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THE IMPACT OF THE WHOLE METHOD COMBINED WITH ECHNOLOGICAL AIDS ON SELECTED BASKETBALL SKILL PERFORMANCE COMPONENTS AMONG SCHOOLBOYS

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ABSTRACT :

The study aimed to examine the whole method combined technological aids of On Selected Basketball Skill Performance Components Among Schoolboys. To achieve this purpose, forty schoolboys aged 12 to 14 years were randomly selected from Thondamuthur Boys' Higher Secondary School in Coimbatore. The selected subjects were divided into two equal groups: an experimental group and a control group, each consisting of 20 participants.

The training period lasted for twelve weeks, with sessions conducted three days per week. The whole method with technological aids of teaching, was used as the independent variable. Dribbling and passing were measured an Analysis using the Johnson Basketball Test in seconds, shooting was measured in points, and playing ability was assessed through judgment ratings in points.

All participants were tested on the dependent variables two days before and immediately after the experimental period. The data obtained from both groups were analyzed using a dependent t-test to identify significant improvements. The level of significance was set at 0.05 for all analyses.

The results showed significant improvements the experimental group's Basketball dribbling, Basketball passing, Basketball shooting and Basketball playing ability attributed to the whole method combined technological aids of teaching, Comparative Analysis with the Control Group.

Keywords: Basketball dribbling, Basketball passing, Basketball shooting and Basketball playing ability.

INTRODUCTION :

The primary aim and objective of education is the holistic development of an individual's personality. To achieve this, it is essential for educational institutions or schools to provide a variety of activities for their students. Over the years, educationists have increasingly recognized that the focus of all education is the child or individual. This shift emphasizes that the teaching-learning process in education now encompasses a broader meaning and scope. It is no longer appropriate, and perhaps even outdated, to view teaching merely as the transmission of experiences from one generation to another or as simple instruction in the dos and don'ts of behavior **(mike Anderson 2010)**.

Whole method combined technological aids a whole-method approach in sports and games using technological aids refers to a comprehensive integration of various technological tools throughout all stages of training, performance, recovery, injury prevention, and even fan engagement. Scholars and industry experts have developed frameworks and research to support this holistic application of technology in sports. **Kellmann (2010)**

Skill performance variables refer to the abilities that enable players to execute the technical aspects of handball effectively. These skills include passing, shooting, dribbling, and defending. Various teaching and coaching methods can help schoolboys develop these essential skills.

One effective approach is game-based learning, which incorporates game-like scenarios into training sessions. This method allows players to develop their skills in a realistic and practical context. Another impactful technique is video analysis, where footage from games and training sessions is reviewed to identify areas for improvement.

Coaching can also focus on specific skills, such as shooting, by breaking down the technique into smaller components and practicing each part individually. This step-by-step approach helps enhance accuracy and consistency, leading to overall skill improvement.

METHODOLOGY :

For this study, forty schoolboys aged 12 to 14 years were randomly selected from Thondamuthur Boys' Higher Secondary School in Coimbatore. Each group consisting of 20 members.

The experimental group underwent training using the whole method with technological aids of teaching. In this method, a complete and clear understanding of the entire activity is provided at the beginning. The activity is then divided into meaningful parts and taught separately. After practicing these parts as individual skills, they are combined and applied in a practice game setting. This approach focuses initially on mastering individual components before integrating them into the full activity. The whole method is particularly effective for teaching major games.

The control group, on the other hand, Non-Participants in any training program. Pre-test and post-test assessments were conducted, and the training program lasted for twelve weeks. The study aimed to scientifically evaluate the impact of the teaching method on selected Basketball Performance Metrics of basketball among schoolboys.

The selected tests were measured by following units for testing:

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

TRAINING PROGRAM

The following training schedule was implemented for the whole method with technological aids of teaching group.

Group	**Design of the Training**
Experimental Group I	whole method combined technological aids of teaching
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

EXPERIMENTAL DESIGN

The experimental group underwent training exercises following an initial test. The selected exercises were conducted over a twelve-week period, with sessions held three days a week from 6:00 AM to 7:30 AM. In contrast, the control group Non-Participants in any special training program. However, they continued attending their regular education classes at school as per the standard curriculum.

STATISTICAL TECHNIQUE

The data were statistically analyzed using a dependent t-test to identify significant improvements. The level of significance was set at 0.05 for all cases.

RESULTS AND DISCUSSIONS :

The impact of the independent variables on each criterion variable was assessed using a dependent t-test. The analysis was conducted on the data obtained for dribbling, passing, shooting, and overall playing ability. The pre-test and post-test mean scores of the experiment group and control groups were analyzed and are presented in Tables II and III.

