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RESEARCH ARTICLE

The Impact of Repeated Video-Based Instruction on Technical Performance and Achievement in the Long Jump among Third-Year Secondary School Students: An Experimental Study

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Keywords Video-based instruction; Visual feedback; Sport performance; Skill acquisition; Long jump; Secondary school students; Physical education

Abstract

This study investigates the effect of repeated video-based instructional presentations on the improvement of technical performance and achievement in the long jump among third-year secondary school students. The research responds to the growing need for integrating modern visual learning strategies into physical education curricula, particularly in athletics disciplines that require precise motor coordination and biomechanical understanding. An experimental research design was adopted to suit the nature and objectives of the study. The sample consisted of 28 male and female third-year secondary school students selected from classes that met the required research conditions. Participants were randomly divided into two equivalent groups: an experimental group that received instruction supported by repeated video demonstrations, and a control group that followed the teacher's traditional instructional program. The instructional intervention focused on the fundamental phases of the long jump (approach run, take-off, flight, and landing). The experimental group was exposed to frequent video presentations illustrating correct technical execution, common performance errors, and optimal movement patterns, while the control group relied solely on conventional verbal explanation and live demonstrations by the teacher. Pre-tests and post-tests were administered to assess both technical performance quality and achievement outcomes. The findings revealed that both instructional approaches contributed to performance improvement; however, statistically significant differences were observed in favor of the experimental group. Students who received repeated video-based instruction demonstrated superior technical execution and higher achievement levels compared to those taught through the traditional method. The results confirm the effectiveness of visual feedback and modeling in enhancing motor learning, error correction, and skill acquisition in athletics education. The study concludes that integrating repeated video demonstrations into physical education lessons significantly enhances students' learning outcomes in the long jump. It recommends the systematic incorporation of video-based instructional strategies into secondary school physical education programs to optimize skill development and athletic performance.

Citation

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1. Introduction:

By observing the distinctive characteristics of motor learning in terms of diversity and comprehensiveness, it becomes necessary to employ various educational methods that directly impact the learning process through different organizational techniques. The goal is to achieve the intended objective of the educational process by guiding the learners to the desired level that enables them to attain figures and outcomes. There are numerous methods and approaches that can enhance students' performance and elevate their level of achievement. Video demonstration of educational skills is among the most significant of these methods. These methods differ in the style and manner through which they can be presented. visual models or learning through modeling are among the types categorized within what is referred to as visual feedback, where visual feedback provides information about the state and quality of performance or corrects practice errors made by the performer. Practical demonstrations provided by the teacher personally or through modern teaching tools such as video demonstrationsor wall images are more effective, considering that individuals tend to favor visual learning. This is the subject of the research, addressing the impact of repeated video demonstrations within an educational program on enhancing performance and achievement in the long jump sport among third-year secondary school students. This is achieved by comparing the program presented through video with the traditional program, determining which one has a greater impact on improving performance and consequently achievement in the long jump activity – one of the sports included in the physical education curriculum for this level.

Perhaps the success of the educational process requires attention to the use of diverse and modern teaching methods and providing opportunities for achieving optimal performance in various sports skills that reflect the learner's ability to understand the parts and components of motor skill or movement.

To understand the impact of repeated video demonstrations on enhancing performance and achievement, numerous studies have been conducted in various environments and on diverse samples. Among these studies is Khitam Ay's study titled 'The Effect of Visual Feedback on Learning Dive in Volleyball among Students of Physical Education at Jordan University in 2011. The study aimed to explore the effect of visual feedback on learning dive in volleyball. The research was conducted during the first semester of the academic year 2009-2010. The study sample was purposively selected from students of the College of Physical Education at Jordan University, comprising 40 students who had completed the previous volleyball coursein previous semesters. The results showed statistically significant differences in skill performance level between the pre-test and post-test measurements, in favor of the post-test measurement for the experimental group.

A study by Ali Samoum Al-Fartousi in 2011, under the title: "The Impact of Video-Based Feedback on Reducing Errors of First-Grade Basketball Referees."

