

EFFECTIVENESS OF PRESENTATION TEACHING & CO-OPERATIVE LEARNING METHODS ON ASANA PERFORMANCE IN YOGA

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ABSTRACT

The purpose of this study was to examine the effectiveness of presentation teaching method (PTM) & co-operative learning method (CLM) on asana performance in yoga. It is pre-test- post-test non-equivalent quasi-experimental groups design, in which 30 girl students of 8th standard was purposively selected as sample from Modern High school, Ganeshkhind, Pune. They were divided into two groups. First experimental group (n=15) assigned by PTM & second experimental group (n=15) by CLM. Asana performance test was conducted in the beginning & after implementation of 12 weeks teaching program as a pre-test & post-test. Obtained data by asana evaluation sheet, were analyzed using mean, standard deviation, Paired sample 't' test & Independent 't' test Results show that both the teaching methods are useful to improve asana performance. It was further concluded that CLM group asana score ($M=23.80\pm4.66$) was superior to PTM group score ($M=11.60\pm4.86$), where 't' value was 7.01 which is statistically significant at 0.005 significant level ($p=0.001$).

Keywords: Presentation teaching method, co-operative learning method, asana performance.

1. INTRODUCTION

Nature transforms every bud into a beautiful flower through several steps involving natural process. Likewise, all children are flower buds when they enter a school for the first time. It is the role of school teacher who are involved in blooming them into colorful flowers; with sweet fragrance which is knowledge. School teacher are considered as a superior power of nature who takes the children from ignorance to intelligence. What a child learns & experiences during

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his early school years is the results of his learning & the teaching behavior of the teacher (Sidentop, 1991).

When teaching take place a special human connection evolves, a connection of many dimensions that simultaneously affects the learner & the teacher. Teaching is the ability to be aware of & utilize the possible connections with the learner in all domains. The teaching process is a continuous interaction between the behaviors of the teacher and behaviors of the learners (Ashworth, & Mosston, 1994).

The basic task of teaching is to help students to learn. Sometimes students don't know what they are learning & what the teacher is teaching. Also sometimes teacher himself doesn't now what they are teaching.

So there need to be good or effective teaching. Means physical educators need to be effective or good teachers and good teachers know what to teach, how to teach and understand the need of their pupils. In addition, they are able to communicate effectively, can plan for and organize classes efficiently and have a deep commitment to the optimal development of the pupil. For successful teaching, teacher has to know their subjects thoroughly, is enables them to develop their subjects in way that are engaging, learning, participation & achievement (Show & Kaushik, 2009).

Actually by teaching of learning procedure has been guided by the following terms: Teaching tool, Teaching methods, Teaching strategies, Teaching techniques (Ashworth, & Mosston, 1994).

According to the Singh "The system used by the teacher for achieving the goal is called the method of teaching". As per the role-played by the teacher & student in teaching-process, teaching method was categorized in teacher-centered & student-centered methods.

In teacher-centered methods, teachers play the dominant role in teaching the skill. In this method teacher is active & the student is physically passive but mentally receptive. It is also called traditional methods. In physical education when we come across the teacher-centered methods like presentation method (demonstration, explanation & lecture), lecture method, whole method, part method, whole-part-whole method, command method, set drill method, progressive part method etc. are dominantly used. in student centered methods, students take the total decision about their learning, like at-will-method, co-operative method, reciprocal method, problem-solving method, etc (Bucher, & Koenig, 1974; Graham, 2008). There are also some methods like task/project method, circuit method, group directed practice method, discussion method, guided discovery method etc. In which teacher & learners both, play equal role in teaching-learning process (Jyoce, & Weil, 1997; Karandikar, 1997). Ashworth and Mosston, (1994), arranged these styles according to the role dominance of the teacher & the students & called them as spectrum of teaching method (Schmidt,

1988; Show & Kaushik, 2009). Out of above mentioned teaching method the researcher used presentation teaching (demonstration) and co-operative learning method (STAD) in this study, to see the effectiveness of these two methods on asana performance in yoga.

