A legal volleyball court, (3) volleyballs, and an evaluation form.
- Method of performance: The examinee performs an overhead pass forward in the designated area for performance, i.e., from center (3) for three attempts, provided that the ball and the examinee's body do not touch the net or cross the opponent's court.
- Recording: The examinee was evaluated in the three attempts of the technical performance test by three evaluators through direct observation. The evaluation score is out of (10) points for each attempt. The arithmetic mean of the three best scores is then extracted, to produce the final score for each examinee, as shown in Figure (1).

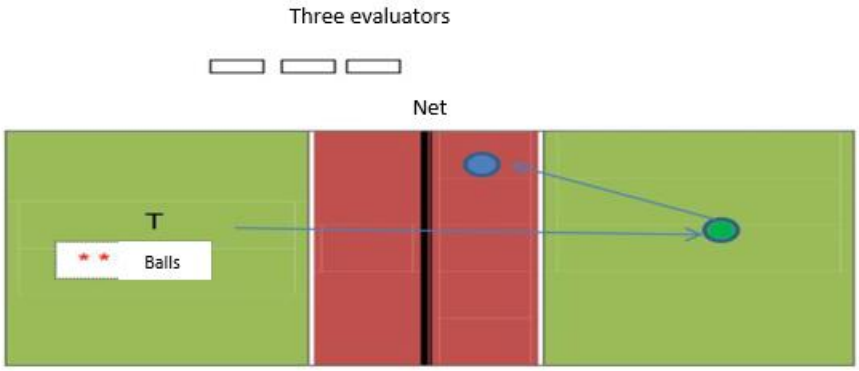
Figure 1. Shows the technical performance test for the overhead pass



2- Technical performance test for the underhand pass in volleyball.

- Purpose of the test: To measure the technical performance of the underhand pass.
- Equipment used: (3) volleyballs, a legal volleyball court, a measuring tape, a colored tape, and an evaluation form.
- Method of performance: The test subject stands in position (6) facing the net. The coach must send the ball to the subject, who will pass it from underhand using his forearms, directing it into the front area in position (2). Each test subject is given three attempts.
- Recording: The test subject was evaluated in the three attempts of the technical performance test by three evaluators through direct observation. The evaluation score is out of (10) points for each attempt. The arithmetic mean of the three best scores is then extracted, leading to the final score for each test subject, as shown in Figure (2).

Figure 2. Shows the technical performance test for the underhand pass in volleyball



3-Technical performance test for the overhand serve in volleyball.

- Purpose of the test: To evaluate the technical performance of the overhand serve.
- Equipment used: A legal volleyball court, (3) legal volleyballs, and an evaluation form.
- Performance method: The examinee performs the overhand serve for three consecutive attempts.
- Recording: The examinee was evaluated in the three attempts of the technical performance test by three evaluators through direct observation. The evaluation score is out of (10) points for each attempt. The arithmetic mean of the best three scores is then extracted, leading to the final score for each examinee, as shown in Figure (3).

Figure 3. Shows the technical performance test for the overhand serve in volleyball