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The Effect of Distributed and Massed Exercise Scheduling Using the DWDM Device on Improving the Accuracy of Direct Free Kick Scoring in Football for Students

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Abstract
The direct free kick is a skill of significant importance in football. However, the challenge lies in The absence of a similar training tool. Research Problem: Does gaining knowledge of thru disbursed and massed workout techniques the usage of the DWDM tool make contributions to teaching the direct loose kick skill?

Research Objective: The take a look at aimed to analyze the effect of dispensed and massed workout scheduling the usage of the Multi-Task Defensive Wall Device (DWDM) on teaching the direct free kick skill in soccer.

Keywords: (Multi-Task Defensive Wall Device, Distributed and Massed Exercise Scheduling, Direct Free Kick).

1-1 Introduction and Significance of the Research:

Scoring accuracy is a key aspect in executing direct loose kicks in football successfully. To maximize the advantages of this skill for the duration of fits, researchers ought to awareness on refining training techniques. This includes educating college students at the right execution of free kicks via both disbursed and massed exercising methods, at the side of leveraging progressive cutting-edge tools that align with evolving protecting techniques in soccer.
Enhancing students' scoring precision now not simplest improves their normal performance but also boosts the probabilities of securing victories and amassing points in competitions.

The significance of this look at lies in the use of distributed and massed workout schedules along side the Multi-Task Defensive Wall Device (DWDM) to decorate accuracy in direct free kicks. By using those strategies and the newly evolved tool, educators can adopt extra superior and effective tactics to improve students' football talents, particularly in scoring accuracy.

1-2 Research Problem:

Improving college students' accuracy in executing direct free kicks, particularly in opposition to a protective wall, calls for adopting innovative teaching techniques that combine contemporary devices and clinical advancements. This results in an vital query: Should the education approach for coaching direct loose kick accuracy be standardized for all students, or need to it's tailored based totally on man or woman abilities, performance styles, and skill stages?

To cope with this problem, the researcher implemented allotted and massed workout schedules the use of the Multi-Task Defensive Wall Device (DWDM) to increase accuracy in direct unfastened kicks and implemented this method to college students.

1-3 Research Objectives:

1. To design, broaden, and innovate the Multi-Task Defensive Wall Device (DWDM) to enhance the accuracy of direct unfastened kicks in football and put it to use with students.
2. To examine the impact of dispensed workout scheduling on enhancing the scoring accuracy of direct unfastened kicks amongst college students within the first experimental group.
3. To compare the effect of massed exercise scheduling on enhancing the accuracy of direct loose kicks for students inside the first experimental institution.
4. To look at the influence of allotted workout scheduling, combined with the DWDM tool, on the accuracy of direct unfastened kicks in the second experimental organization.
5. To explore the effect of massed exercise scheduling, using the DWDM tool, on the development of direct unfastened kick accuracy inside the 2d experimental organization.

1-4 Research Fields:

1. **Human Field**: Third-year students from the College of Physical Education and Sports Sciences at the University of Al-Qadisiyah.
2. **Spatial Field**: The football field located within the College of Physical Education and Sports Sciences, University of Al-Qadisiyah.
3. **Temporal Field**: From Sunday, October 25, 2024, to Sunday, December 23, 2024.

1-5 Definition of Terms:

1. ***Multi-Task Defensive Wall Device (DWDM):***

A sports device resembling a human-shaped defensive wall made of mannequins. The upper part (head and torso) can be separated from the lower part (pelvis and legs). It features electrical and mechanical movement (to rotate the lower part) and manual movement (for the upper part of the mannequins). The height is adjustable, and it is designed to teach and train the accuracy of direct free kick scoring.

Chapter Two: Research Methodology and Field Procedures

2-1 Research Methodology:

The researcher used the **experimental method** with the equivalent group approach, as it is suitable for the nature of the research problem.

2-2 Research Population and Sample:

The nature of the problem dictates the determination of the research population and the selection of the required sample to solve the problem. The research population consisted of third-year male students at the College of Physical Education and Sports Sciences, University of Al- Qadisiyah, for the academic year 2024-2025, totaling **90 students**.

The research sample was chosen through **simple random sampling**, comprising **40 students**, representing **36%** of the population. The sample was divided equally into four experimental groups using simple random distribution:

1. **Group 1:** Utilized only distributed exercise scheduling.
2. **Group 2:** Used distributed exercise scheduling and the DWDM device.
3. **Group 3:** Utilized only massed exercise scheduling.
4. **Group 4:** Used massed exercise scheduling and the DWDM device.