2. METHODS AND MATERIALS

2.1 Subjects

In the present study, 30 students (girls) of the 8th std ('A' division) of Modern High school was selected, for Presentation Teaching method (PTM) and Co-operative Learning Method (CLM) program. These individuals were purposively separated into two experimental groups. Each group followed a different teaching method for the learning of basic asana in yoga. After pre-test, twelve weeks of PTM and CLM teaching program was administered on the selected samples. On completion of this program a post-test was conducted.

2.2 Teaching Program

The sample participated in PTM and CLM method program for 12 weeks (6days per week). The program was designed to improve the asana performance in yoga. In which two different methods (PTM & CLM) used. Each session workout was as follows: prayer, om-chanting, suryanamskar and basic level of asana (standing, sitting and lying asana).

2.3 Statistical Analysis

In the present study, the independent variable was the presentation teaching method and co-operative learning method program. The dependent variable was the asana performance. Results for all variables were presented as descriptive statistics, mean, standard deviation and standard error. This mean difference and change in performance was tested by paired sample 't' test and independent 't' test respectively.

3. RESULTS

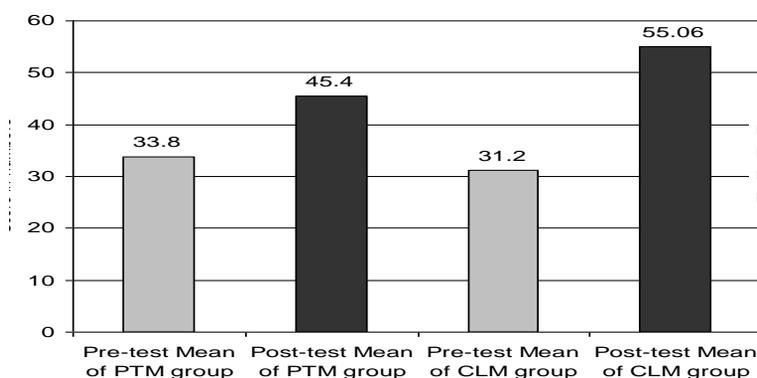
Asana performance were measured at previous (before) and after implementation of the PTM and CLM program. The results of evaluation showed significant improvement in asana performance.

Table 1: Asana performance of pre-test (PRE) & post-test (POST) of PTM & CLM program using $X \pm SD$

Variable	N	$X \pm SD$		t value	Correlation
		PRE	POST		
PTM	15	33.80 \pm 4.09	45.40 \pm 4.89	9.23*	0.42
CLM	15	31.27 \pm 3.77	55.07 \pm 2.60	19.67*	0.03

