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The Effect Of Brainstorming And Directed Imagination On Developing Emotional Intelligence And Learning A Number Of Basic Volleyball Skills

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Abstract

The current research aims to reveal the impact of the two styles of brainstorming and guided imagination on the development of emotional intelligence for first-year students, as well as to reveal the effect of the two styles of brainstorming and directed imagination on learning a number of basic skills in volleyball. The researchers assumed that there were statistically significant differences between the two research groups in the development of emotional intelligence for the students of the two research groups, as well as the existence of statistically significant differences between the two research groups in learning a number of basic skills in volleyball. The researchers used the experimental method with two groups (experimental), and the research community was represented by first-year students in the Department of Physical Education and Science. Sports for the academic year (2022-2023), and the number of students is (71) students distributed in three classrooms, with (25) students in Hall (A), (23) students in Hall (B), and (23) students in Hall (C). As for the research sample, it was chosen randomly by drawing lots to represent Hall (B) the first experimental group that used the brainstorming method, and Hall (C) to represent the second experimental group that used the guided imagination method, and Hall (A) was excluded because the research experiment was limited to students only . The researchers used the statistical bag (Spss) to process the data. The researchers concluded that the methods of brainstorming and directed imagination have an effective role in developing emotional intelligence and learning a number of basic skills in volleyball.

Keyword*: Brainstorming, Directed Imagination, Emotional Intelligence, Basic Skills in Volleyball.*

INTRODUCTION

Societies live in a rapidly changing world surrounded by local and global challenges, perhaps the most important of which are the knowledge explosion, technological development, and openness to the world as a result of the speed of communication and transportation The world has become a small village, and all of this requires us to quickly develop thinking minds capable of solving problems. Developing these thinking minds is the responsibility of all state institutions, especially educational institutions. It is the teacher's duty to work on bringing about desirable changes in the learner's behavior Brainstorming is a method for generating and producing creative ideas and opinions from individuals and groups to solve a specific problem. These ideas and opinions are diverse, varied, and numerous; that is, it puts the mind in a state of excitement

and readiness to think in all directions to generate the greatest number of ideas about the problem or topic at hand, so that it becomes possible The individual has an atmosphere of freedom that allows him to express all the opinions and ideas that come to mind. The guided imagination method is interesting, and students learn better by using imagination. Learning through imagination is both fun and useful, as students can develop their thinking skills through imagination.

The success of a volleyball team depends on how well its members master the basic skills. Therefore, the stage of teaching these skills is the most important stage of learning the game. Thus, the correct teaching steps must be followed, and these skills must be practiced continuously until they become automatic habits for the current research sample. The importance of the current research lies in the impact that either of the two methods (brainstorming and guided imagination) will have on developing emotional intelligence and learning the number of basic volleyball skills for first-year students.

Throughout the learning unit, learners encounter various situations that stimulate their emotions and influence their behavior during the learning process. Based on their teaching experience, the researchers decided to employ two approaches that rely on the brain's cognitive processes, namely brainstorming and guided imagery, in order to investigate their effects on developing emotional intelligence and learning several basic volleyball skills. These approaches are expected to enhance learners' emotional intelligence while also contributing to the acquisition and development of basic volleyball skills. Accordingly, the research problem can be formulated through the following question: What is the effect of brainstorming and guided imagery techniques on developing emotional intelligence and their role in learning several basic volleyball skills among first-year students?

The research aims to identify the effect of brainstorming and guided imagery techniques on developing emotional intelligence among first-year students, examine their effect on learning several basic volleyball skills, and compare the two research groups in terms of their development of emotional intelligence and acquisition of basic volleyball skills. The researchers hypothesized that there would be statistically significant differences between the pre-test and post-test results of the two research groups in the development of emotional intelligence among first-year students in the Department of

Physical Education and Sports Sciences, College of Basic Education, University of Mosul. They also hypothesized that statistically significant differences would exist between the pre-test and post-test results of the two research groups in learning several basic volleyball skills. Furthermore, they hypothesized that statistically significant differences would be found between the post-test results of the two research groups in the development of emotional intelligence and the learning of several basic volleyball skills among first-year students in the Department of Physical Education and Sports Sciences, College of Basic Education, University of Mosul.