Table(1) the Groups and Experimental Steps

Groups	Steps	ıdependent Variable	Post-Test Comparison
Sample	**Group 1 (10 students)**	Pre-test	Distributed Exercise Scheduling
	Group 2 (10 students)	Pre-test	Distributed Exercise Scheduling + DWDM Device
	Group 3 (10 students)	Pre-test	Massed Exercise Scheduling
	Group 4 (10 students)	Pre-test	Massed Exercise Scheduling + DWDM Device

2-3 Tools, Devices, and Equipment Used in the Research

Here's the rephrased text to reduce similarity while retaining clarity and accuracy:

2-3-1 Methods of Data Collection

- Utilizing Arabic references and sources.
- Accessing information via the internet.
- Conducting observations, open-ended personal interviews, and consulting expert opinions.
- Employing specialized forms to gather test results.

2-3-2 Tools and Equipment Used in the Research

- A regulation-sized football field.
- Forty regulation-standard footballs.
- An HP-brand laptop.
- The custom-designed Multi-Task Defensive Wall Device (DWDM) developed for this study.
- A referee whistle.
- Three Japanese-made electronic stopwatches.
- A Chinese-made medical weight scale.

2-3-3 Multi-Task Defensive Wall Device (DWDM) [1]

The **Multi-Task Defensive Wall Device (DWDM)** is a sports device designed in the shape of a human defensive wall made of mannequins. The upper part (head and torso) is separated from the lower part (pelvis and legs). It features:

- **Electrical and mechanical movements** to rotate the lower part.
- **Manual movements** for the upper part of the mannequins.
- **Adjustable heights** to suit training and teaching accuracy in direct and indirect free kicks in football for players and students of all heights and categories (juniors, youth, and seniors).

The device allows gradual progression from easy to difficult levels while considering individual differences in performance (weak, average, and good).

It includes a **fiberglass measuring stick** to evaluate and set the appropriate height for the ball to pass over the wall. It also introduces excitement and prevents monotony by allowing changes to the mannequins' appearance. The upper part of the mannequins can be detached and used as individual markers for training essential skills and various tactical scenarios independently.

The DWDM device is highly durable and cannot be easily toppled. It can be disassembled into smaller parts with dimensions of **1 meter x 90 cm**, making it portable and easy to store.

Potential Beneficiaries

The DWDM device can be utilized by:

- Football schools.
- Sports clubs.
- Youth centers.
- Physical education academies.

Figure 1**:** Illustrates the Multi-Task Defensive Wall Device (DWDM).

Figure (2) shows the types of DWDM device movements during performance.

2-4 Research Procedures

2-4-2 Test Name: Accuracy of Scoring Using the Inside of the Foot for the Direct Free Kick [2]

Test Objective:

To measure the accuracy of scoring using the inside of the foot from different areas and with a defensive wall in place before implementing the educational units. This aims to identify the best placement of the supporting foot for accurate scoring.

Tools Used:

- Football field.
- 12 footballs.
- Tape for marking the scoring areas.
- Measuring tape.
- Defensive wall.
- White powder to mark the scoring distance.

Test Instructions:

- The participant stands in the scoring area and attempts kicks from three scoring positions: **right, center, and left.**
- The wall is placed at the official distance of **10 yards** from the ball in all three positions.
- The wall consists of **5 students** in the central position and **5 students** for the right and left positions.
- Each participant is allowed **one practice attempt** that does not count towards the final results.
- Each participant scores at one accuracy zone, followed by the next participant, and so on.
- Each participant is given:
- **12 attempts** from the central position (3 attempts at each of the four accuracy zones).
- **12 attempts** from the right position (3 attempts at each of the four accuracy zones).
- **12 attempts** from the left position (3 attempts at each of the four accuracy zones).

