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Information Article

Predictive Modeling of In-Game Motor Performance Based on Primary Motor Abilities Among Collegiate Volleyball Athletes

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ABSTRACT

This study aims to evaluate game performance levels as a function of primary motor abilities in volleyball among the sampled participants, examine the correlational relationship between motor abilities and overall volleyball performance, and determine the relative contribution percentage of these motor capacities to actual play execution.

The researchers utilized a descriptive approach via survey and correlational methods, as it represents the most rigorous paradigm for addressing the research problem. The target population comprised fourth-year male undergraduate students enrolled in full-time morning studies at the College of Physical Education and Sports Sciences, University of Diyala, for the academic year (2024–2025), totaling (171) students across (5) academic sections. The sample was selected via stratified simple random sampling (lottery method) at a proportion of (29%) from each section, excluding female cohorts for this academic stage. Statistical data processing was executed using SPSS.

The primary findings demonstrated statistically significant correlations and substantial percentage contributions of motor abilities to volleyball match-play performance. Consequently, the researchers recommend that academic faculty prioritize targeted motor ability conditioning within practical curricula for fourth-year physical education students, given its pivotal role in optimizing dynamic performance proficiencies during instructional and competitive sessions.

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1. Introduction

The substantial scientific progress witnessed worldwide across various fields opens broad horizons for advancement and development based on theoretical foundations, novel concepts, research, and modern scientific applications in all domains, particularly in the sports field. Achieving elite levels and optimal learning outcomes depends on several components that must be structured in a rigorous, scientific manner. Prediction is considered one of the key pillars of achievement in both instructional and training domains. The concept of prediction and its impact on athletic achievement represents a modern approach encompassing an interrelated set of factors and capabilities that guarantee the execution of scientific sports research to forecast athletic potential and ensure the quality of instructional and training outcomes.

Game performance level represents an applied manifestation of the interaction and competition among the technical skills executed by students, as it relies on establishing authentic match-play situations. These situations inherently require speed, accuracy, and proper timing in accordance with the game's rhythm, which is characterized by rapid pace and unexpected actions due to changing game situations and rapid transitions between offensive and defensive phases, governed by the rules and requirements of the sport.

Motor abilities constitute one of the fundamental cornerstones underlying technical and tactical preparation across various sports and events; the magnitude and influence of these abilities vary depending on the nature of the sport or discipline. Furthermore, a strong relationship exists between motor abilities and the accuracy of technical performance among players. Accordingly, the significance of this research lies in the fact that a student's attainment of optimal game performance depends on the extent of their motor abilities, facilitating performance that advances toward mastery and excellence. Consequently, students must master these requirements amidst the dynamic conditions demanded by volleyball during practical sessions.

Following a review of the literature and previous studies, the researchers found no study investigating the prediction of students' performance in the practical component of volleyball (actual game play) through specific motor abilities. Drawing from their specialization in volleyball, the researchers observed students' inability to sustain complete rallies during practical gameplay sessions. This observation was further corroborated through personal interviews conducted with a panel of experts and specialists (Appendix 1).

Accordingly, the following research questions were formulated:

1. Is game performance level affected by motor abilities?
2. Do motor abilities play an effective role in students' game performance levels, thereby facilitating complete rallies during play?

Research Objectives:

- To identify the game performance level and key volleyball-specific motor abilities among the research sample.
- To determine the correlation between game performance level and volleyball motor abilities among students.
- To determine the percentage contribution of motor abilities to volleyball game performance level among students and derive the predictive equation for the research variables.

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Research Fields:

- **Human Domain:** A sample of fourth-year undergraduate students at the College of Physical Education and Sports Sciences, University of Diyala, for the academic year 2024–2025.
- **Temporal Domain:** The period from January 23, 2025, to March 10, 2026.
- **Spatial Domain:** Martyr Dr. Walhan Hamid Volleyball Hall and academic lecture halls at the College of Physical Education and Sports Sciences.

Definition of Terms:

- **Game Performance Level:** An interrelated and overlapping combination of capabilities, capacities, and technical, physical, motor, mental, and tactical abilities that the coach and players can collectively improve, develop, and deploy in harmony with the physical demands required to confront the opponent and achieve victory (Fouad Abdel Latif, 2018, p. 28).
- **Motor Abilities:** The capacities an individual acquires from the environment—such as flexibility, agility, and balance—for which training and practice serve as a foundation, developing in accordance with the individual's physical, sensory, and perceptual capacities. From this perspective, motor ability is understood as the athlete's capacity to execute all physical movements with high control through continuous training (Wajih, 2002, p. 77).

