



Assessing the Influence of Teaching Methods on Specific Skill Performance Components of Basketball among School Boys

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ABSTRACT

The aim of this study was to examine the impact of the teaching method on specific skill performance components of basketball among school boys. For this purpose, forty school boys aged between 12 and 14 years were randomly selected from SAV Higher Secondary School in Tuticorin. The participants were divided into two equal groups: an experimental group and a control group, each comprising 20 subjects. The training period lasted twelve weeks, with three sessions per week. The independent variable chosen for the study was the "whole part whole" method of teaching, while the dependent variables included dribbling, passing, shooting, and overall playing ability. Dribbling was assessed using the Knox speed dribble test, with the unit of measurement in seconds. Passing and shooting were evaluated using the Johnson basketball test, with passing measured in seconds and shooting in points. Overall playing ability was measured using a judgment ratio, with the unit of measurement in points. All subjects were tested two days before and immediately after the experimental period on the selected dependent variables. The data obtained from both the experimental and control groups were subjected to statistical analysis, specifically the dependent 't'-test, to determine any significant improvements. The significance level was set at 0.05 for all cases. The results revealed a significant improvement in dribbling, passing, shooting, and overall playing ability in the experimental group compared to the control group due to the implementation of the "whole part whole" teaching method

Keywords: Basketball, Dribbling, Passing, Shooting and Overall Playing Ability.

INTRODUCTION

Basketball, a fast-paced and dynamic sport, has gained immense popularity among school boys as it not only fosters physical fitness but also promotes teamwork and strategic thinking. The development of essential basketball skills in these young players is crucial for their overall growth and success on the court. While the sport's innate appeal draws children to the game, the method of teaching and coaching plays a vital role in shaping their skill performance components.

The impact of teaching methods on skill acquisition in basketball has been a subject of interest among educators, coaches, and researchers alike. Various approaches to instruction have been adopted in school settings, ranging from traditional drills and demonstrations to more contemporary and interactive teaching techniques. The effectiveness of these methods can significantly influence how well students grasp and execute the fundamental aspects of basketball, such as shooting, dribbling, passing, and defensive strategies.

This study aims to explore and analyze the impact of different teaching methods on selected skill performance components of basketball among school boys. By investigating the relationship between teaching methodologies and skill acquisition, we seek to identify the most effective approach for nurturing the talents of young athletes and optimizing their performance on the basketball court.

To carry out this research, a comprehensive evaluation of various teaching methodologies will be conducted, and their influence on specific skill components will be measured. This study will focus on assessing shooting accuracy, dribbling speed and control, passing precision, defensive techniques, and overall basketball IQ among school boys exposed to different instructional styles. Understanding how teaching methods influence skill development in basketball has significant implications for physical education curriculum design, coaching strategies, and talent development programs. The findings of this research could potentially inform educators, coaches, and sports organizations on the most effective and efficient approaches to enhance the basketball skills of school boys and contribute to their growth as both athletes and individuals.

METHODOLOGY

The purpose of this study was to assess the impact of the teaching method on selected skill performance components of basketball among school boys. A total of forty school boys aged between 12 and 14 years were randomly selected from SAV Higher Secondary School in Tuticorin for this research. They were divided into two groups, each consisting of 20 participants. The first group, referred to as the Experimental group, underwent the Whole-Part-Whole Method. This teaching approach involved initially presenting a complete and clear understanding of the entire activity. Then, the

activity was broken down into meaningful parts and taught separately as individual skills. After practicing these parts in isolation, the participants engaged in a practice game situation where they integrated the skills into the whole activity. This method is widely recommended for teaching major games. On the other hand, the second group, known as the Control group, did not undergo any specific training program. Both groups were subjected to pre-tests and post-tests, and the treatment period lasted for twelve weeks. The aim was to scientifically determine the impact of the teaching method on the selected skill performance components of basketball among school boys.