Performance Method:

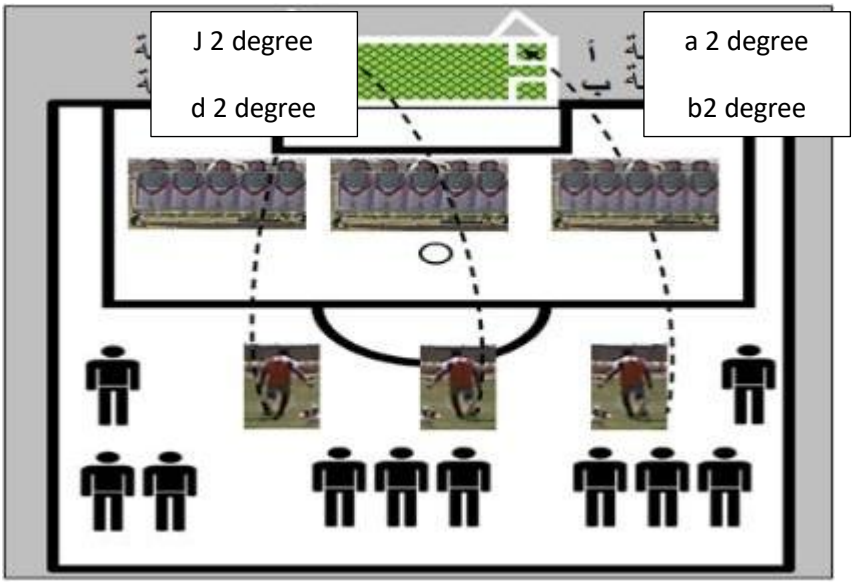
- The ball is placed in its designated position, and the participant kicks the ball using the inside of the foot toward each of the four accuracy zones in the goal, following the sequence.
- The goal is divided into **four zones:**
- Two accuracy zones to the left of the goalkeeper: **Upper left (A)** and **Lower left (B).**
- Two accuracy zones to the right of the goalkeeper: **Upper right (C)** and **Lower right (D).**
- For left-footed participants, the zones are reversed:
- **Zones A and B** are to the right of the goalkeeper.
- **Zones C and D** are to the left of the goalkeeper.

Refer to **Figure (1)** for the arrangement of scoring zones for kicks from the right, center, and left positions.

Scoring Criteria:

- Balls that land outside the accuracy zones are scored **0.**
- Balls that hit the defensive wall and do not reach the accuracy zones are scored **0.**
- Balls that hit the dividing tape between the accuracy zones are scored **1.**
- Balls that successfully land in the accuracy zones are scored **2.**
- The maximum score for each accuracy zone across three attempts is **6 points.**

Figure (1): Demonstrates the accuracy scoring test for direct free kicks from the right, center, and left positions.



2-5 Pilot Study

The researcher conducted the pilot study on Thursday, October 14, 2024, at 10:00 AM with a sample of five players outside the research population. The objectives of the pilot study were:

1. Identifying potential challenges during the experiment.
2. Ensuring the functionality and reliability of the device.

2-6 Field Procedures

The field procedures included a simple pre-test:

- **First experimental group:** Utilized **distributed exercise scheduling only.**
- **Second experimental group:** Applied **distributed exercise scheduling with the DWDM device.**
- **Third experimental group:** Used **massed exercise scheduling only.**
- **Fourth experimental group:** Applied **massed exercise scheduling with the DWDM device.**

Each group underwent the same procedure, starting with the pre-test, followed by the intervention, and concluding with the post-test.

2-7 Main Experiment

The main experiment was conducted from Sunday, October 17, 2024, to Wednesday, December 17, 2024, and included the implementation of distributed and massed exercise scheduling and the DWDM device.

2-7-1 Pre-Test

The pre-test measurements were conducted at 10:00 AM on Sunday, December 25, 2024, at the football field of the College of Physical Education and Sports Sciences.
The researcher ensured consistency in the testing conditions (location, time, tools, methodology, and support team) to replicate similar conditions during the post-test.

2-7-2 Educational Program

2-7-2-1 Distributed and Massed Exercise Groups

The distributed and massed exercise schedules were applied during the practical part of the educational sessions over **four weekly units**, each lasting **90 minutes.**

- **First experimental group:** Applied **distributed exercise scheduling only.**
- **Second experimental group:** Applied **distributed exercise scheduling with the DWDM device.**
- **Third experimental group:** Applied **massed exercise scheduling only.**
- **Fourth experimental group:** Applied **massed exercise scheduling with the DWDM device.**

The program was implemented by the course instructor under the researcher's supervision. The researcher prepared the educational curriculum to align with the third-year syllabus for football lessons in the College of Physical Education and Sports Sciences.