*Significance at 0.05 level of significance

Figure 1: Mean of asana performance test of PTM & CLM group

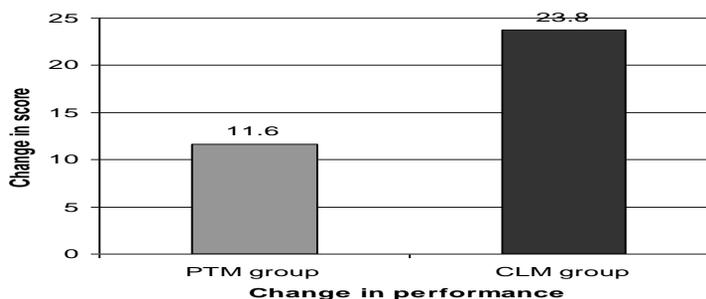


In Table 1 & Figure 1, mean performance of 30 subjects in the pre-test and post-test of PTM and CLM group in asana was 33.80 (\pm 4.09), 45.40 (\pm 4.89) and 31.27(\pm 3.77), 55.07(\pm 2.60) respectively. Coefficient of Correlation between pre-test and post-test of PTM group was 0.42 which was statistically not significant at 0.05 significant levels ($p= 0.11$), & Coefficient of Correlation between pre-test & post-test of CLM group was 0.038 which was also not statistically significant at 0.05 significant level ($p= 0.89$). The mean difference between pre-test & post-test of the PTM group was 11.60 (\pm 4.86). This mean difference was tested by paired samples *t*-test, where *t* value was 9.23 at degree of freedom 14 shows statistically significant difference at 0.05 significance level ($p=0.001$) and the mean difference between pre-test and post-test of the CLM group was 23.80 (\pm 4.66) and calculated *t* value was 19.76 at degree of freedom 14 shows statistically significant difference at 0.05 significance level ($p=0.001$). This indicates that both teaching methods program was effective to develop asana performance in yoga.

Table 2: Results of *t*-test for independent groups in regard to effectiveness of the two teaching methods

Variable	N	X±SD	<i>t</i> value	Mean Difference
PTM	15	11.60± 4.86	7.01*	12.20
CLM	15	23.80± 4.66		

Figure 2: Change in performance of PTM and CLM groups



In Table 2, comparing the both methods with regard to effectiveness, *t*-test for independent groups was used, shows improvement in score of PTM group was 11.60 (± 4.86) and improvement in score of CLM was 23.80 (± 4.66). In which homogeneity of variances is tested using Levene's test for equality of variances were *F* value is 0.23 which statistically not significant. This indicates that variances of PTM and CLM group are homogeneous.

Mean difference between the PTM and CLM group of asana performance score is 12.20 (± 1.74). Change in performance (difference between the Post test score & Pre test score) was tested with Independent *t*-test, where *t* value is 7.01 which is statistically significant at 0.05 significant level ($p=0.001$). This indicates that there was better improvement in CLM group ($M= 23.80$) than PTM group ($M= 11.60$). This indicates the effectiveness of CLM over PTM.

4. DISCUSSION

In the education process, the most important factor affecting the required quality is preparation & application of a dynamic education program. In this application process, teachers help facilitate free thinking, creativity, & problem solving principles using teacher-centered & student-centered teaching methods (Chen, 2001; Sendhil, & Kannappan, 2014). The particular method chosen by teachers plays an important role in teaching effectiveness (Sidentop, 1991; Hasmukh, Nagendra, & Mahadevan, 2010).

The results of this study showed that both teaching methods had an effective role in teaching asana. Analysis done to compare the methods in regard to effectiveness shows statistically significant difference between these two methods. In which CLM shows better improvement than PTM. Results of studies done to investigate the effectiveness of various teaching styles and methods, in the teaching skill have also shown significant difference among them. For example, command style, practice and self-check style were compared in teaching long-high and short-low serves in badminton by Hasmukh, Nagendra, & Mahadevan (2010) and significant difference on performing the short-low serve were detected; students in the practice style were superior to students in the self-check style.

The study examined the effect of a sport education curriculum model, on handball performance of university students by Singh, (1997) concluded that sport education curriculum model was significant effective in acquisition of handball skills.

So, according to the results of these studies, there were statistically significant differences between teaching methods. Moreover, different sides of any motion can be changed according to the aims (Sidentop, 1991).

In summary results of this study showed that both teaching method had an effective role in teaching asana, so researcher accept the research sub hypothesis that there was significant effect of PTM and CLM on asana performance. Analysis done to compare the methods in regard to effectiveness there was better improvement in CLM group, than PTM group. This improvement may be due to motivation, effective teaching method, group goals, cohesiveness in the group, individual accountability, structuring group interaction, more correction and practice.

5. CONCLUSIONS

The observation of the experimental data, within limitations, help to conclude that, using presentation teaching and co-operative learning method there was improvement in performance of asana and apart this conclude that co-operative learning method was more effective than presentation teaching method to improve asana performance in yoga.

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