The selected tests were measured by following units for testing:

Criterion Variables	Test Items	Unit Measurements
Dribbling	Knox speed dribble test	In Seconds
Passing	Johnson basketball test	In Seconds
Shooting	Johnson basketball test	In Points
over all playing ability	Judges Rating Scale	In Points

TRAINING PROGRAMME

The following schedule of training was given for the Whole – Part - Whole Method group.

Group	Design of the Training
Experimental Group I	Whole – Part - Whole Method
Control Group II	Did not do any Specific Training
Training Duration	90 Minutes
Training Session	3 Days a week
Total Length of Training	Twelve weeks

CHART-1
EXPERIMENTAL TREATMENT ADOPTED FOR EXPERIMENTAL GROUP-I

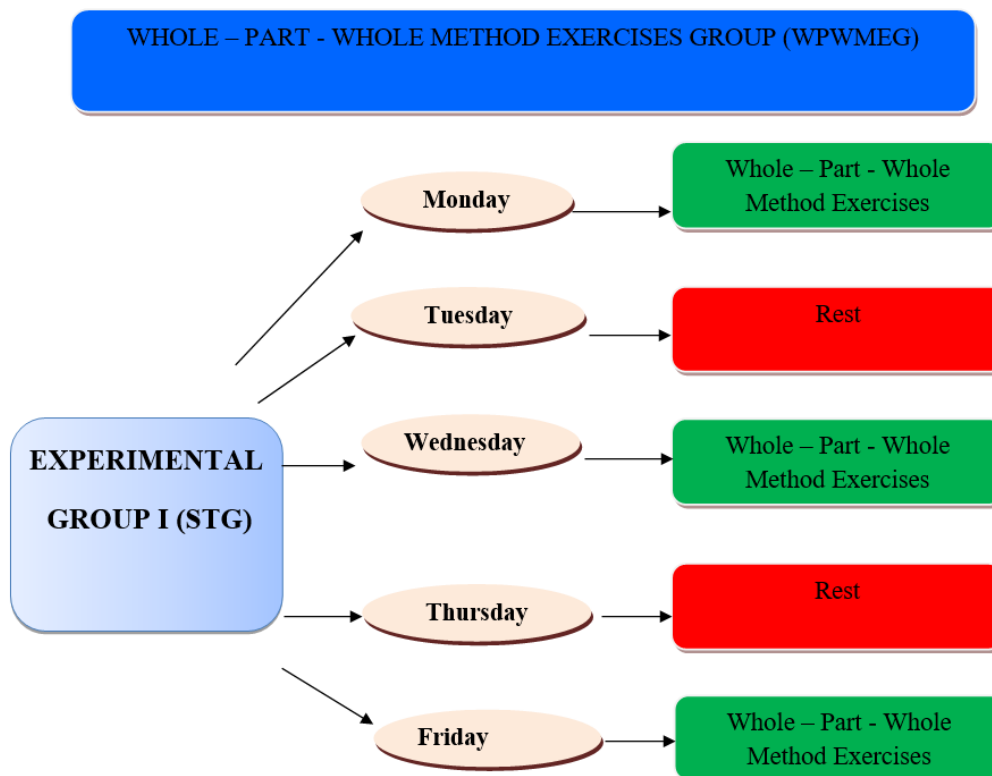


TABLE- I
PROGRESSION OF LOAD FOR EXPERIMENTAL GROUP-I (STG)

Weeks	Swissball Training (Monday, Wednesday, Firday)	Duration (10+25+40+15= 60 min)	Load
I to IV	Warm -up 1000M Walking / Jogging Over head pass Writs pass Jump pass Behind the back pass Behind the head pass Warm- down	5 minutes 10 minutes 40 minutes 5 minutes	4 to 8rep x 2 sets
V to VIII	Warm- up 2000 M Walking /Jogging Dribbling full court Dribble routine Dribble train Dribble relay Dribble chase down Warming down	5 minutes 10 minutes 40 minutes 5 minutes	8 to12rep x 3 sets
IX to XII	Warm- up 3000 M Walking /Jogging Set shoot Jump shoot 2 foot jump shoot Wing shoot Positional shoot Warming down	5 minutes 10 minutes 40 minutes 5 minutes 15 minutes	12 to15 rep x 4 sets

EXPERIMENTAL DESIGN

The experimental group underwent skill training exercises following an initial test. These selected exercises were provided three days a week for twelve weeks, with practice sessions scheduled from 6:00 AM to 7:30 AM. On the other hand, the control group did not participate in any special training program. Instead, they were allowed to attend their regular education classes at the school as per their curriculum.