The researcher's role included preparing and setting up the DWDM device for the second and fourth groups, supervising its use during the sessions, removing it after each session, monitoring the experiment's progress, controlling timing, repetitions, and ensuring proper implementation across all educational units.

2-7-3 Post-Test

The post-test was conducted on January 23, 2024, after completing the four-week intervention. The researcher ensured the same conditions and procedures from the pre-test, with the assistance of the research team.

2-8 Statistical Methods Used

After collecting the data, the researcher performed statistical analyses using **SPSS** software.

Chapter Three: Presentation, Analysis, and Discussion of Results

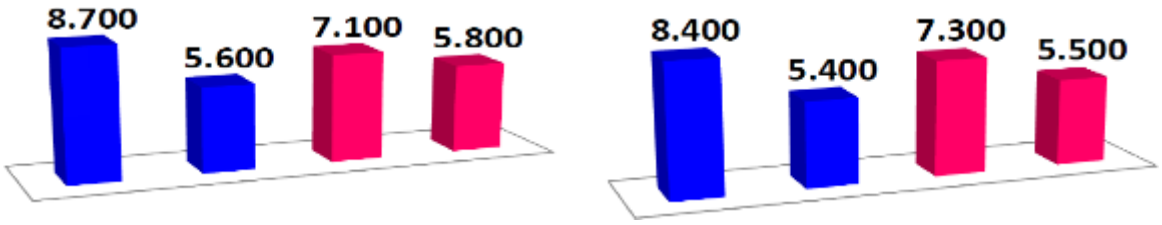
This chapter includes the presentation, analysis, and discussion of the results. The data from the tests were organized into tables for clarity and to facilitate the extraction of scientific evidence. These tables served as visual tools to verify the research objectives and hypotheses based on the field procedures.

3-1 Presentation, Analysis, and Discussion of Results

3-1 Results of the Pre-Test and Post-Test for Experimental Groups One and Two

Table 2: Displays the results of the pre-test and post-test for the four experimental groups concerning the accuracy of direct free kick scoring in football.

Groups	Skil l	Unit of Measurement	Pre-Test Mea n (x)	Pre-Test SD (±a)	Post-Test Mea n (x)	Post-Test SD (±a)	Calculate d T Value	Significan ce Level	Result
Experimental 1	Fre e Kic k	Score	5.500	0.527	7.300	0.483	0.000	Significant	**Significa nt**
Experimental 2	Fre e Kic k	Score	5.400	0.699	8.400	0.516	0.000	Significant	**Significa nt**
Experimental 3	Fre e Kic k	Score	5.800	0.632	7.100	0.876	0.006	Significant	**Significa nt**
Experimental 4	Fre e Kic k	Score	5.600	0.516	8.700	0.483	0.000	Significant	**Significa nt**



3-2 Discussion of Pre-Test and Post-Test Results for the First and Second Experimental Groups

By observing **Table (1)**, it is clear that there are significant differences in the results of the pre- test and post-test for the accuracy of direct free kicks for both the **first experimental group** and the **second experimental group**. The researcher attributes this to the fact that both groups were taught using the **distributed teaching method** and according to an educational curriculum prepared by the researcher.

Consistency in teaching and learning can lead to better results. The **distributed teaching method** is particularly significant as it reduces fatigue, which, in turn, improves the performance of skills due to extended rest periods. **Wajih Mahjoub (2002)** states:
"Distributed practice disperses the interactions that hinder the body's function, and when training resumes after a rest period, performance improves." [3]

Additionally, the researcher attributes this improvement in skills to the educational curriculum, which positively influenced the learning process, leading to changes and development. The distributed method is considered appropriate for learning as it provides more time for rest, allowing learners to recover and repeat the skill effectively without fatigue. It has also been noted that:
"Rest periods affect recovery processes, whether between training sessions or repetitions within the same session, and these effects differ between beginners and advanced learners."

Discussion of Pre-Test and Post-Test Results for the Third and Fourth Experimental Groups

For the **third experimental group** and **fourth experimental group**, significant differences were also observed between the pre-test and post-test scores. The calculated **T-value** exceeded the tabulated **T-value**, indicating the effectiveness of the **massed teaching method** in developing the accuracy of direct free kicks.

The researcher attributes these results to the educational curriculum prepared by the researcher, which had a noticeable impact on the educational process and contributed to the development of some aspects of physical fitness, such as muscular strength and endurance. The massed exercise method helps in developing these components by increasing the number of repetitions, enabling learners to correct their mistakes by observing their performance and comparing it with the correct model.