The research was conducted within specific areas. The human scope consisted of first-year students in the Department of Physical Education and Sports Sciences, College of Basic Education, University of Mosul. The time scope extended from November 26, 2022, to March 16, 2023, while the spatial scope was the indoor hall at the College of Basic Education. For the purpose of the research, the main terms were defined as follows. Brainstorming was defined by Attia (2008) as "bringing forth all the ideas in one's mind about an issue or problem." It was also described as a method that enables learners to participate more actively in achieving lesson objectives by stimulating them, encouraging their talents, and enhancing their abilities to visualize and innovate (Attia, 2008, p. 228). Guided imagery, according to Sullivan (2006), is an effective technique that enables the learner to embark on an imaginary journey, construct mental images, and subsequently express them (Sullivan, 2006, p. 175)

RESEARCH METHODOLOGY

The experimental method was adopted in this research because it is appropriate to the nature and objectives of the study. The research population consisted of 71 male and female first-year students in the Department of Physical Education and Sports Sciences, College of Basic Education, University of Mosul, during the first semester of the 2022–2023 academic year. The students were distributed among three classrooms: Class A (23 students), Class B (23 students), and Class C (25 students). To determine the research sample and assign the experimental groups, the researchers used a random drawing among the three classrooms. Class B was selected as the first experimental group, which was taught using the brainstorming technique, while Class A was selected as the second experimental group, which was taught using the guided imagery technique. Class C was allocated for conducting the exploratory experiments. Accordingly, the final research

sample consisted of 30 students, with 15 students from each experimental group. For the experimental research design, the researchers employed the Random Selection Groups Design with Pre- and Post-Tests under Controlled Conditions, as illustrated in Figure 1.

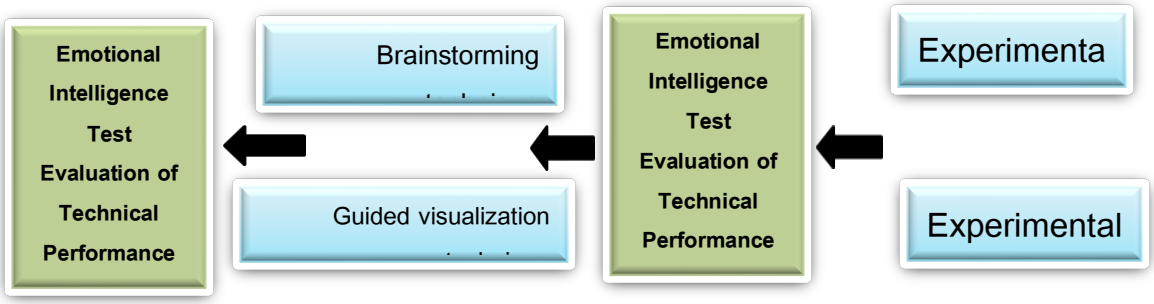


Figure (1)
÷llustrates the design of the experimental research

Data Collection Methods

The appropriate data collection tools are determined in accordance with the research objectives, hypotheses, and questions that the study seeks to answer. In this regard, Nofal et al. (2011, p. 237) stated that "tools are the means by which the researcher obtains information." Accordingly, the researchers employed several methods for collecting the required data, including personal interviews, questionnaires, direct scientific observation and experimentation, tests and measurements, performance evaluation forms, and Arabic and foreign sources.

Personal Interviews

The researchers conducted several personal interviews with experts and specialists in the fields of motor learning, psychology, and subject-matter education. The interviews focused on several issues relevant to the study, including the procedures for administering emotional intelligence tests, developing and implementing educational plans using brainstorming and guided imagery techniques, identifying the components of physical fitness and appropriate methods for assessing them, and selecting suitable tests for measuring physical fitness and motor skills. The physical fitness and motor skill tests included the medicine ball throw (2 kg) from a seated position, horizontal arm movement test, shoulder flexibility test (shoulder raises), and rebound running within the lines of a volleyball court (9–3–6–3–9), as reported by Hassanein and Abdel Moneim (1997, p. 143).

