

163 **THE EFFECT OF DIFFERENT LEVELS OF CONTEXTUAL INTERFERENCE ON LEARNING OF VOLLEYBALL PASSES**

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**Introduction** The purpose of the present study was to investigate the effect of different levels of contextual interference on the learning of volleyball pass.

**Method** Sixty novice students (age range: 22–24) that were participated voluntarily, according to their records in 10 pre-test trails and depend on locale doing pass assigned into four group involve: blocked practice; little contextual interference; medium contextual interference; high contextual interference. The stage of acquisition involves three practice sessions and any session were 10 blocks and any block involving 10 trails. Participants on the blocked practice pass only from one point but another groups (depend on levels contextual interference) pass from different points. Participants then participate in retention and transfer test after a week without practice.

**Results** Results indicated that there is a significant interaction between levels of contextual interference and performance. The participants of blocked practice were meaningfully better from another group in acquisition stage but the participants of high and medium contextual interference were meaningfully better from participants of blocked practice in retention and transfer tests.