The study aimed to monitor the incorrect decisions made by first-grade basketball referees through a form provided to one of the certified experts within the Basketball Federation, it also utilized visual feedback through video demonstrations, showcasing both correct and incorrect situations involving basketball referees, along with specific explanations. The study concluded that the visual feedback provided through video demonstrations and explanations had an effective impact on reducing errors made by basketball referees.

A Study by KamalSaad bin Attia: "The Effect of Using Educational Videos on Learning Some Football Skills among Sixth-Grade Elementary School Students"

This study aims to investigate the impact of using educational video tapes on the acquisition of certain football skills (passing, receiving, dribbling, and shooting) among sixth-grade elementary school students. The goal of this study is to understand the influence of utilizing educational video tapes in the learning of these football skills for sixth-grade students, in accordance with the developmental characteristics and growth requirements of this stage. The researcher used a quasi-experimental method on an age-based sample from the study community, which included students from the government primary day schools under the Department of Education in the holy capital. The study was conducted on sixth-grade students, and the sample size was 56 students divided into two groups: an experimental

group consisting of 28 students who were taught using educational video tapes and a control group consisting of 28 students who were taught using the direct teaching method commonly used in schools. The study found statistically significant differences at the 0.01 level between the experimental group, which learned using educational video tapes, and the control group, which learned using the direct teaching method, in the physical education lesson, in favor of the experimental group.

The aforementioned studies mostly converge on the significance of feedback in the educational process, as well as in various sports activities, regardless of their different patterns, which greatly assists and contributes positively to improving performance levels. Feedback is considered crucial in the teaching and learning process due to its role in error correction and enhancing performance, as indicated by these studies. The studies conducted by Satouti Mohamed Jamal in 2012, Khitam Ay in 2011, Ali Samoum Al-Fartousi in 2011, and Iman Al-Raghdi in 1996 all emphasized the importance of visual feedback and the utilization of videos in teaching various skills within the educational and learning process. The diverse results of these studies all affirm a positive influence on enhancing skill performance and on various sports skills that were examined.

Through discussing various results of these studies, the importance of video presentation as a feedback mechanism in the process of teaching sports skills has become evident, despite the differences in their patterns, forms, and timing of delivery. This is what led us to conduct these studies, as there are numerous studies that have explored the use of video for presenting models and visual observation of the performance in various sports activities. However, we observe a lack of such studies in the context of the long jump activity, despite its inclusion in the physical education curriculum in the educational system of Algeria and various Arab countries.

This research was prompted by the fact that the majority of secondary school students encounter difficulty learning the long jump due to challenges in connecting its four phases. This arises from the limited use of appropriate teaching methods by many educators, especially with the technological advancements and modern scientific tools that can facilitate the teaching process. These tools are considered among the optimal solutions for the development and improvement of students' technical performance levels.

Through the observations conducted by the researchers, as they worked in the field, they reached the conclusion that students in the third year of secondary education show hesitation in practicing this sport, despite it being one of the easiest sports, due to the difficulty of linking its different stages, in addition to the fear resulting from the process of take-off and landing. This negatively affects their performance in the Baccalaureate exam, where the student is approaching the sports exam of the Baccalaureate and is required to achieve a good performance and a positive result. This prompted the researchers to conduct this study, where the general research problem is framed in the following question:

- Are there statistically significant differences in improving the level of performance and achievement in the stages of the long jump attributed to repeated video presentation?

Under it, a set of specific questions fall:

- Does video presentation according to an educational program have an impact on improving the level of performance and achievement in the stages of the long jump for third-year high school students?
- Does the traditional approach of the physical education teacher have an impact on improving the level of performance and achievement in the stages of the long jump for third-year high school students?
- Are there statistically significant differences between repeated video presentationsand the traditional approach of the physical education teacher in improving the level of performance and achievement in the stages of the long jump for third-year high school students?

1.2. Study Hypotheses:

General Hypothesis: There are statistically significant differences in improving the level of performance and achievement in the stages of the long jump attributed to repeated video presentation.