Homogeneity of the Research Sample

To ensure the homogeneity of the research sample, the researchers examined

several anthropometric and demographic variables, including height, measured in centimeters; body mass, measured in kilograms; and age, measured in months. The results indicated that the research sample was homogeneous with respect to these variables.

Table (1) shows the homogeneity of the research sample

Variables	Unit of measurement	M-	SD±	Cv
Height	cm	170.82	5.67	2.41
Mass	kg	70.1	10.67	16.01
Age	month	242	16.54	6.05

Table (1) shows that the coefficient of variation (C.V) for all variables was > 30, which indicates the homogeneity of the sample in those variables.

Equivalence of the research sample in physical fitness and motor skills:

Table (2) shows the equivalence between the experimental and control groups in physical fitness and motor skills.

Physical fitness and motor skills	Unit of measurement	Experimental Group 1		Experimental Group 2		(sig)
		M-	±SD	M-	±SD	
Medicine ball throwing	M	4.21	0.57	4.30	0.50	0.88
Arm speed and agility	Repetitions	15.42	3.21	15.20	2.21	0.26
Shoulder flexibility	cm	8.87	2.45	9.00	2.63	0.52
Rebound running within the volleyball court lines	Second	11.35	0.89	11.11	0.57	0.21

*Significant at error rate ≤ (0.05)

Emotional Intelligence Scale:

The researchers adopted the emotional intelligence scale developed by Al-Ubaidi (2006). This scale is distinguished by its suitability for measuring emotional intelligence and its high degree of validity, reliability, and objectivity. It consists of (36) Items and the answer to these items is based on five alternatives: (always, often, sometimes, rarely, never) and an evaluation of the scores and the total score of the scale (180) and the minimum score of the scale (36) and a hypothetical average)108).

The scientific basis of the emotional intelligence scale:

The validity of the scale:

The researchers presented the scale in the form of a questionnaire to a group of experts in the field of (sports psychology, motor learning). After collecting the forms for the scale, the researchers noted the experts' agreement on all the items of the scale, and

the researchers obtained a rate of agreement (100%) on the items of the scale.

Scale reliability:

To verify the scale's reliability, researchers used the split-half method. After correcting the responses, scores from odd-numbered attempts were combined into one score, and scores from even-numbered attempts were combined into a second score. The correlation coefficient between these two scores was calculated and found to be)0.81) The correlation coefficient was adjusted using the Spearman-Brown formula to avoid halving the number of trials, resulting in a reliability coefficient of 0.88. Samara et al. state that "a reliability coefficient of 0.75 or higher indicates high reliability." (Samara et al., 1989, p. 120)

Pilot study of the Emotional Intelligence Scale:

It was applied to (10) first-year students from the College of Basic Education - Department of Physical Education and Sports Sciences - University of Mosul for the academic year (2022-2023), who did not participate in the main research experiment.

Performance Evaluation of Selected Core Skills for Research:

The researchers designed a questionnaire based on scientific sources to analyze the content of each skill. This questionnaire was then reviewed by experts and specialists to determine its validity. Final evaluation scores were established for the skills, with the preparatory section scoring (3) points, the main section (5) points, and the The final (2) marks, so the total mark for the assessor is (10) marks, for the technical performance of the skill, in addition to specifying the form for recording the evaluation mark for the students tested for each section of the skill.

Pre-tests:

Emotional Intelligence Test:

Table (3). Shows the results of the differences between the pre-test scores of the research and experimental groups in emotional intelligence.

