



Effect Of Using Inclusion Style Combined With Music On Overcoming Fear In Skill Learning, And Improving Performance Achievement In High Jump For Students

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Abstract

A study to design and develop an instructional curriculum based on the model of integration and inclusion containment method with musical accompaniment for teaching high jump event for students in physical education classes is intended. The main motive for this research is to find out how much a curriculum designed around the integration and inclusion containment method has a measurable effect when paired with music, on a student's acquisition and refinement of the high jump technique.

For this, the researcher used the experimental method as the methodological approach in carrying out her research, as it is known that this method is one of the most reliable and efficient methods that can be used to obtain sound scientific knowledge on a research problem. The experimental method was chosen because it provides the researcher with unique opportunities to predict and explain the results; to purposively manipulate the variables and conditions of the study; and to interpret conclusions that draw meaningful inferences about the underlying causes and relationships of the study.

The goals a researcher sets for a study and the processes that follow to reach those goals always influence and determine the nature of the selected community or sample for the study. Based on this, the researcher selected the first-year students of the College of Physical Education and Sports Sciences comprising 153 students and equally divided into six academic sections of the college as the target population of the current study.

The process of random selection, among the various sections, resulted in the selection of Section (D) as the experimental group. The number of students in this section was at first 26 but those who were ill or failing in their studies were excluded and there were 6, leaving the number of students in the experimental group to be 20. This group was given instructions using the method of integration or inclusion, along with music, as a containment method.

A parallel selection process was used again, using a random lottery drawing to assign Section (C) to be the control group, which received the traditional teaching approach commonly used in physical education courses. The subjects of this control group were 20 students and distribution of these students in the groups was made randomly through lottery procedure to avoid any bias in the composition of the groups.



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The results of this study indicated that the use of instruction technique of the integration and inclusion method combined with music was able to make a significant contribution to improve students' learning in the skill of high jump. Moreover, this instructional method was found to enhance the physical capacities and abilities needed in the high jump event, and to have a positive effect on the psychological state and disposition of the students participating in this event.

Finally, the findings confirm that it is better in comparative terms to integrate and include in the context of music than to use the traditional method in physical education lessons, not only with regard to how well it makes students learn and refine their technique of the high jump, but also with regard to how well they overall achieve the learning outcomes of the lesson.

Keywords: Inclusion Style, Music, Skill Learning, High Jump, Students.

Introduction

Physical education is a component of one of the foundations of education that is fundamental to the realization and achievement of education's overall goals. The first and most important step that can lead to the realisation of the many benefits that are contained within a well designed PE curriculum is to give it real attention. Adolescence is a time of development, where students experience a simultaneous surge in growth across a number of interrelated domains, including the physiological, the physical, the mental, the emotional and the social. The simultaneous growth in so many dimensions equips students with a greater capacity to learn, to acquire new skills and bodies of information, and to have a sense of growing independence and maturity as they go. At this point, the student truly grasps the concepts and can deduce the connections between them and draw valid conclusions from the information given them, and his ability to analyze a skill and then synthesize it becomes more and more advanced.

However, in spite of the diversity of modern approaches and trends that have emerged in the field of physical education teaching in recent years, the use of these approaches is very limited; in fact, little can be seen in action within the classroom. This deficit has been clearly recognised, and a pressing requirement becomes apparent: that physical education teaching should be truly modern and that it should reflect the dispositions and goals of pupils and be capable of producing a genuine level of achievement, along with a high level of in-class efficiency and effectiveness. Modern educational philosophy, on the other hand, emphasizes the importance of acknowledging that students are all unique in some way, and that this difference should be taken into account when providing instruction and addressed in multiple ways. The variety of teaching methods and the diversity of methods is essentially focused on the development of the individual student to the maximum extent that he or she is capable, and on base on the real-life needs of the students themselves the goals of each lesson. This is done by creating interactive situations that emerge naturally out of objectives that are based on the needs, which allows students to interact deeply and sustainably and productively with their teacher, and with their peers in their class. In this sense, teaching method is the medium through which the knowledge and scientific understanding are passed to the learner, and the effectiveness of the teaching method depends on how far, how deep and how truly good the resulting education is, because it depends on the extent to which it adapts to the specific educational settings and to the intellect, capacity and preferences of the student.