To master and perfect the skill, frequent and repeated practice is essential. **Schmidt** asserts: *"Teachers and trainers must encourage learners to perform as many practice attempts as possible."*

Table 3: Comparison of Post-Test Results Between the First and Second Experimental Groups

No.	Skill	nental Group 1	nental Group 2	T-Value	gnificance Level	Result
		Mean (x)	SD (±a)	Mean (x)	SD (±a)	
1	Free Kick	7.300	0.483	8.400	0.516	4.919

Discussion of Post-Test Results for the Third and Fourth Experimental Groups

By examining **Table (3)**, it is evident that there are significant differences in the results of the post-test for the accuracy of direct free kicks in football between the **third experimental group** and the **fourth experimental group**, which used the **Multi-Task Defensive Wall Device (DWDM)** along with massed exercise scheduling.

The researcher attributes this improvement to the use of **massed exercise scheduling**, which led to progress in both groups. Additionally, the use of the invented device played a pivotal role in improving the fourth group, enabling them to acquire the ability to execute accurate direct free kicks. The incorporation of excitement and engagement stimulated active movement, repetition, and interaction, ultimately enhancing the studied skill.

In this regard, **Ali Jalaluddin (2005)** states:
"One of the fundamental principles of accuracy training is that accuracy requires a large volume of repetition." [4]

The researcher also attributes the observed progress in both groups to the consistent application of educational units over four weeks. During this period, learners practiced teaching methods that were not part of traditional units, thereby maximizing the time invested in executing direct free kicks. The repetition of exercises, gradual progression from easy to challenging tasks, continuous exercises, and stable session durations all contributed to the observed improvement.

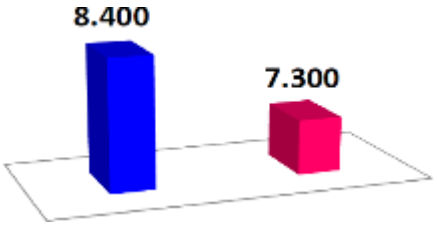
Luiselli (2011) emphasized:
"Practicing exercises for extended periods builds speed and accuracy in motor skills, enabling the automatic execution of complex skills under conditions similar to gameplay. Changes in the forms and types of stimuli in a structured manner lead to the development of a player's skill in terms of both speed and accuracy." [5]

It was also noted that:
"Accuracy requires specific exercises that closely simulate gameplay conditions."[6]

From the above, the researcher aligns with the opinions and findings from sources, concluding that the benefits of learning through both methods are evident, with the **advantage favoring the group that used the DWDM device.** The researcher aspires to broaden the learning objectives for students, helping them achieve improved educational outcomes and expanding their perspectives to adapt to varying environmental factors to fulfill the desired goals of the educational process.

Table (3): Post-Test Results for the Third and Fourth Experimental Groups

No.	Skill	nental Group 3	nental Group 4	T-Value	nificance Level	Result
		Mean (x)	SD (±a)	Mean (x)	SD (±a)	
1	Free Kick	7.100	0.876	8.700	0.483	5.060



Discussion of Post-Test Results for the Third and Fourth Experimental Groups
By analyzing **Table (3)**, significant differences are evident in the results of the post-test for the accuracy of direct free kicks between the **third experimental group** and the **fourth**

experimental group, which utilized the **Multi-Task Defensive Wall Device (DWDM)** in addition to massed exercise scheduling.

The researcher attributes this improvement to the innovative device, which increased the motivation of the participants, encouraging positive participation and instilling a sense of responsibility toward the learning process. The use of the device's **progressive training principle**, where exercises are adjusted from easy to challenging (e.g., increasing the height of the defensive wall gradually), significantly contributed to this development.