Search Modifier	Unit of Measurement	Experimental Group 1		Experimental Group 2		(Sig)
		M-	±SD	M-	±SD	
Emotional Intelligence	Degree	63.2	6.77	62.01	6.51	0.68

The probability value is significant when it is < 0.05 and for a degree of freedom of (28). Table 3 shows that there are no statistically significant differences in the pre-test.

Skill Performance Test:

The pre-tests included an evaluation of the technical performance* of selected volleyball skills (preparatory section, main section, final section) by three specialized assessors. These tests were administered to both research groups, and the arithmetic mean of the three assessors' scores was calculated to obtain

The two research groups were tested, and the arithmetic mean of the three evaluators' scores was calculated to obtain the final scores, which were then entered into special forms prepared by the researchers. Therefore, the pre-test represents equivalence between the two research groups, as shown in Table (4).

Table (4) shows the results of the differences between the pre-test scores of the two experimental research groups in learning a number of basic volleyball skills.

Skills	Unit of measurement	Experimental Group 1		Experimental Group 2		(Sig)
		M-	±SD	M-	±SD	
Transmitter from below	degree	4.61	0.58	4.44	0.70	0.39
Top serve (tennis)	degree	4.22	0.61	4	0.72	0.24
Pass from in front of the head to forward	degree	4.33	0.71	4.34	0.67	0.96
Scroll from bottom to front	degree	4.42	0.76	4.28	0.65	0.53

The probability value is significant when it is < 0.05 and the degree of freedom is (28).

Table (4) shows that there were no statistically significant differences in the pre-test scores of the two experimental groups in the tests of (the underhand serve, the overhand serve, the forward pass, and the underhand pass).

Educational units using brainstorming and guided visualization techniques:

Before developing the educational units, the researchers interviewed instructors of basic volleyball skills to gather information about the skills and theoretical material taught in the first semester. Following this, educational units were designed using both brainstorming and visualization techniques. The guide was presented to a group of experts in a questionnaire form to determine its suitability, distributed over (8) weeks, with one educational unit per week, according to the schedule of lessons for the volleyball

subject

The researchers prepared educational units based on the brainstorming method in accordance with its main steps, which included formulating questions, creating an atmosphere conducive to creativity and brainstorming, identifying the most unusual or novel idea, and conducting an evaluation session. The educational units were designed according to the volleyball skills under investigation, after which the learners were given the opportunity to apply the skills practically. Similarly, educational units based on the guided imagery method were prepared according to its specific procedures. During the performance-description session, learners were asked to close their eyes and mentally visualize the performance of the skill being studied before proceeding to its practical application.

Pilot Study of the Educational Plans

The pilot study is considered a "miniature version of the main experiment," and it should be conducted under conditions and circumstances similar to those of the main experiment as far as possible in order to benefit from its results (Abdul Jabbar & Bastousi, 1984, p. 95). Accordingly, the researchers conducted a pilot study of the educational plans prepared for both teaching methods on a sample of 10 students, with 5 students assigned to each method, who were excluded from the main research sample. The pilot study was conducted in the indoor sports hall of the Department of Physical Education and Sports Sciences. The teacher implemented one educational unit with the participants to verify the proper implementation of the educational content, identify and correct potential errors that might arise during implementation, and determine the suitability, organization, presentation, and effectiveness of the educational plans. The pilot study demonstrated the validity and suitability of the prepared educational plans, the students' positive motivation toward applying the plans associated with each teaching method, the teacher's readiness to implement the plans according to the specified procedures, and the students' positive interaction with the teacher during the implementation of the educational units.

Main Experiment

After verifying the validity and suitability of the educational plans for both the brainstorming and guided imagery methods and completing all requirements of the pilot study, the researchers began the main experiment on Wednesday, November 26, 2022, at 8:30 a.m. for the first experimental group and at 10:30 a.m. for the second

experimental group. The experiment was conducted in accordance with the timetable for first-year students in the Department of Physical Education and Sports Sciences, College of Basic Education, University of Mosul, in the indoor sports hall on Wednesdays. The educational program continued for eight weeks, with one educational unit conducted per week for each experimental group.