At this transitional developmental stage, inevitable individual differences among students emerge which pose a real challenge for the subject teacher who tries to achieve the goals of the lesson, so that a method of inclusion and integration (or containment) is used in the context of music. This approach accounts for the differences among students in one class, and meets the personal preferences of individual students, based on their own unique abilities, needs, roles in the activity,



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and self-assessment capabilities that are all lacking in the traditional teaching approach used today. In this way, all pupils, regardless of their ability, are actively and effectively included in the activities of the lesson, rather than marginalised or excluded from the lesson, and are able to apply their own measure of success, selecting the level on which to work. That's why the researcher decided to conduct a specialized evaluation of the method based on its application in raising students' competence in practical lessons.

The urgent need to improve the way physical education is taught has emerged over the years, given its significant role in developing the mental, physical, psychological and social attributes of students. This period of development is especially significant because it is a transitional period in the developmental continuum that has unique characteristics of its own, and has been viewed as one of the most formative and critical phases of students' development. Add to this the fact that the individual differences of students are ignored in the teaching processes currently used in physical education, and that many students have untapped and underused reserves of energy in physical education lessons. It is also important to note that most students find it more difficult to learn the high jump event than other track and field events as learning high jump requires high levels of physical and motor skill in each of the following phases: approach run, take off, flight phase and high jump crossing the bar. Given these challenges, it is evident that an alternative teaching approach is needed one that will allow the teacher, to teach the student to attain their productive potential in mental, physical and psychological performance, as well as their personal desires, needs and will and also to enable them to develop meaningful social relationships among themselves. This can be done by providing opportunities for students to take choices when performing motor tasks and by taking into account their individual differences. Hence, the research problem lies in a novel research directed towards the study of integration and inclusion in the context of music application in the field of physical education.

Research Objectives

To create an instructional approach that integrates and includes (containment) and uses music to teach the high jump activity to students.

To identify the impact that a curriculum built upon the inclusion and integration containment method combined with music has on students' learning and improvement of high jump technique.

Research Hypotheses

The method of incorporation and inclusion (containment) with music has positive impact for student's learning of the high jump event.

The differences between the effect of the inclusion and integration method with music and the effect of the conventional method currently used by the teacher in the teaching of the high jump event were statistically significant.

Research Domains

Human domain: First year students of Al-Muthanna University/College of Physical Education and Sports Sciences.

Temporal domain: Spanning the period from 7/12/2025 to 15/2/2026.

Spatial domain: The stadium at Al-Muthanna University, College of Physical Education and Sports Sciences.

Research Methodology

Experimental method is one of the best ways of obtaining knowledge about a problem since the researcher can predict the occurrence of an event and control the variables of the study as well as the interpretation of the underlying causes. The goals that a researcher sets for a particular research project and the processes that she follows to reach those goals are important determinants of the nature of the population or sample selected for the research project. For the present study, the



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population consisted of the 1st year students of the College of Physical Education and Sports Sciences with a total of 153 students in six sections.

After the 6 section were randomly drawn, section (D) was selected and consisted of 26 students. After the random drawing, section (D) is selected as experimental group, originally there are 26 students in this group. After excluding the students who were ill and those who were failing in the academic examination (6 students), the experimental group was reduced to 20 students who were taught with the method involving integration of music. Then the second random drawing was done to select control class and Section (C) consisting 20 students was randomly picked which were taught by the conventional method. Random drawing was used to completely randomize the students in both groups.