Subsidiary Hypotheses:

Repeated video presentation according to an educational program has an impact on improving the level of performance and achievement in the stages of the long jump.

The traditional teacher's approach has an impact on improving the level of performance and achievement in the stages of the long jump.

There are statistically significant differences between the repeated video presentation and the traditional teacher's approach in improving the level of performance and achievement in the stages of the long jump.

1.3. Study Objectives:

- To investigate the impact of repeated video presentationson improving the level of performance and achievement in the stages of the long jump.
- To examine the effect of the traditional teacher's approach on enhancing the level of performance and achievement in the stages of the long jump.
- To determine the significance of differences between visual feedback and the traditional teacher's approach in enhancing the technical performance level of the stages of the long jump.

1.4. Procedural Concepts of the Study:

Concept of Learning

In the Arabic language, the term 'تعلم' (Learning) is derived from the root 'علم' which means to know, to inquire, and to inform.

Al-azarjawidefined it as 'the hypothetical formation or process of a semi-permanent change in an individual's behavior that arises from practice and is inferred from a variation, change, or modification in the performance of a living being.' (Al-azarjawi1991, p. 198)

Concept of Motor Learning:

Nizar defined it as "the process through which the learner can develop new motor abilities or alter their capability through practice and experimentation." (NizarAl-talibandKamel Louis, 1993, p. 17).

Essam defined it as "the processes of acquiring, mastering, and consolidating sports skills during tactical preparation. This process requires the athlete's positive contribution in executing specific objectives." (Essam Abdel Khalek, 1999, p. 208).

Feedback Concept:

Feedback has been defined in the field of physical education where Pieron states that "feedback is a response to various motor behaviors of students, based on the relationship between the task and the required performance" (Laaban Karim, 2011, p. 57).

It is the knowledge of performance outcome through behavior observation, in order to adjust it toward the intended goal (Mohamed Najib Ben Hamza, 2000, pp. 323-347).

It is also known as "all the information provided by the learner about their motor performance through learning motor skills" (Adel Fadel Ali, 2002, p. 42).

The concept of visual feedback:

"It is that feedback which the learner obtains by observing their behavior, which is replayed in front of them using video devices, television, and so on" (Morad Hassan Saleh Al-Hassan, p. 24).

Performance concept: It is the visible form of the learning process. While learning is an internal process, performance is the result of the learning process.

It is defined as the ideal representation of technical performance and the effective method for executing a specific motor task.

It is a system specific to movements performed both simultaneously and sequentially. This system actively organizes the mutual effects of internal and external forces that impact the athlete, aiming to fully exploit them effectively to achieve the best sports outcomes. (Qasim Hussain Hassan, 1998, p. 42).

The concept of the long jump:

It is one of the track and field sports, in which the athlete jumps the farthest distance.

It is one of the sports activities included in the physical and sports education curriculum, in which students are evaluated according to a scoring scale. It is also included in the sports activities listed in the sports baccalaureate examination. (Amer Fakhr Shaghati, 2000, p. 160).

The concept of video:

According to (Baher, 1988), video is defined as "the device that displays electronic images of information produced by the television system."

Videotapes:

According to (Al-Kloub, 1999), video tapes are defined as "tapes made of gelatinous material coated with iron oxide, available in various measurements. Each of these tapes is used with a specific video recording device according to a specific system in its mechanical composition." (Kamal bin Saad Attia, 2002, pp. 6-7).

Adolescence:

Adolescence, in its general sense, is the stage that begins with puberty and ends with adulthood. It is a biological, vital, and organic process in its initiation and appearance and a social process in its conclusion. Adolescence is a term used to describe a specific period, signifying the approach and proximity to full maturity. Adolescence, as defined by Staneh and Levekta, is a distinct stage in a person's life, and it's a period of emotions, tension, and intensity, marked by suffering, frustration, conflict, anxiety, and psychological crises and problems. (Fouad Sayed Bahi, 1975, p. 275).