2. Research Methodology and Field Procedures

2.1 Research Methodology

The researchers adopted the descriptive approach utilizing survey and correlational methods.

2.2 Field Procedures

2.2.1 Research Population and Sample

The research population was defined as fourth-year undergraduate full-time morning students at the College of Physical Education and Sports Sciences, University of Diyala, for the academic year 2024–2025, totaling 171 students distributed across five academic sections. The research sample was selected randomly via lottery at a rate of 29% from each section, with the female section excluded for that academic year, as detailed in Table 1.

Table 1. Distribution of the Total Research Population, Pilot Sample, Main Sample, and Excluded Participants

Section	Total Population	Pilot Sample	Main Sample	Excluded Participants
A	38	12	12	14
B	37	10	12	15
C	35	6	12	17
D	29	-	12	17
E	32	-	12	20
Total	171	28	60	83

2.2.2 Instruments, Tools, and Equipment

2.2.2.1 Data Collection Instruments

- Expert survey questionnaire to determine the validity of the game performance evaluation form (Appendix 2).
- Expert survey questionnaire to identify the most important volleyball-specific motor abilities.
- Expert survey questionnaire to identify the most relevant motor ability tests for volleyball.

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- Test score recording sheets.
- Testing and measurement.
- Observation and analysis.

2.2.2.2 Equipment and Tools Used in the Research

- Regulation volleyball court. Volleyballs (n = 10).
- Colored wooden measuring sticks: length 1.50 m, width 5 cm (n = 50); length 1.20 m (n = 5); length 1.80 m (n = 8). Colored adhesive tape (n = 3).
- Colored plastic cones (n = 20). Benches (n = 4). Desks (n = 3).
- Camera tripods (n = 2). tationery supplies (paper and pens).
- Stopwatches (n = 3; brand: Kislo, origin: China).
- Canon video cameras (n = 2; origin: Japan).
- High-quality Samsung Galaxy S25 Plus smartphone (origin: South Korea).

2.3 Research Procedures

2.3.1 Game Performance Level Evaluation Form

After reviewing numerous scientific sources and studies (Fouad, 2018; Hussein, 2011, p. 16; Saad, 2014) regarding game performance levels for technical volleyball skills—including serve, serve reception, setting, spike, block, and court defense—a game performance evaluation form was designed (Appendix 2) for fourth-year students at the College of Physical Education and Sports Sciences, University of Diyala. The form includes all technical skills, establishing five performance levels for each skill, with each level assigned five gradated weights scored as (0, 1, 2, 3, 4).

The purpose of designing this form was to determine the students' technical performance levels and their ability to maintain rallies during practical sessions. The form was presented to experts and specialists in volleyball (Appendix 1) to establish the validity of each performance level across the technical skills. Based on their feedback, adjustments were made to several performance level descriptors, and the final version of the form was established as shown in Appendix 2.

2.3.2 Identification of Motor Abilities

The researchers developed a questionnaire listing volleyball-specific motor abilities and presented it to experts and specialists in volleyball. The relative importance value was calculated using half the maximum agreement value relative to half the maximum relative importance value in the questionnaire; the percentage was derived by dividing the relative importance value by the maximum agreement value. Motor abilities that achieved an expert nomination threshold of 53.84% or higher were selected, as presented in Table 2.

Table 2. Degree of Importance, Percentage, and Acceptance Status for Determining Key Volleyball Motor Abilities

No.	Motor Abilities	Degree of Importance	Importance Percentage (%)	Acceptance Status: Yes	Acceptance Status: No
1	Agility	60	92.307	✓	
2	Coordination	53	81.538	✓	
3	Balance	31	47.692		✓
4	Motor Response Speed	45	69.230	✓	
5	Accuracy	32	49.230		✓

2.3.3 Identification of Volleyball Motor Ability Tests

A questionnaire containing a battery of motor ability tests was developed and submitted to volleyball experts and specialists. Following analysis of the responses, tests obtaining a relative importance below 53.84% were excluded, as shown in Table 3.