Selection of Tests

The following physical and skill related tests were used for the purpose of this investigation:

A test for measuring the power of the leg muscles, which is performed by jumping up and down vertically.

A test that evaluates the flexibility of the spine and front of thighs.

A test designed for a particular event and technique such as the high jump.

A test of a digital (numerical) high jump performance.

Pilot Study

An exploratory (pilot) study was carried out on 9/1/2025, with the aim of achieving the following:

Calculating the time needed to effectively implement the teaching method.

Ensuring the accuracy and suitability of the devices and tools used.

Prevention of possible errors that could occur in main experiment.

Ensuring the site selected for the main experiment was appropriate.

Training the supporting work team on the type of work that will be done.

Pre-Tests

The sample was given the pre tests after two instructional units on the introductory level were delivered on 14/1/2025. As part of these initial units there was an explanation of the mechanics of the High Jump skill using an ideal live model that demonstrated the skill. The sample then had the opportunity to apply the high-level skills in these two units of instruction, as well as taking the pre-tests on the targeted physical abilities and on the technical performance of the high jump during the second unit of instruction.

Instructional Curriculum

An instructional curriculum of eight teaching units (and two introductory units) was taught two units per week. Instructional units were 90 minutes in length. The preparatory activities for each unit typically took 15 minutes, and were split into three activities: a 3-minute introduction activity, a general warm-up activity (5 minutes) that was designed to prepare the body for the specific activities



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to come, and a specific warm-up activity (7 minutes) that included activities related to the main activity of the unit.

Because of the significance this component of the unit holds within each instructional session, this unit came in two parts, the instructional component, which lasted 15 minutes, and the practical component, which lasted for 50 minutes, in which the proposed electronic aids (the videos and images of the global model's performance of the activity) were explained and applied, with the group broken into small, organized subgroups.

The final section of the unit took 10 minutes and featured relaxation and fun activities, a general wind down for the body and a closing goodbye.

Post-Tests

The post-tests were given to the research sample on 2/16/2026 (Monday) in the morning at 10:00 a.m. after completion of the eight instructional units. The researcher made sure that the same conditions as in the pre-test were observed, such as the timing, location, the work team to which the student is assigned, and the tools and devices used. Three legal attempts were allowed to each participant. Finally, at the end of the experiment, the data related to the variables studied were collected to be compared with the pre-test data.

Results and Discussing

After applying proposed methodology, conducting tests, obtaining results, they were statistically analyzed researcher reached following conclusions:

Table 1. Shows means, standard deviations, and (t) values and their significance between pre- and post-measurements of variables for control group

	Measurement unit	Pre-test		Post-test		Calculated (t) value	Sig. level
		Mean	<u>St.d</u>	Mean	<u>St.d</u>		
High jump (Achievement)	Meter	1.2 1	0.12	1.35	0.038	4.97	Sig.
High jump (Performance)	Degree	1.95	0.69	4.9	0.79	12.58	Sig.
Vertical jump	cm.	36.08	40 0	44.5	0.67	48.26	Sig.
Trunk Flexion and Extension	cm.	20.00	1.9	30.00	1.6	18.0	Sig.

Value of (t) is 2.093 at a degree of freedom of 1.9 under a significance level of 0.05

Table (1) shows that there are statistically significant differences between pre-test and post-test for control group in favor of post-test for study variables, because calculated t-value is greater than tabulated t-value at significance level of (0.05) and at a degree of freedom

Table 2. Shows means, standard deviations, and (t) values and their significance between pre- and post-measurements of variables for experimental group

Variables	Measurement unit	Pre-test		Post-test		Calculated (t) value	Sig. level
		Mean	<u>St.d</u>	Mean	<u>St.d</u>		
High jump (Achievement)	Meter	1.23	0.021	1.53	0.049	25.25	Sig.
High jump (Performance)	Degree	2.00	0.65	6.8	0.55	25.21	Sig.