2- Field Study Procedures:

2.1. Research Methodology:

The choice of an appropriate research methodology for investigating the problem depends on its type and nature. Therefore, the researchers adopted an experimental approach using the experimental and control group method, along with its scientific controls, to suit the nature of the research problem and its objectives. (The experimental methodology is considered the most accurate for effectively and theoretically addressing various scientific issues, including those in the fields of humanities and social sciences, including sports science). Muhammad Hassan Allawi, Osama Kamel Rateb, 1999, p. 217).

2.2. Research Community and Sample:

The research sample was chosen from the study community, which consisted of third-year high school students. Consequently, the study community in the relevant institution comprised 144 students. The study sample was purposefully selected and consisted of 28 students, who were divided into two groups: an experimental group and a control group. The experimental group included 14 students, and the researchers used repeated video presentations alongside the traditional method (verbal explanation and modeling) with this group. As for the control group, it consisted of 14 students. The researchers used the traditional method with this group, which involved verbal explanations and model performance only. The researchers also developed an instructional program for teaching the stages of the long jump to the experimental group, while the control group was taught using the traditional teacher approach. The program was implemented by the researchers, with each group being taught by one teacher.

2.3. Study Areas:

Temporal Scope: The research covered the period from January 22, 2017, to March 15, 2017.

Spatial Scope: The study was conducted in the field of long jump at the educational institution, "Abd al-Rahman ibn Awf Secondary School" in Ain El Khadra.

After completing the program implementation and post-measurement, the researchers conducted various statistical operations, as well as discussed and analyzed the results to assess the study hypotheses.

Study Procedures:

Equivalence of the two groups in various anthropometric aspects (weight, height, age), and Table No. (01) illustrates this equivalence.

tests	Experimental Sample	Control sample	t-value	Degrees of Freedom	p-value

	Mean	Standard Deviation	Mean	Standard Deviation			
Weight (Kilograms)	51.29	6.508	53.57	7.609	**-0.749**	26	0.461
Height (Meters)	159.86	7.931	162.79	6.886	**-1.043**		0.306
Age (Years)	16.43	0.646	16.21	0.579	**-0.942**		0.346

Through Table (01), which illustrates the arithmetic means, standard deviations, and the calculated t-value, as well as the p-value for the differences between the two groups in anthropometric variables, we observe equivalence between the two groups in all variables (age, height, weight). The arithmetic mean of weight for the first group was 51.29 with a standard deviation of 6.508. by comparing it to the arithmetic mean of the experimental sample for the same variable, which was 53.57 with a standard deviation of 7.609, and by examining the p-value for the same variable between the two samples, which amounted to 0.461, which is greater than the significance level of 0.05. We find equality between the two samples in the weight variable. By examining the length variable, we notice that the arithmetic mean values for the first sample were 159.86 with a standard deviation of 7.931. Comparing them to the arithmetic mean for the second sample (experimental), where the mean for the same variable was 162.79 with a standard deviation of 6.886, and by considering the p-value, which amounted to 0.306, we find it to be greater than the significance level of 0.05. This indicates the equivalence and homogeneity between the two samples in the length variable.

By examining the results of the two samples in the age variable, we notice that the arithmetic mean value for the first sample was 16.43 with a standard deviation of 0.646. Comparing it to the arithmetic mean of the experimental sample, we find that it was 16.21 with a standard deviation of 0.579, andwhen looking at the p-value for the t-test between the two samples in the age variable, we notice that the p-value was 0.364, which is greater than the significance level of 0.05. This indicates equivalence between the two samples in the age variable. Through the table, we observe the fulfillment of conditions for equivalence between the two samples in the anthropometric variables.

Data and Information Collection Tools:

The term "tools" refers to "the means or methods through which a researcher can solve their problem, regardless of whether those tools are data, samples, devices, etc." (Wajih Mahjoub, 1988, p. 133). The researchers utilized the following tools and methods:

Sources and references-personal interviews-assistant work team- metric measuring tape for length measurement- skill performance assessment form- medical scale for weight measurement-stopwatch-cones- barriers- balls- ropes- Vests-long jump field located in the institution-video tapes,-projector-laptop computer.