Final Examinations

The post-test of emotional intelligence was administered under the same conditions and procedures used in the pre-test. The emotional intelligence test was conducted in an appropriate environment within the classrooms of the Department of Physical Education and Sports Sciences to ensure consistency in the testing conditions.

For the evaluation of technical performance in the volleyball skills under investigation, the post-tests were conducted by the same three evaluators who participated in the pre-tests and under the same spatial and temporal conditions. Each evaluator assigned a score out of 10 for each skill and its respective performance components. The scores awarded by the three evaluators were then summed, and the arithmetic mean was calculated for each skill. The results were recorded on special evaluation forms prepared by the researchers for this purpose and were documented separately for each research group. To verify the objectivity of the evaluation process, the researchers randomly selected one of the skills under investigation, namely the underhand serve, and calculated the multiple correlation coefficient among the scores of the three evaluators. The coefficient reached 0.82, indicating a high degree of correlation and, consequently, a high level of objectivity in the skill evaluation process.

Statistical Methods

The researchers used the Statistical Package for the Social Sciences (SPSS) to process and analyze the collected data. The statistical methods employed included the arithmetic mean, standard deviation, coefficient of variation (CV) for assessing homogeneity, Spearman–Brown coefficient, simple correlation coefficient (R), multiple correlation coefficient, independent-samples t-test, and paired-samples t-test. The resulting data were subsequently presented, analyzed, and discussed in accordance with the objectives and hypotheses of the study.

RESULTS AND DISCUSSION

This section includes a complete and detailed presentation of the pre- and post-test results for all members of the two research groups. These results were obtained according to the statistical methods adopted by the researchers to achieve the research hypotheses formulated in accordance with the objectives.

Presentation and discussion of the differences between the pre-test and post-test results for the two research groups in developing emotional intelligence among first-year students in the Department of Physical Education and Sports Sciences – College of Basic Education – University of Mosul

Table (5) shows the results of the differences between the pre-test and post-test for the first experimental group in developing emotional intelligence.

Search modifier	Unit of measurement	Pre-test		Post-test		(Sig)
		M-	±SD	M-	±SD	
Emotional intelligence	degree	63.2	6.77	100.6	4.20	0.003

*The probability value is significant when it is < 0.05, with (14) degrees of freedom.

Table 5 shows statistically significant differences in the pre-test and post-test scores of the first experimental group in developing emotional intelligence and in achieving the post-test scores. The probability value of the error percentages reached

The p-value (0.003) indicates statistically significant differences, as the probability of error is less than (0.05), thus confirming the first part of the first hypothesis of the research.

Table (6) shows the results of the differences between the pre-test and post-test for the second experimental group in developing emotional intelligence.

Search modifier	Unit of measurement	Pre-test		Post-test		(Sig)
		M-	±SD	M-	±SD	
Emotional intelligence	degree	62.01	6.51	127.03	7.75	0.0001

*The probability value is significant when it is < 0.05, with (14) degrees of freedom.

Table 6 shows statistically significant differences between the pre-test and post-test scores of the second experimental group in developing emotional intelligence and in improving the post-test scores, with the probability value reaching 1.72. The error ratio of (0.0001) indicates statistically significant differences, as the probability value of the

error ratio is less than (0.05), thus confirming the second part of the first hypothesis of the research. The researchers attribute the results obtained in the first experimental group, as shown in Table (5), The brainstorming method had a significant impact on learners, involving a series of questions that challenged their minds to search their memory for the mechanism of applying the selected basic volleyball skills, choosing the closest programs stored in their memory, and then repeatedly applying them. This indicates that brainstorming has contributed to the development of emotional intelligence and encouraged learners to perform motor skills and increase their motor experience. Sa'ada (2003) points out that "the learner's participation in brainstorming activities gives a strong boost to building confidence, as the learner finds themselves in an environment where their ideas are welcomed and where immediate thinking can be productive" (Sa'ada, 2003, p. 8).