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Table 3. Degree of Importance, Percentage, and Acceptance Status for Volleyball Motor Ability Tests

No.	Motor Ability	Tests	Degree of Importance	Importance Percentage (%)	Acceptance Status: Yes	Acceptance Status: No
1	Agility (Unit: Time)	Change-of-direction sprint test (9-3-6-3-9 m)	45	69.230	✓	
		Lateral shuttle run test	29	44.615		✓
		Multidirectional run test	33	50.769		✓
2	Coordination (Unit: Time)	Numbered circles test	43	66.153	✓	
		Rope pattern test	27	41.538		✓
		Ball throw and catch test	21	32.307		✓
3	Motor Response Speed (Unit: Time)	Nelson choice response movement test	44	67.692	✓	
		Speed and accuracy movement response to stimulus test	34	52.307		✓
		Multidirectional motor response time test	30	46.153		✓

2.3.4 Selected Motor Ability Tests

1. **Agility Test:** (Mohammed, 1987, p. 353).
2. **Coordination Test (Numbered Circles):** (Marwan, 2001, p. 55).
3. **Nelson Choice Response Movement Test:** (Mohammed, 1988, p. 264).

2.3.5 Pilot Study

The pilot study for the game performance evaluation test was conducted on Monday, April 7, 2025, at the Martyr Dr. Walhan Hamid Hall, College of Physical Education and Sports Sciences, University of Diyala, with a sample of 12 students from Section A. An introductory briefing was provided to the pilot sample prior to test administration to accomplish the following objectives:

1. Identify factors and obstacles that the researchers might encounter during testing and establish appropriate solutions.
2. Assess the suitability of the game performance test form for the sample.
3. Verify the operational validity of the equipment and instruments used during testing.
4. Organize the assistant team and clarify test administration guidelines and instructions.
5. Determine the clarity of test explanations and demonstrations to assess the sample's comprehension and adherence to execution steps.
6. Establish optimal camera positioning to ensure high-quality match recording for expert evaluation using modern, high-definition presentation methods.
7. Establish the scientific rigor (psychometric properties) of the game performance evaluation form.

The pilot study yielded the following outcomes:

- Achievement of stated objectives and the formation of a clear operational framework regarding the administration process.
- Establishment of the scientific coefficients (validity, reliability, and objectivity) of the game performance evaluation form, as follows:

2.3.5.1 Test Validity

- **Face Validity:** Face validity was established by presenting the proposed game performance evaluation form to volleyball experts (Appendix 1). Following expert feedback, specific performance levels were revised using the Chi-square

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($\chi 2$) test to determine the validity of all items related to the game performance test. Table 4 presents the expert ratings along with calculated and tabulated Chi-square values for accepted and rejected items.

Table 4. Chi-Square Test Results for the Game Performance Evaluation Form Items

(Data layout as designated in original manuscript)

- **Criterion-Related Validity (Concurrent Validity):** The researchers administered the test to a group of 12 fourth-year students and another group of 12 active volleyball players from the college varsity team. An independent samples t-test was employed to assess between-group differences. The results revealed statistically significant differences between the two groups, confirming test validity, as presented in Table 5.

Table 5. Means, Standard Deviations, and Significance of Differences for Game Performance Level Between Players and Non-Players

Skills	Players		Non-Players		Calculated t-value	Tabulated t-value	Statistical Significance
	Mean	SD	Mean	SD			
Serve	85.75	5.40	62.80	3.58	12.28	2.20	Significant
Serve Reception	84.79	3.87	60.55	3.32	16.45	2.20	Significant
Setting	85.55	5.51	62.16	3.86	12.06	2.20	Significant
Spike	84.63	5.40	62.57	3.19	12.39	2.20	Significant
Block	84.82	6.13	62.31	3.40	11.13	2.20	Significant
Court Defense	85.27	3.59	62.01	3.06	17.08	2.20	Significant

2.3.5.2 Test Reliability (Split-Half Method)

The split-half method is among the most widely used reliability techniques because it avoids the limitations of methods such as test-retest: *"In test-retest, identical test conditions between administrations cannot be guaranteed, and retesting may lead to familiarity among participants"* (Ramziya, 1985, p. 654). This method relies on dividing the test into two equivalent halves: the first half comprising students' scores on odd-numbered items and the second half comprising scores on even-numbered items. The Pearson correlation coefficient calculated between the two halves yielded r=0.80. Because this value represents the reliability of half the test, the Spearman-Brown prophecy formula was applied to determine overall test reliability, yielding a reliability coefficient of 0.89, indicating high test reliability.