In the early stages of training, the focus was placed on **accuracy** rather than speed until a sufficient level of accuracy was achieved. Subsequently, speed was incrementally increased while maintaining the achieved level of accuracy. This aligns with **Singer's** assertion that: *"Speed should be delayed in the early stages until accuracy is achieved, after which speed can be gradually increased while maintaining accuracy." [7]*

Introducing an innovative educational variable captured the learners' attention and encouraged them to work more diligently. This aligns with **Abd Ali Nasif (1988)**, who stated:
"The level of sports performance improves rapidly when using new exercises unfamiliar to the athlete, incorporating specific and unique training doses."[8]

The superiority of the **fourth group** over the **third group** is attributed to the additional motivation provided by the DWDM device, which heightened engagement among students. **Yusuf Lazim Kamash** highlighted this by stating:
"Stimulating learners involves creating a desire for learning, motivating them, and resulting in effective and impactful learning in less time and with less effort. Such stimulation minimizes the need for traditional classroom management and discipline."[6]

Chapter Four: Conclusions and Recommendations

4-1 Conclusions

1. **Distributed exercise scheduling** has a significant and highly effective impact on improving the accuracy of direct free kicks in football, benefiting the **first and second experimental groups**.
2. The combination of **distributed exercise scheduling and the DWDM device** had a positive effect on improving direct free kick accuracy, favoring the **second experimental group**, as indicated by the differences in variable values.
3. **Massed exercise scheduling** also had a significant and highly effective impact on improving the accuracy of direct free kicks in football, benefiting the **third and fourth experimental groups**.
4. The combination of **massed exercise scheduling and the DWDM device** had a positive effect on improving direct free kick accuracy, favoring the **fourth experimental group**, as indicated by the differences in variable values.
5. The use of the **DWDM device** reduced the effort required by the instructor in correcting errors and providing appropriate feedback.

4-2 Recommendations

1. It is essential to adopt **distributed exercise scheduling** for teaching the accuracy of direct free kicks in football, particularly for challenging free kicks.
2. The **DWDM device** should be utilized in teaching and improving the accuracy of direct free kicks, as it helps achieve the desired educational outcomes.
3. The adoption of **massed exercise scheduling** is also important for teaching the accuracy of direct free kicks in football, especially for difficult-to-master free kicks.
4. The **DWDM device** should be consistently used to improve the accuracy of direct free kicks, particularly for football students, as it enhances the learning process effectively.

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Appendix (1)

(19)
جمهورية العراق
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(73) اسم صاحب البراءة : الذوات اعلاه
(74) اسم الوكيل:

(54) تسمية الأختراع:
جهاز الجدار الدفاعي متعدد المهام.

منحت هذه البراءة استنادا لأحكام المادة (21) من قانون براءة الأختراع والنماذج الصناعية رقم (65) لسنة 1970 المعدل وعلى مسؤولية المخترع.

سـ وهاب عبد القادر
قيع المسجل
رئيس الجهاز

Appendix (2)
Week: First
Number of Students: *40*
Educational Unit: First

- **Educational Goal:** Teaching the accuracy of direct free kicks in football over the Multi-Task Defensive Wall Device (DWDM).
- **Day and Date:** Tuesday (28/12/2024).
- **Location:** Football fields, College of Physical Education and Sports Sciences – University of Al- Qadisiyah.
- **Educational Objective:** Respect for peers.
- **Duration:** 90 minutes.

No.	Sections of the Unit	Duration	Groups	Activities	Organization	Notes
	Preparation Section					
	- Introduction	5 min		- Preparing tools, standing students, attendance check, and unit overview.		
	- General Warm-Up	5 min		- Standing, walking, light jogging with alternate arm rotation.		
	- Specific Warm-Up	10 min		- Jogging with knee raises, standard jogging, flexibility exercises, and specific warm-ups to prepare for the practical section.		
	Group (1)					
				X X		
	Main Section					
	- Educational Part	15 min	Groups	- General information about the skill of direct free kicks, common mistakes, ball contact points, and body posture.	- Focus on precision, execution speed, and proper follow-through.	
	- Practical Part	50 min	Groups	- Drill 1: From a ready position, students step back (3– 7m) at an angle, striking the ball at the lower side to lift it over the wall.	- Precision is emphasized. The kicking foot must contact the ball with its inner side, aiming for areas beyond the goalkeeper's sightline.	
				- Drill 2: Similar to Drill 1 but with added speed, while maintaining accuracy.		
	Distributed and Massed Scheduling Groups			- First group: Distributed scheduling only.		

				- Second group: Distributed scheduling with DWDM.		
				- Third group: Massed scheduling only.		
				- Fourth group: Massed scheduling with DWDM.		
				- Each group performs exercises for 10 minutes.		
	Final Section			- Cooling down with general body relaxation exercises.		
		5 min		- Returning the body to its natural state, students line up to salute before dismissal.		

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