In light of the results obtained and presented in Table (6), it is evident that there are statistically significant differences between the results of the pre-test and post-test for the second experimental group in the development of emotional intelligence, in favor of the post-test. The researchers attribute these results obtained by the individuals The second experimental group applied the guided visualization technique and its steps, which contributed to increasing the perception of the skill to be learned through visualizing the skill performance. This helped in forming, activating, and improving the motor images by enhancing the mind's ability to produce them, and thus increasing experience. For the learner, all of this contributes to improving performance levels. This result aligns with the study by Saray and Abbas (2017), indicating that the learner achieves calmness and comfort, eliminating signs of anxiety and distress.

The requirements for visualization are met when muscles relax continuously. This allows the body to regain its energy and the mind to rest. Then the mind begins to produce clear images, enabling the learner to remain conscious during the visualization process, and relaxation enhances their visualization experience. (Sarai & Abbas, 2017, p. 10) Presenting and discussing the results of the differences between the pre-test and post-test results for the two research groups in learning a number of basic volleyball skills for first-year students in the Department of Physical Education and Sports Sciences - College of Basic Education - University of Mosul.

Table (7) shows the results of the differences between the pre-test and post-test for the first experimental group in learning the most important basic skills in volleyball.

Skills	Unit of measurement	Pre-test		Post-test		(Sig)
		M-	±SD	M-	±SD	
Transmitter from below	degree	4.61	0.58	6.89	0.55	0.002
Top serve (tennis)	degree	4.22	0.61	6.01	0.45	0.004
Pass from in front of the head to forward	degree	4.33	0.71	6.92	0.62	0.001
Scroll from bottom to front	degree	4.42	0.76	6.87	0.51	0.003

*The probability value is significant when it is < 0.05, with (14) degrees of freedom.

Table (7) shows statistically significant differences between the pre-test and post-test scores of the first experimental group in the tests of the most important basic volleyball skills (under study), in favor of the post-test. The probability values of the error ratios, which were (0.002, 0.001, 0.003) respectively, indicate statistically significant differences, as the probability values of the error ratios were less than (0.05). This confirms the first part of the second hypothesis of the research.

Table (8) shows the results of the differences between the pre-test and post-test for the second experimental group in learning a number of basic volleyball skills.

Skills	Unit of measurement	Pre-test		Post-test		(Sig)
		M-	±SD	M-	±SD	
Transmitter from below	degree	4.44	0.70	7.65	0.48	0.001
Top serve (tennis)	degree	4	0.72	7.00	0.58	0.002
Pass from in front of the head to forward	degree	4.34	0.67	7.45	0.55	0.001
Scroll from bottom to front	degree	4.28	0.65	7.60	0.55	0.008

*The probability value is significant when it is < 0.05, with (14) degrees of freedom.

Table 8 shows statistically significant differences between the pre-test and post-test scores of the experimental group in the tests of the most important basic volleyball skills under study, in favor of the post-test.

The probability values of the error ratios, which are (0.001, 0.002, 0.001, 0.008) respectively, show that there are statistically significant differences because the probability values of the error ratios are less than (0.05), and thus the second part of the second hypothesis of the research is confirmed. Table (7) shows that there are statistically significant differences between the pre-test and post-test for the first experimental group that used the brainstorming method, in favor of the post-test, in learning the most important basic volleyball skills (underhand serve, overhand serve, tennis serve, passing). (From overhead to forward, scrolling from bottom to front), and this improvement is due to the brainstorming method of equipping the learner with behavioral skills such as organization, explanation, and accepting others' viewpoints through collaborative idea generation.