2.3.5.3 Test Objectivity

To verify the objectivity of the game performance test form, the researchers presented the form to a panel of experts and specialists (Appendix 1) to ensure the clarity of the scoring method. Objectivity *"primarily pertains to the clarity of instructions regarding test administration and the computation of scores or results"* (Mohammed, 1988, p. 299). To evaluate test objectivity, the researchers also utilized two independent judges (Appendix 1) to record test scores and calculate the objectivity coefficient, defined as *"the correlation coefficient between the ratings of the first judge and the second judge"* (Ahmed, 1984, p. 25). Pearson correlation results demonstrated that the game performance evaluation form possesses high objectivity.

2.4 Main Experiment

Following confirmation of the validity, reliability, and scientific soundness of the procedures during the pilot study, the researchers administered all testing protocols according to predetermined schedules and scientific procedures. The test battery—comprising the game performance level test and motor ability tests—was administered

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to the main research sample of 60 fourth-year students at the College of Physical Education and Sports Sciences, University of Diyala (academic year 2024–2025), at the Martyr Dr. Walhan Hamid Volleyball Hall:

1. The game performance level test was conducted following full matches played between two student teams during practical classes for each fourth-year section on Monday, April 28, 2025, at the Martyr Dr. Walhan Hamid Hall. Video recordings of the matches were captured, and three expert judges (Appendix 1) evaluated game performance levels after reviewing the video footage; the arithmetic mean of their ratings was calculated.
2. Motor ability tests (agility, coordination, and motor response speed) were administered to fourth-year students on Monday, April 21, 2025, at the Martyr Dr. Walhan Hamid Hall.

2.5 Statistical Analysis

Data were analyzed using the Statistical Package for the Social Sciences (SPSS).

3. Results, Analysis, and Discussion

3.1 Presentation, Analysis, and Discussion of Game Performance Level Relative to Key Volleyball Motor Abilities

3.1.1 Presentation and Analysis of Game Performance Level Relative to Key Volleyball Motor Abilities

3.1.1.1 Descriptive Statistics

Table 6 presents the descriptive statistics for the investigated variables.

Table 6. Descriptive Statistics for the Research Variables

Variables	Mean	Standard Deviation	Median	Skewness	Standard Error
Game Performance Level	72.598	6.796	72.465	0.126	0.877
Agility	84.402	6.951	84.419	0.346	0.897
Coordination	74.533	7.359	74.049	0.898	0.950
Motor Response Speed	80.264	9.784	77.764	0.152	1.263

3.1.1.2 Bivariate Correlation Analysis

Table 7 presents the simple correlation coefficients and significance levels between game performance level and motor abilities.

Table 7. Correlation Coefficients and Significance Levels Between Game Performance Level and Motor Abilities

Variables	Mean	Standard Deviation	Correlation Coefficient (r)	Significance (p-value)
Game Performance Level	72.598	6.796	—	—
Agility	84.402	6.951	.504**	0.000
Coordination	74.533	7.359	.481**	0.000
Motor Response Speed	80.264	9.784	.357**	0.005

Statistically significant at $p<0.01$.

3.1.1.3 Multiple Correlation Analysis

Table 8 presents the multiple correlation coefficient, coefficient of determination, and standard error of the estimate between game performance level and motor abilities.

Table 8. Multiple Correlation Coefficient, Coefficient of Determination (R2), and Standard Error of the Estimate

Model	Partial Correlation (R)	Coefficient of Determination (R2)	Standard Error of the Estimate
1	0.693	0.453	5.028

3.1.1.4 Analysis of Variance (ANOVA)

Table 9 presents the analysis of variance results for the regression model.

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Table 9. Analysis of Variance (ANOVA) for the Regression Model

Model	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1309.676	3	436.559	17.267	.000
	Residual	1415.850	56	25.283		
	Total	2725.526	59			

3.1.1.5 Regression Coefficients and Predictive Parameters

Table 10 presents the regression constant, slope coefficients, standardized beta coefficients, t-values, and significance levels.