3.1. Data Collection Tools:

The researchers utilized the following research tools to conduct their study:

- The long jump test, which has received approval from the ministry along with its corresponding scoring scale.
- They also relied on the observation card for evaluating the technical performance of the long jump, which was endorsed by several researchers in Maher Abdullah Salman's master's thesis.

3.1.1. Empirical Study Procedures:

The study was conducted in several stages, with the first stage involving the administrative aspects of obtaining the study authorization forms for submission to the responsible authorities where the study would take place. This was done after the researchers conducted a field visit to several high schools in the state to closely assess the study environment and select a suitable location that met the necessary conditions for the study. After choosing the location, the researchers obtained administrative approvals from the responsible authorities, which included the

Directorate of Education and the school principal where the study would be conducted. Additionally, they determined the timeline for conducting the study within the legal constraints.

The second phase was carried out by implementing the procedures related to the survey study on January 11, 2017. The researchers selected nine students, consisting of five males and four females, who were in their third year of high school. This was done to verify the accuracy of the study procedures and the tools used and to identify any potential difficulties that might arise during the study. This sample was then excluded from the main study sample. Additionally, the reliability and validity of the tests used were calculated as follows:

Accuracy: The valid test, logically, is "the test that represents a valid representation of the fields to be studied" (Mustafa Bahi, 1999, p. 29). Therefore, the researchers used content validity, relying on the opinions of experts and specialists to ensure that the test actually measures the phenomenon for which it was designed. This was confirmed by experts when they agreed that the tests used in the research effectively measure the intended phenomenon. The researchers employed self-validity (logical validity) to test the long jump and performance through the performance scores on the observation form used, which is part of a master's thesis by the researcher Maher Abdullah Salman. The result reached 0.98, indicating a high level of content reliability in the performance scores on the observation form, while it reached 0.76 in the achievement test, which also indicates a high level of reliability for the used long jump test.

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Stability:

The long jump test and technical performance assessment were conducted on 08/01/2017. Then, the test was repeated after seven days, on Thursday, January 15, 2017, with the same conditions applied in the initial test. The Pearson correlation coefficient was calculated to determine the stability coefficient. The correlation coefficient value for performance was (0.979), and the correlation coefficient value for achievement was (0.591). Therefore, the tests used exhibit a high level of stability.

3.1.2. Field Application Procedures for the Tool:

Pre-test measurement: The pre-test measurement was conducted on 01/22/2017 and included the recording of participants' ages, heights, and weights. Additionally, a skill test assessing long jump effectiveness was administered, and the results were recorded. The long jump test took place within the educational institution's long jump field. Table (2) provides detailed information, including mean values, standard deviations, and the calculated t-value, comparing the experimental and control groups in the pre-measurement for the long jump.

tests	Experimental Sample		Control sample		t-value	Degrees of Freedom	p-value
	Mean	Standard Deviation	Mean	Standard Deviation			
performance scores	5.21	1.188	5.28	1.069	-0. 167	26	0.869
Achievement	9.71	2.77	9.82	2.55	-0.106		0.916

Significance Level at 0.05

Through Table (2), which illustrates the arithmetic means, standard deviations, and the calculated t-value and its significance in the pre-test for the experimental and control samples for assessing equality between the two samples, we notice that the arithmetic mean for the control sample's performance was 5.21 with a standard deviation of 1.188. Comparing it to the arithmetic mean for the experimental sample, we observe that it was 5.28 with a standard deviation of 1.069. Through the p-value between the two samples in the performance test, we note that it was 0.669, which is greater than the significance level of 0.05. This indicates the acceptance of the hypothesis stating the equality between the two samples in the pre-test of technical performance scores. Through the results of the long jump achievement test, the arithmetic mean of the control sample was 9.71 with a standard deviation of 2.77. When compared to the mean of the experimental sample, which was 9.82 with a standard deviation of 2.55, and by comparing the p-value, which was 0.916, to the significance level of 0.05, we find that the p-value is greater than the significance level. This indicates the equivalence of the two samples in the achievement test.