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From the above results, it can be seen that the control group and the experimental group had statistically significant difference between pre-test and post-test means, which was seen to be greater than the difference between pre-test and post-test means for the experimental group. The researcher attributed this result to the fact that using an appropriate teaching method along with an appropriate instructional tool had worked well and helped eliminate the psychological barrier related to fear of performing the skill in front of others. This decrease in performance-related anxiety, consequently, had a positive impact on the overall effectiveness of the learning of the high jump skill by incorporating it into the educational curriculum for the experimental group. Moreover, the suitability of the method for the characteristics and skills of the research sample was apparent with the number and quality of repetitions performed by participants during the education/training phase of the study.

The results for the control group (group using the traditional or previous training method) showed a similar positive and statistically significant performance in the different technical stages (also known as biomechanical phases) of the high jump skill. This means that the difference between the two groups (experimental and control) in terms of the methods of instruction had a noticeable effect on both groups, as indicated by the improvements that occurred at the level of technical execution of the skill.

Collectively these results validate the results of the other data, suggesting that both groups gained advantage and improved in overall motor performance for the skill of the high jump, as demonstrated in the post-test (dimensional/second) measure, which provides support for the conclusion that structured instructional intervention (new and traditional) facilitated the acquisition of motor skills and positive outcomes.

Table 3. Significance of differences between post-tests of the groups

Variables	Measurement unit	Experimental group		Control group		Calculated (t) value	Sig. level
		Mean	St.d	Mean	St.d		
High jump (Achievement)	Meter	1.35	0.038	1.53	0.049	12.98	Sig.



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High jump (Performance)	Degree	4.9	0.79	6.8	0.55	8.83	Sig.
Vertical jump	cm.	44.5	0.67	55.5	1.00	40.88	Sig.
Trunk Flexion and Extension	cm.	30.00	1.6	35.65	0.88	13.84	Sig.

Based on the results presented in Table (3), the calculated (t) values obtained for comparison of the results of the post-test of the two research groups (experimental and control) is found to be greater than the tabulated value of (2.024) at the degree of freedom (3.8) and significance level (0.05). This statistical finding is an obvious demonstration that there is a significant difference between the two groups, and the findings always favoured the experimental group in each of the study variables studied. The researcher explains that significant development and improvement of all variables related to motor performance that were observed could be directly linked to the significant improvement in artistic performance, being reinforced by the inclusion (containment) method with musical accompaniment. The use of music in this type of teaching produced significant positive results, in which the anxiety of students in completing tasks was reduced so that students got enough time to get psychological comfort and did not overthink so much when performing tasks. In addition, it gave each student the opportunity to choose a level of performance that matched his or her physical ability; that is, the level of difficulty of the task was matched to the student's physical ability to produce positive results. In doing so, the method took into account the differences between students, and actively sought out to accommodate these differences in the practice part of the lesson, making it unique for the physical abilities of each student. As a result, this strategy resulted in an increase in opportunities for students to complete practical activities with an accompanying increase in the number of times that the activities were repeated. This in turn raised the chances of success and made the time allocated for performance available for effective use. In this particular aspect, Al-Mahari notes that what actually happens is that more time spent on practicing a specific skill directly enhances the physical skill, and this is what is emphasized. Further, the error correction during the performance execution helped the experimental group to enhance their skill of correctly using the body parts in performing the movement to achieve their desired goal. This was further supported by Khairiya who claimed that the use of educational methods and techniques which directly affect the performance and which have a targeted effect specifically selected on the basis of the type of weakness or deficiency that is present in the performance ensures that the development that is brought about is exactly in line with the type of weakness or deficiency identified, and therefore contributes to the overall improvement of performance.