STATISTICAL TECHNIQUE

The dated were statistically evaluated with dependent t-test to discovery obtainable significant development. The level of significance was secure at 0.05 level of confidence for all the cases.

RESULTS AND DISCUSSIONS

The influence of the independent variables on each criterion variable was assessed using the dependent 't'-test on the data obtained for dribbling, passing, shooting, and overall playing ability. The pretest and post-test means for both the experimental group and control group have been analyzed and are presented in Table II and III, respectively.

TABLE – II

MEAN AND DEPENDANT ‘t’ – RATIO FOR THE PRE AND POST TESTS ON DRIBBLING PASSING SHOOTING AND OVERALL PLAYING ABILITY OF EXPERIMENTAL GROUPS

S.No	Variables	Pre-test Mean± SD	Post-test Mean± SD	Diff	SE	't'-ratio
1.	Dribbling	21.30 ± 1.38	26.35 ± 1.39	0.29	0.61	57.31*
2.	Passing	28.65 ± 1.81	32.75 ± 1.71	0.40	0.13	59.57*
3.	Shooting	27.90 ± 1.77	31.50 ± 1.84	0.41	0.24	28.78*
4.	Over all playing ability	5.85 ± 0.48	8.75 ± 0.51	0.11	0.22	42.13*

*Significance at 0.05 level of confidence (2.09).

TABLE – III

MEAN AND DEPENDANT 't' – RATIO FOR THE PRE AND POST TESTS ON DRIBBLING PASSING SHOOTING AND OVERALL PLAYING ABILITY OF CONTROL GROUP

S.No	Variables	Pretest Mean±SD	Post test Mean± SD	Diff	SE	't'-ratio
1.	Dribbling	21.25 ± 1.37	21.35 ± 1.38	0.31	0.61	1.45
2.	Passing	28.50 ± 1.73	28.75 ± 1.71	0.38	0.13	0.40
3.	Shooting	27.90 ± 1.74	28.00 ± 1.89	.17	.18	.809
4.	Over all playing ability	5.75 ± 0.51	5.70 ± 0.47	0.10	0.25	1.83

*Significance at 0.05 level of confidence(2.09).

Table II and III display the 't'-ratios obtained between the pre and post-test means of the experimental group and the control group. For the experimental group, the 't'-ratios were 57.31, 59.71, 28.78, and 42.13, while for the control group, they were 1.45, 0.40, 0.809, and 1.83, respectively. These values were compared with the table values required for a significant difference with degrees of freedom (df) of 24 at a 0.05 level of confidence.

As the obtained 't'-ratios for the experimental and control groups on dribbling, passing, shooting, and overall playing ability were greater than the table value of 2.09, it was concluded that the Whole-Part-Whole Method significantly improved the skill performance components for the experimental group.

Additionally, the pre and post-test mean values of both the experimental and control groups for dribbling, passing, shooting, and overall playing ability were visually represented in Figure 1 and II, respectively.