Post-test Measurement: Post-test measurement was conducted after completing the educational program on 15/03/2017, at the same location where the program was conducted. The final assessment was carried out through the long jump test and the performance evaluation forms for the different phases of the long jump. Appropriate scores were assigned to each phase of the long jump. The approach run and the final three steps received (4) points each, while the takeoff phase received three points (3), and the final flying phase received (3) points. Consequently, the final score for the total long jump phases became (10) points. The test was administered immediately after a model application by the researchers.

While the long jump achievement test's scoring scale was used to convert the performance distance into a raw score according to the scoring scale, the scoring scale differs between males and females.

Statistical data processing was conducted to verify the study's hypotheses between the two samples in terms of technical performance and achievement to find the significance of differences in the test between the two samples.

3.2. Statistical Tools and Methods:

The researchers, as required by the statistical study of the research, relied on the specialized statistical software package for social sciences, SPSS (19), to perform various statistical analyses.

The researchers sought the assistance of a specialist in statistical software to carry out various specialized operations for the analysis and statistical processing of the results. An agreement was made with this specialist to handle various statistical procedures using the mentioned software. This expert possesses experience and proficiency in the use of such software and is highly regarded by many researchers in the field of statistics. Among the key methods utilized, the researcher employed the following statistical procedures:

- Arithmetic means.

- Standard deviations.

- Pearson correlation coefficient.

- t-test.

4. Analysis and Discussion of Results:

- Hypothesis 1:

*The repeated video presentation has an impact on improving the level of performance and achievement in the different phases of the long jump.

Table 3 shows the arithmetic means, standard deviations, and the t-value for the significance of differences between the pre-test and post-test measurements of the experimental sample in the long jump test for performance and achievement scores (n=14).

tests	Pre-test measurement		Post-test measurement		t-value	Degrees of Freedom	p-value
	Mean	Standard Deviation	Mean	Standard Deviation			
performance	5.28	1.069	8.85	1.027	-15.691	26	0.000
Achievement	.1010	2.55	13.39	1.58	- 7.618		0.000
Significance Level at 0.05							

Table 3 illustrates the arithmetic means, standard deviations, and the t-value for the significance of differences between the pre-test and post-test measurements of the experimental sample in the long jump performance test. The arithmetic mean in the pre-test measurement was 5.28, with a standard deviation of 1.069, whereas the arithmetic mean in the post-test measurement was 8.85, with a standard deviation of 1.027. Upon examining the calculated p-value, which amounted to (0.000), and comparing it to the significance level (0.05), it is evident that there are statistically significant differences between the two measurements, favoring the post-test performance.While the arithmetic mean in the pre-test measurement for the achievement variable was (10.10), with a standard deviation of (2.55), when compared to the arithmetic mean in the post-test measurement, which was (13.39), with a standard deviation of (1.58), and through the calculated p-value, which amounted to (0.000), and is less than 0.05, we observe significant differences in favor of the post-test measurement. This indicates that the educational program (using video presentations, explanationsand models) led to statistically significant improvement among individuals in the experimental group.

The researcher attributes the differences in the levels of performance and achievement between the pre-test and post-test measurements to what is provided by video presentations, in addition to the ability of the learner to interpret their performance and attempt to correct it by utilizing the information made available through the video presentation and working on improving it to reach an ideal level of performance. This is consistent with the findings of studies by researchers such as Eipoll & Etal (1980), which emphasize the importance of video presentations, as well as the study by rpthstio in 1995, which also recognized the significance of video presentations. Studies conducted by gudagno (2002), Al-Rabdi (1996), Khanfar (2009), as well as the study by Al-Raghdi (1996), in addition to studies by Saad bin Attia (1423 AH) and Samoum Al-Fartousi (2011), and the study by Khitam Ay (2010), have all acknowledged and concluded that there are statistically significant differences between the pre-test and post-test measurements in favor of the post-test measurement among individuals in the experimental group.It also acknowledged the role played by video presentations in improving the level of technical performance in sports skills, even though different sports were used. This aligns with the current study's results, emphasizing the importance of using visual presentations through video presentations, explanations, and models to enhance the level of technical and motor performance in the long jump phases.