TABLE – II

MEAN AND DEPENDENT T-RATIO FOR PRE- AND POST-TEST RESULTS ON DRIBBLING, PASSING, SHOOTING, AND OVERALL PLAYING ABILITY OF THE EXPERIMENTAL GROUP

S.No	Variables	Pre-test Mean± SD	Post-test Mean± SD	Diff	SE	't' –ratio
1.	Dribbling	21.30 ± 1.38	25.35 ± 1.39	0.29	0.61	58.31*
2.	Passing	28.65 ± 1.81	31.75 ± 1.71	0.40	0.13	60.57*
3.	Shooting	27.90 ± 1.77	30.50 ± 1.84	0.41	0.24	29.78*
4.	Over all playing ability	6.65 ± 0.48	8.55 ±0.51	0.11	0.22	43.13*

*Significance at 0.05 level of confidence (2.09).

TABLE – III

MEAN AND DEPENDENT T-RATIO FOR PRE- AND POST-TEST RESULTS ON DRIBBLING, PASSING, SHOOTING, AND OVERALL PLAYING ABILITY OF THE CONTROL GROUP

S.No	Variables	Pre -test Mean ± SD	Post -test Mean ± SD	Difference	SE	't'–ratio
1.	Dribbling	20.25 ± 1.37	20.35 ± 1.38	0.31	0.61	1.85
2.	Passing	27.50 ± 1.73	27.75 ± 1.71	0.38	0.13	1.40
3.	Shooting	26.90 ± 1.74	27.00 ± 1.89	.17	.18	1.89
4.	Over all playing ability	5.55 ± 0.51	5.70 ±0.47	0.10	0.25	1.80

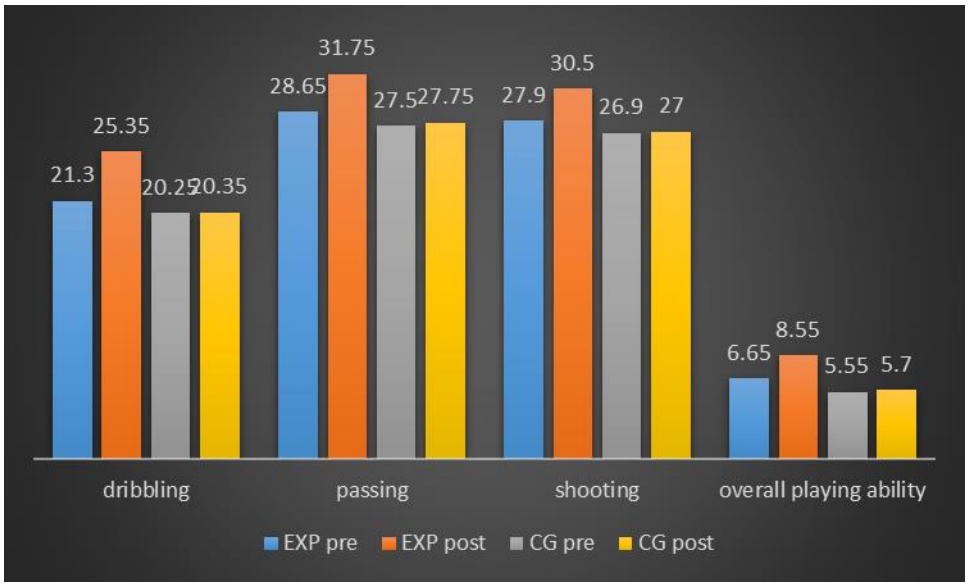
*Significance at 0.05 level of confidence(2.09).

Tables II and III show that the obtained t-ratio values between the pre-test and post-test means of the experiment group were 58.31, 60.71, 29.78, and 43.13, respectively, while the values for the control group were 1.85, 1.40, 1.89, and 1.80, respectively. The table value required for a significant difference at a 0.05 level of confidence with 24 degrees of freedom is 2.09.

Since the obtained t-ratio values for the experiment group on Basketball Dribbling, Basketball passing, Basketball shooting, and playing ability exceeded the table value, it was concluded that the whole method with technological aids of teaching significantly improved these performance components in the experiment group.

The pre-test and post-test mean values of the experiment and control group for dribbling, passing, shooting, and overall playing ability are graphically represented in Figure 1.

FIGURE -I



DISCUSSION ON FINDINGS :

The findings of the study reveal that the whole method with technological aids of teaching resulted in significant improvement in the skill performance variables of the experimental group. In contrast, no notable improvement was detected in the skill performance variables of the control group. These results align closely with the findings of a previous study conducted by **Moradi, J., Movahedi, A., & Salehi, H. (2014),** which explored the skill performance in relation to the visual conditions during acquisition.

CONCLUSIONS :

Significant improvements in basketball dribbling, basketball passing, basketball shooting, and playing ability were observed in the experimental group, attributed to the influence of the whole method combined technological aids of teaching on skill performance variables, in comparison to the control group.

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