FIGURE -I

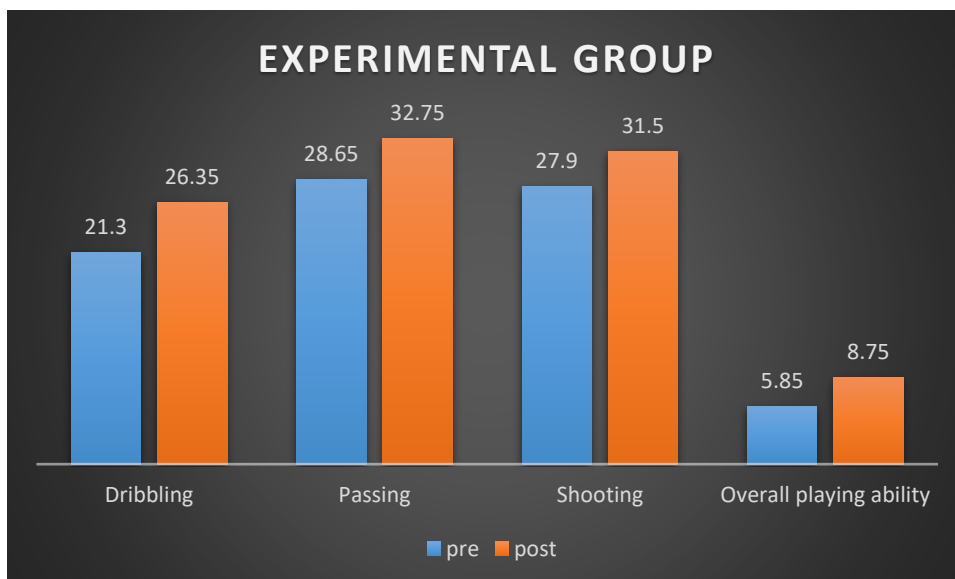
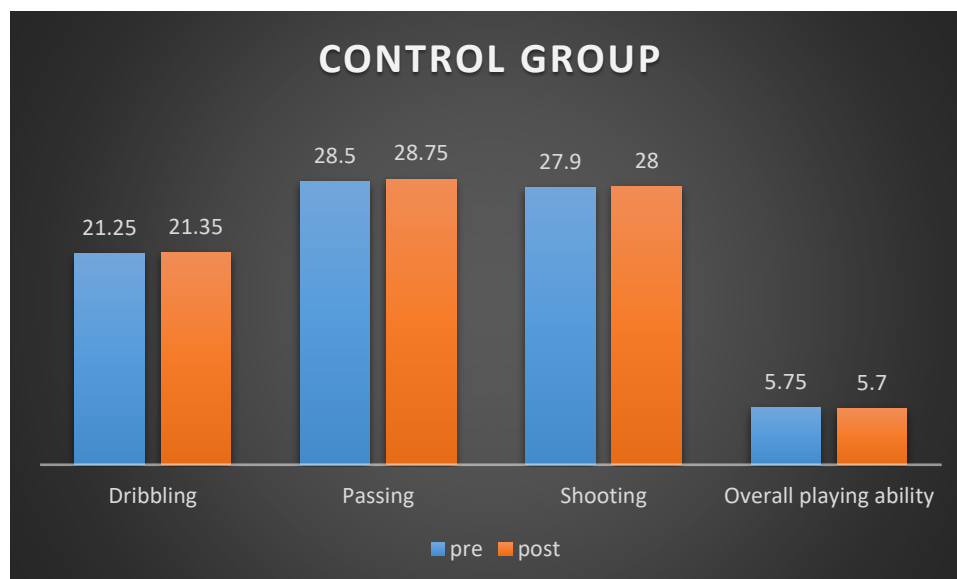


FIGURE -II



DISCUSSION ON FINDINGS

The study's findings indicate that the Whole-Part-Whole Method group demonstrated a significant improvement in their skill performance components. Conversely, the control group did not show any significant improvement in their skill performance components. These results closely align with a previous study conducted by **Moradi, J., Movahedi, A., & Salehi, H. (2014)**, which explored the specificity of learning a sport skill under different visual conditions of acquisition.

CONCLUSIONS

A significant improvement in dribbling, passing, shooting, and overall playing ability was observed in the experimental group, attributed to the impact of the Whole-Part-Whole Method on physical fitness, in comparison to the control group.

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