

A Study of Effect of Video Graphic Teaching aid on Learning of Basketball Skills of under 13 years Girls from Pune City

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Introduction:

In India various games are played, especially domestic and foreign too. As compare to other games the game which doesn't have any traditional background and which is a speed game is basketball. Basketball is probably the most widely played and supported team game in the world.

This game was identified in reference to baseball and football which was internationally played for physical fitness.

The game has always had considerable appeals in schools and youth clubs. Where under varying conditions, any number of Players can play on court, off course the game can also be played out of doors in fine weather making it an excellent summer activity. It must not be forgotten that women play basketball. Opportunities for young female athletes to participate in competitive sports have grown exponentially.

Sports' training is a complex process of preparing a sportsman for the higher performance. A skill has to be learnt through practice. The process of acquisition, refinement and stabilization of skill is motor learning. The process of learning and getting perfect in a skill is not uniform in nature. The learning process in the initial phase of motor learning is different from that of in the later phase therefore Meinel and Schnable (1976) have rightly divided the whole process into three distinct phase i.e. the phase of acquiring rough condition, the phase of acquiring fine co-ordination and the phase of acquiring mastery. Each phase is different quantitatively and qualitatively from the other phase and therefore different teaching approach is needed each phase. The three phases are also of different duration which can be different in case of different techniques. The third phase is a platonic concept which never ends sportsmen can never achieve complete mastery. Skill of any game is taught is through different teaching style. For acquisition, refinement and stabilization of skill one needs to be taught correctly. Teacher has different options for teaching sports skill.

Use of Variety of teaching styles

The choice of teaching style depends on expected students out comes, on the children's stage of progression, & on the activity. Two reasons for using different styles are to enhance the teaching environment & to keep both learner & teacher motivated. The challenge is to select a style most likely to enhance student learning. A teaching style should be chosen according to the degree of control a teacher plans to exert over lesson preparation, implementation, & evaluation .

- **Direct style**
- **Task style**
- **Mastery learning or out comes- Bossed style**
- **Individualized style**
- **Co-operative Learning Style**

- **Problem solving style**
- **Limited exploration style**
- **Audio-Visual method**

During this athletes view their own performance on video and analyse their movements with the intent of gaining new insights that will aid their performance. Video feedback occurs when athletes observe their performance, which differs from video modelling, where the athlete views another person demonstrating a skill tactic, some controversy exists concerning the efficacy of video feedback. Schmidt & Lee (2005) state that little evidence exists to support the notion that video tape relay by itself is effective. Research shows that simply showing athletics a video of themselves is of little value because video-taped events occur too fast and their simply too much information available for the untrained eye to interpret. But when video feedback is presented and interpreted by knowledgeable individuals, beneficial effects have been found.

Video Base Motion Analysis

There are different types of analysis found in analytical studies. This study will be done following analytical method of research and analysis will be done with the help of video recording. Video image processing has become a convenient and powerful tool to represent movement.

Purpose of the study

The purpose of the study is to find **the effectiveness of Audio- Visual Teaching programme on students learning in physical education and sports.**

No matter what general method of approach to the teaching of movement skills is adopted, there will come a time when a teacher or coach seems it necessary to provide a model (usually by means of demonstration) that the learner can utilize in developing a particular movement form.

Hypothesis

H₁: There is significant effect of Audio-visual teaching aids on learning of Basketball Skills

Methodology:

This research is dedicated to teach the fundamentals of the basketball skills with fun and excitement in positive environment. This programme is designed for under 13 year's girls only. This study is intended to discover the effectiveness of Audiovisual teaching aid on the skill Performance of the Basketball fundamental skills.

For achieving this purpose an experiment was carried out with subjects selected from "Pune Vyayamshala". Hence experimental research method was applied for this study.

Design of the Study

The researcher has chosen pre experimental single group design for the present research. This study done by following experimental method of research. It was provided video graphic teaching aids. Pre-test and post-test were conducted. The design is

O1 x O2

Where, R is randomization

X is treatment given to experimental group

O1 Pre test

O2 Post test

Pre-test was conducted on experimental group before giving treatment of audio-visual application. It was taught using Audio visual teaching aid and post -test was conducted.

Sample of the study

In this study, which is based on the experiment on junior girls, population is junior girls (under 13 years) from Pune Vyayamshala. This study is experimental in nature. Hence a purposive sample was selected. The subjects are girls studying in std. VI to std. VIII of Pune Vyayamshala.

Variables

There are different variables selected for this study.

Dependent Variables

In this present study skill test scores are dependent variables. Dribbling skill test scores and Passing skill test scores are therefore considered as dependent variables

Independent Variables

Audio-Visual Teaching program for under 13 years girls is considered as independent variables for this study.

Analysis of Data

After collecting data paired sample 't' test is applied to test hypothesis. Inferential statistics is followed by descriptive statistics. It is as follows

Table 1
Descriptive Statistics

Skill		Mean	N	Std. Deviation	Std. Error Mean
Passing	Pre Test	19.0000	15	5.14087	1.32737
	Post Test	22.9333	15	3.59497	.92822
Dribbling (Sec.)	Pre Test	17.1080	15	2.70215	.69769
	Post Test	16.2327	15	1.82506	.47123

Descriptive Statistics for Pre Test of Control and Experimental Groups

There were 15 subjects in the group and they performed Wall Pass test with the mean of 19.00, standard deviation of 5.14 and standard error of mean 1.32737 during pre-test. Researcher used video graphic teaching aids for teaching Basketball skills and after six weeks post test was conducted in which the mean was found 22.9333, standard deviation of 3.59497 and standard error of mean .92822.

Similarly Dribbling test was conducted on the same group and the mean timing of 17.108 seconds for pre-test with standard deviation of 2.70215 and standard error of mean .69769 at the time of pre-test. Post-test after six weeks was conducted and the mean was found 16.2327 seconds with standard deviation of 1.82506 and standard error of mean .47123

Table 2

Paired Samples Correlations

Skill	N	Correlation	Sig.
Passing	15	.889	.000
Dribbling (Sec.)	15	.869	.000

Paired sample Correlation for Passing skill test and Dribbling skill test was conducted between pre-test and post-test groups. Coefficients of correlation were found .889 ($p=.000$) and .869 ($p=.000$) for passing and dribbling skill test respectively. As the values reveal significance it is disclosed that all most all subjects have shown the significant difference because of the use of the video graphic teaching aids for teaching Basketball skills.

Table 3

Paired Samples 't'-Test

Skill	Mean Difference	Std. Deviation Difference	t	df	Sig. (2- tailed)
Passing	3.9333	2.54858	5.977	14	.000
Dribbling (Sec.)	-.8753	1.43534	-2.362	14	.033

Comparison Between Pre-test and Post-test

Paired sample 't' test was conducted to compare pre-test and post-test of Passing and Dribbling skills separately. Mean difference, for the Passing skill test, between pre-test and post-test was found 3.9333 which was tested with the pair sample test and the 't' value of 5.977 with 14 degrees of freedom was found statistically significant at 0.000 significance level ($p = 0.000$). This implies that there was statistically significant difference found between pre and post-test. It is therefore inferred that use of video graphic teaching aids for teaching Passing in Basketball is found effective. Similarly concern to Dribbling skill test mean difference of -.8753 seconds is found significant with the 't' value of -2.362 at 14 degrees of freedom as 'p' value is found .033, it reveals that use of video graphic teaching aids for teaching dribbling in Basketball is found effective.

Conclusions:

It is concluded that use of video graphic teaching aids is effective in teaching Passing and Dribbling skills of Basketball.

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