Table 10. Unstandardized and Standardized Regression Coefficients, t-Values, and Significance Levels

Model	Parameter	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)	t	Sig.
1	Constant	-1.756	10.378	—	-.169	—
	Agility	.433	.095	.442	4.554	.000
	Coordination	.348	.093	.377	3.759	.000
	Motor Response Speed	.148	.070	.214	2.134	.037

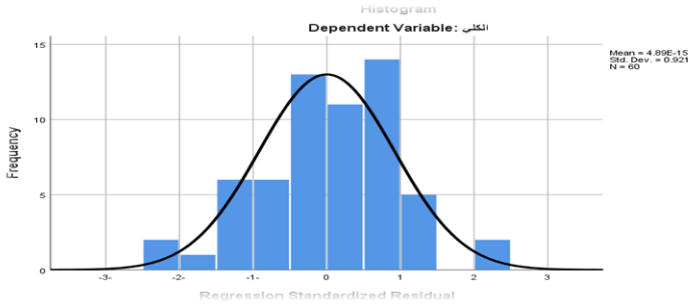

Figure 1. Residual distribution plot for game performance level following a normal distribution.

3.2 Discussion of Results

The tables presented and analyzed demonstrate significant correlations between game performance level and motor abilities (agility, coordination, and motor response speed). This indicates the critical role of the selected motor abilities in determining game performance level through an individual's capacity to adjust, adapt, and respond rapidly to the demands of the sport to achieve performance objectives. Consequently, students require adjustments in speed, jumping, landing, and falling—whether laterally or forward—as well as rapid motor control through sprinting, stopping, resuming sprinting, and altering body positions, either entirely or partially, in the air or on the ground. These act as authentic indicators of the importance of motor ability components in volleyball, supporting the findings of Qasim Lazam Sabr (2005, p. 90), who affirmed that motor abilities reflect the proficiency of fundamental motor skills and related sports-specific skills.

Furthermore, Hussein Sabhan and Tariq Hassan (2011) indicated that movement dynamics in volleyball differ from other sports because the six players must maneuver within a court area of 9×9 m. Players move in all directions while executing offensive and defensive duties proficiently, adapting body positions and response speed to skill demands, supported by accuracy, fluidity, and timing, which represent decisive performance factors.

Volleyball requires high coordination, particularly during the execution of serving, serve reception, and court defense, whether executed with one or both hands, as well as during defensive formations to recover distant or fast-moving balls. Mohammed Sobhi (2001, p. 313) noted that motor abilities in volleyball are essential for athletic activities requiring high fluidity across all skills. Motor response speed integrates into

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all technical skills to varying degrees; serve reception, blocking, court defense, and spiking require elevated levels of reaction time and movement speed. This is corroborated by Abeer Mohammed (2013, p. 55), who highlighted that motor response is an essential performance requirement in volleyball due to its necessity in adapting and reacting swiftly to opponent actions. This performance depends on the player's movement speed across various directions and postures, alongside the ability to rotate, pivot, and roll without compromising technical proficiency. Direction, dynamics, and sequential limb coordination are critical for kinesthetic awareness, aiming toward the progressive acquisition of complex, integrated motor skills whose execution demands active reaction, rapid displacement, body control, and precision.

The researchers argue that motor abilities constitute the foundation of volleyball game performance, which relies on rapid responses to diverse match situations and accurate skill execution characterized by fluidity and efficiency within limited time frames. Therefore, motor abilities establish the core base upon which technical volleyball skills are mastered. The findings of the current study demonstrated that the contribution of motor abilities to game performance was high, reaching 84%, reflecting statistical significance regarding the vital importance of motor abilities among fourth-year students at the College of Physical Education, University of Diyala.

4. Conclusion

In light of the research findings and scientific evidence, the following conclusions were reached:

- Statistical analysis revealed satisfactory levels of game performance and motor abilities, with significant correlations and contribution rates between game performance level and motor abilities among fourth-year students at the College of Physical Education and Sports Sciences, University of Diyala.

Recommendations:

- Adopting developmental instructional programs that contribute to maintaining students' game performance levels and enhancing them through modern volleyball methods and tools.
- Developing students' motor abilities by intensifying exercises focused on agility, coordination, and motor response speed within the existing academic curricula.