- **Hypothesis 2:**

*The significance of the differences between the pre-test and post-test for the control group includes:

The traditional teaching method of the physical education professor had an impact on improving the performance and achievement levels in the long jump phases.

Table No. (4) shows the means, standard deviations, computed t-values, and the significance level for calculating the significance of the differences between the pre-test and post-test measurements for the control group in the long jump test and the scores of the technical performance, (n=14).

tests	Pre-test measurement		Post-test measurement		t-value	Degrees of Freedom	p-value
	Mean	Standard Deviation	Mean	Standard Deviation			
performance	5.21	1,188	7.42	1.910	-6.318	13	0.000
Achievement	9.714	2.77	12.14	2.13	-4.834		0.000
Significance Level at 0.05							

Through Table No. (4), which illustrates the values of the mean, standard deviation, and calculated (t) value for the long jump test results through performance and achievement scores, we find that the arithmetic mean for performance scores was 5.21 with a standard deviation of 1.188 in the pre-test measurement. In comparison, it reached 7.42 with a standard deviation of 1.910 in the post-test measurement. The calculated p-value for both tests was 0.000, and when compared to a significance level of 0.05, we observe statistically significant differences in favor of the post-test measurement over the pre-test measurement. Through the results of the achievement variable, we observe that the arithmetic mean in the pre-test measurement was 9.714, with a standard deviation of 2.77. Comparing the results with the post-test, we notice that the arithmetic mean reached 12.14, with a standard deviation of 2.13. The calculated p-value was 0.000, and when compared to a significance level of 0.05, we observe statistically significant differences among the members of the control group in the technical and motor performance tests of the long jump phases. The degree of improvement indicates statistically significant differences at a level of (0.000) in the post-test for this group, which is less than (0.05). This suggests statistically significant differences between the two measurements in favor of the post-test for this group, thereby confirming Hypothesis Two.

The researcher attributes this improvement to the effectiveness of the teacher's instructional program, emphasizing the importance of the teacher's role and the importance of his feedback on the technical aspects of performance, as well as in drawing the learners' attention to various errors during the performance. The errors mentioned and explained to the learners are an attempt to enhance performance, apply it correctly, and repeat it with corrections, ultimately leading to proper performance.

This is what various studies conducted in this field have confirmed. Studies by Khitam Ay (2011), Ali Samoum Al-Fartousi (2011), Iman Al-Raghdi (1996), Walid Khanfar (2009), ProfessorNahed Abd Zaid Al-Dulaimi(2002), and Ali Khader Abis(2009) all confirmed a statistically significant improvement in the individuals of the control group who used the explanation and model method. This highlights the importance of this traditional form of feedback, underscoring the significance of the teacher in enhancing learners and correcting their mistakes, thus assisting them in achieving proper performance.This aligns with the findings of the current study, as the results, through comparison using the (t) test to assess the significance of differences, indicated statistically significant differences in favor of the post-test measurement of the control group. This suggests an improvement in performance levels within this group, highlighting the importance of the teacher's role in explaining and correcting during the lesson, thus confirming the hypothesis.

- Hypothesis Three:

*There are statistically significant differences between the repeated video presentation and the traditional teacher's method in enhancing the technical and motor performance levels of the long jump stages.