It works to narrow the gap between theoretical information and practical real-world behavior, and there becomes an intrinsic, self-motivated drive represented by an awareness of the knowledge, information, and skills acquired during the educational process, and finding solutions to problems in accordance with the reality of the educational environment. (Bani Fawaz, 2019, 20) In light of the results obtained in Table (8), it appears that there are significant differences between the results of the pre-test and post-test for the second experimental group that learned according to the guided imagination method in learning the most important basic skills in volleyball, in favor of the post-test. The researchers attribute these results to the role of guided imagery and its inherent principles, which rely on learning to perform its steps correctly by engaging as many of the student's senses as possible. This, in itself, has positive repercussions in learning current research skills, as confirmed by (Sarai & Abbas, 2017) (The learner utilizes their physical and sensory abilities during imagination. When the mind is directed towards something, the senses are affected by this matter, and they work to provide the learner with information about themselves and their imagination. If an individual utilizes their multiple senses to know things in depth, their ability to learn increases, their experiences in imagination expand, and they learn new things.) (Sarai & Abbas, 2017, 10).

There are statistically significant differences between the post-test results of the control and experimental research groups in developing emotional intelligence and reconciliation among first-year students in the Department of Physical Education and

Sports Sciences at the College of Basic Education, University of Mosul.

Table (9) shows the results of the post-test differences between the two research groups (experimental group one and group two) in developing emotional intelligence.

Search modifier	Unit of measurement	Post-test		(Sig)
		M-	±SD	
Experimental Group 1	degree	100.6	4.20	0.0001
Experimental Group 2	degree	127.03	7.75	

*The probability value is significant when it is < 0.05 and the degree of freedom is (28).

Table (9) shows statistically significant differences in the post-test between the first and second experimental groups in developing emotional intelligence, as the probability values of the error ratios reached (0.0001). This indicates statistically significant differences because the probability values of the error ratios are smaller than (0.05) thus confirming the research hypothesis. The researchers believe that guided imagery plays an effective role in developing emotional intelligence, which has contributed to reducing the physical effort exerted by learners. The learner can refocus their energy by creating visualizations of the skill performance, which is based on the initial visualization, through paying attention to the explanation. The teacher's demonstration of the skill, along with the search for memory and the formation of a new image of the skills to be learned, had a positive impact on the learner's emotional state, making them more balanced in applying the learned skill exercises.

Table (10) shows the results of the differences between the post-test between the first and second experimental groups in learning the most important basic volleyball skills.

Skills	Unit of measurement	Experimental Group 1		Experimental Group 2		(Sig)
		M-	±SD	M-	±SD	
Transmitter from below	degree	6.89	0.55	7.65	0.48	0.001
Top serve (tennis)	degree	6.01	0.45	7.00	0.58	0.02
Pass from in front of the head to forward	degree	6.92	0.62	7.45	0.55	0.001
Scroll from bottom to front	degree	6.87	0.51	7.60	0.55	0.002

The probability value is significant when it is < 0.05 and the degree of freedom is (28). Table 10 shows statistically significant differences in the post-test scores between the first and second experimental groups, favoring the experimental group in the tests of the most important skills. The basics of volleyball (under study), where the probability values of the error ratios, which are respectively (0.01, 0.001, 0.001, 0.002), show that there are statistically significant differences because the probability values of the error ratios are less than (0.05). Table (10) shows that the second experimental group, which used the guided visualization method, outperformed the brainstorming method in learning the current research skills. Although there was an improvement in the first experimental group, the results were in line with those of the second experimental group, which learned according to the guided visualization method.

The guided visualization method in the post-test results in learning the most important basic skills in volleyball (the underhand serve, the overhand serve (tennis), the underhand pass to the front, the overhead pass to the front). Frank et al. (2014) confirm that guided visualization, practical experiences help to strengthen and influence the expected action directed towards the goal, and thus build an effective cognitive formation during the practice of visualization (Frank, 2014).

CONCLUSIONS

The researchers' findings demonstrated that both the brainstorming and guided imagery techniques had a clear and positive role in developing emotional intelligence and improving the learning of several basic volleyball skills among the students. However, the second experimental group, which learned through the guided imagery technique, achieved superior results compared with the first experimental group, which learned through the brainstorming technique, across the research variables. This indicates that guided imagery was more effective in enhancing emotional intelligence and facilitating the acquisition and development of the volleyball skills investigated in the study.

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