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Appendix 1. Panel of Experts and Specialists

No.	Expert Name and Academic Title	Specialization and Affiliation	Scope of Consultation: Game Performance Evaluation Form	Scope of Consultation: Motor Abilities Selection Form	Scope of Consultation: Motor Ability Tests Form	Scope of Consultation: Judges	Scope of Consultation: Personal Interviews
1	Prof. Dr. Thaer Rasheed Hassan	Motor Learning / Volleyball / University of Diyala	✓	✓	✓		✓
2	Prof. Dr. Mujahid Hameed Rasheed	Motor Learning / Volleyball / University of Diyala	✓	✓	✓		
3	Prof. Dr. Mohammed Waleed Shehab	Testing and Measurement / Volleyball / University of Diyala	✓	✓	✓		✓
4	Prof. Dr. Firas Kasoob Rashid	Volleyball Learning / University of Kufa	✓	✓	✓		
5	Prof. Dr. Tariq Ali Yousif	Training / Volleyball / University of Baghdad	✓	✓	✓		
6	Prof. Dr. Israa Abbas Mohammed	Volleyball Learning / University of Diyala	✓	✓	✓		
7	Asst. Prof. Dr. Tariq Dhayea Mohammed	Volleyball Learning / University of Baghdad	✓	✓	✓		
8	Asst. Prof. Dr. Basim Ibrahim Hameed	Testing and Measurement / Volleyball / University of Diyala	✓	✓	✓	✓	✓
9	Asst. Prof. Dr. Rafid Habib Qaddouri	Biomechanics / Volleyball / University of Diyala	✓	✓	✓	✓	✓
10	Asst. Prof. Dr. Amjad Samed Badr	Testing and Measurement / Volleyball / University of Tikrit	✓	✓	✓		
11	Asst. Prof. Dr. Haider Fadhil Saleh	Volleyball Learning / University of Diyala	✓	✓	✓		
12	Asst. Prof. Dr. Ahmed Walhan Hameed	Physiology / Volleyball / University of Diyala	✓	✓	✓	✓	
13	Asst. Prof. Dr. Saddah Ibrahim Sayyid	Biomechanics / Volleyball / University of Diyala	✓	✓	✓	✓	

Appendix 2. Game Performance Level Evaluation Form

Serving Skill

No.	Performance Descriptors	Level (Score)	Frequency	Total Frequencies
1	**Controlled, successful serve scoring a direct point (ace).**	**4**		
2	**Effective serve forcing the opponent into a weak/easy return.**	**3**		
3	**Serve of limited effectiveness allowing the opponent to attack with a single hitter.**	**2**		
4	**Very weak serve allowing the opponent to attack with three hitters.**	**1**		
5	**Failed serve resulting in a lost point.**	**0**		

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Serve Reception Skill

No.	Performance Descriptors	Level (Score)	Frequency	Total Frequencies
1	Precise reception enabling the team to execute an attack with three hitters.	4		
2	Effective reception enabling the team to execute an attack with two hitters.	3		
3	Ineffective reception offering an attack opportunity with only a single hitter.	2		
4	Very weak reception resulting in an easy overpass to the opponent.	2		
5	Failed reception resulting in a lost point (reception error).	0		

Setting Skill

No.	Performance Descriptors	Level (Score)	Frequency	Total Frequencies
1	Precise set enabling the attacker to score a direct point.	4		
2	Effective set enabling the attacker to execute an effective attack without scoring directly.	3		
3	Ineffective set resulting in an easy ball to the opponent.	2		
4	Very weak set resulting in a lost attack opportunity.	1		
5	Failed set resulting in a lost point (setting error).	0		

Spiking Skill

No.	Performance Descriptors	Level (Score)	Frequency	Total Frequencies
1	Powerful, controlled spike scoring a direct point.	4		
2	Effective spike forcing the opponent into an easy return.	3		
3	Spike of limited effectiveness allowing the opponent to counterattack with a single hitter.	2		
4	Very weak spike allowing the opponent to counterattack with three hitters.	1		
5	Failed spike resulting in a lost point (attack error).	0		

Blocking Skill

No.	Performance Descriptors	Level (Score)	Frequency	Total Frequencies
1	Solid, well-formed block scoring a direct point (block kill).	4		
2	Effective block successfully deflecting the ball back into the opponent's court.	3		
3	Incomplete block deflecting the ball behind the blockers, allowing setting and offensive continuation.	2		
4	Incomplete and very weak block deflecting the ball behind the blockers, hindering attack transition.	1		
5	Failed block resulting in a lost point (blocking error / tool).	0		

Court Defense Skill

No.	Performance Descriptors	Level (Score)	Frequency	Total Frequencies
1	Precise dig delivering the ball accurately to the setter, enabling a successful attack and scoring a point.	4		
2	Effective dig delivering a manageable ball to the setter.	3		
3	Ineffective dig hindering the setter from executing designated offensive plays.	2		
4	Very weak dig preventing the setter from setting accurately.	1		
5	Failed defense resulting in a lost point (defensive error).	0		