Table Number (05) illustrates the mean values, standard deviations, t-value, and p-value for the t-test of the significance of differences between the two post-test measurements of the experimental and control groups.

tests	The control sample, n=14		The experimental sample, n=14		t-value	Degrees of Freedom	p-value
	Mean	Standard Deviation	Mean	Standard Deviation			
performance	7.42	1.91	8.85	1.02	2.101-	26	0.021
Achievement	11.78	2.38	13.39	1.58	2.465-		0.047
Significance Level at 0.05							

We observe, through Table Number (05), which illustrates the means, standard deviations, t-value, and its significance for the performance and achievement test for the long jump between the post-test measurements of the experimental and control samples, that there are significant differences. The mean for the post-test of the control sample in performance scores was 7.42, with a standard deviation of 1.91. When compared to the results of the post-test of the experimental sample, where the mean score was 8.85, with a standard deviation of 1.02, we find that p-value between the two tests was (0.021). Comparing this to a significance level of 0.05, we notice statistically significant differences in favor of the experimental group in performance scores.Through the achievement results between the two measurements, where the mean score for the experimental sample was 11.78, with a standard deviation of 2.38, and when compared to the mean score for the control sample, which was 13.39, with a standard deviation of 1.58, the p-value was 0.047 in favor of the post-test measurement for the experimental sample.

Despite the statistically significant differences in the degree of improvement between the two groups, the group exposed to repeated video presentations demonstrated greater improvement than the group taught using the traditional method, relying on explanation and modeling. This is because learners may forget the teacher's feedback on various technical aspects and errors related to their performance during subsequent attempts, which could hinder the correction of their performance and consequently delay their improvement. In contrast, in the repeated video presentation style, learners enjoy watching the video presentation of perfect performance and comparing it with their own during the presentation intervals. They also learn various technical aspects of performance and comparison, which is more effective than the explanatory and model-based approach.This is affirmed by Alawi (1989), as cited by Mills, who argues that "the desire to emulate is inherent in individuals and can only be awakened through an effective presentation, the attractiveness of the medium, and the clarity of the image. The researcher also believes that the visual feedback approach provides learners with sufficient time to contemplate the various errors they have made, helping them comprehend and correct them. Consequently, this facilitates a positive response and the attainment of the desired performance level. This aligns with the findings of various studies in this field, as studies by Khitam Ai (2011), Stouti Muhammad Jamal (2012), and Asma Hikmat (2003) all acknowledged the positive impact of video feedback on learning various sports skills. Additionally, a study by Haitham Latif (2005) stated that the use of advanced educational methods has a great impact on students learning difficult skills. Based on the aforementioned, it can be affirmed that the hypothesis has been confirmed.

4. Conclusion:

Based on the results revealed by this study, within the scope of its sample and procedures, the following conclusions have been reached:

- Video presentation as feedback, regardless of its style or delivery method by the teacher, results in improved performance levels, highlighting its significant importance in the educational learning process.
- Delivering information through video is among the most important modern educational tools that aid in teaching and improving motor skills and their rapid acquisition. Its use in the study led to enhanced technical performance levels and consequently improved the digital achievement of the long jump test for individuals in the experimental group.

- There was an improvement in the performance level of individuals in the control group, which was a noticeable improvement attributed to the importance of the physical education teacher within the class.
- The effectiveness of the proposed educational program using repeated video presentations is evident, as it proves to be more efficient in the educational process. It significantly assists both the teacher and the learner in identifying errors. Additionally, observing ideal performance helps the learner correct their own performance, in comparison to what traditional teaching through explanation and modeling provides.

5. Recommendations:

- The researchers recommend providing information using modern and advanced educational tools that are in line with the times and suitable for the nature of the educational process, as well as the nature of sports motor skills.

- It is essential for teachers to be familiar with the various stages at which feedback is given and to have knowledge of modern educational tools for its application as feedback in the educational process, not just as a motivational element, given its positive impact on performance improvement and error correction speed.

- The need to provide modern educational resources such as projectors, educational videos, and images related to various sports fields and different athletic skills is essential to facilitate the educational process and elevate the technical and motor performance levels in various sports.

Author Contributions

- **Barkati Nasereddine:** Conceptualization of the study, research design, data collection, statistical analysis, and drafting of the manuscript.
- **Bentabet Mohamed Cherif:** Supervision of the research process, methodological validation, interpretation of results, and critical revision of the manuscript.

All authors have read and approved the final version of the manuscript.

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