Discussion of Findings

The data shown in Table (1) show that there are statistically significant differences between the pre-test and post-test measurements of the control group that was instructed in the high jump method used in it. The researcher draws these differences to the use of the illustrative method where the students' understanding and comprehension of the activity being taught was greatly facilitated. This facilitation was achieved by the clearly presented and logically structured progression of the technical stages in the execution of the high jump which is supported by several scientific sources in the field. In particular, the inclusion of pictures in the teaching sequence, combined with a real demonstration of the activity itself, helped the learners to better understand and internalize the nature of the movement being taught, as it is also shown in Table (2). The results also support the presence of statistically significant pre-post differences. The experimental group, who were taught by insertion



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and inclusion, were given plenty of room for choosing a performance level in line with their latent physical capabilities.

This method ultimately helped build up the physical skills that could be used when jumping effectively, which led to improvements in learning outcomes and general performance improvement which can be seen in the post-test scores. The researcher's explanation of the significance of these differences is based on the positive effect of the method on the learning process, namely by incorporating music in the insertion and inclusive approach, it also succeeded in creating opportunities for the students' creativity throughout the learning process. The results presented in Table (3) also support the presence of statistically significant differences between the post test results for both groups, and the experimental group results were found to be statistically significant. The researcher concludes that the meaning of these differences is the use of the inclusion approach in which the use of music during the lesson led to students' reduced fear of failure and related anxiety, as well as increased enthusiasm and therefore increased motivation to continue learning. This approach also enabled students to be given more opportunities to complete the task set compared to other approaches to instruction and was directly related to the development of speed as a result of the increased repetition of the skill-based materials. Furthermore, the method enabled pupils to reach higher levels of performance and improve their interaction between arm and leg movements as the speed of muscular reaction has been proven to be closely related to the intensity of stimuli given and can be raised by a structured and repeated programme of training to increase the rate of muscle contraction.

Conclusions

The study findings indicated that there were statistically significant differences between the control and experimental groups' pre-test and post-test results for all the variables and tests measured with the differences in favor of the post-test results for each in both cases. This means that, whether using a certain teaching method, both groups showed measurable improvement during the training program.

Additionally, there were statistically significant differences between the post-test results of the two groups, and these differences were definitely in favor of the experimental group. This indicates that the experimental group was able to improve to a higher level than the control group, although both groups made gains from their pre-test level.

From the results of these, it can be concluded that the use of music in the teaching learning process in several aspects contributed significantly. First, it was used as an effective tool to improve and develop the technical performance and learning of the skill of the high jump. Second, it helped to develop the physical skills associated with and necessary for effective performance of this athletic event. Thirdly, it was beneficial for the psychological and emotional wellbeing of the participants, which in turn, is likely to have supported their engagement, motivation and performance in training sessions.



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The results of the direct comparison of the two instructional methods show that the music incorporated method is more effective than the method that is generally used in a regular physical education class. This superiority was most evident in the learning process, improvement in technical performance in the high jump and the overall level of achievement or accomplishment shown by the participants at the end of the study period.

Recommendations

This is a more elaborate rephrasing of the text, retaining all the main ideas:

Future research should focus more on combining the inclusion (containment) method with auditory learning stimuli (music and other complementary tools) in the teaching of the high jump, and track and field sports in general, bearing in mind the differences between age groups. Clearly, further research testing a variety of teaching methods designed to increase the technical ability of high jumpers is needed.

In addition, it is important to carefully plan educational curricula based on a number of pedagogical criteria and pedagogical models, among which the inclusion (containment) method and musical accompaniment. This strategy has worked well to motivate and engage students, and to minimize fear and apprehension that students might experience when performing the skill. This means it will motivate students to be persistent and to keep on studying. Of particular note, this approach also provides students with more opportunities to do a required task than do other teaching strategies, an element that has been found to have a positive impact on students' performance outcomes and levels of achievement.

Therefore, the researchers strongly suggest that the study be expanded to other age groups, other sports disciplines and other sports events other than the high jump and should be repeated with experimental studies for further verification of the universalizability and effectiveness of this teaching method.

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