The Effect of a Proposed Educational Program using Teaching by Competitive Learning due to Training Network in Learning some Attacking Basketball Skills

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Abstract

Scientific advance in sports opened new limitless horizons in sport sciences such as teaching and kinetic education methods which witness wide progress and new theories to cope with modern trends in teaching and learning. Basketball is one of the enjoyable team sports that spread rapidly and practiced by both males and females with different ages. It also contains suspense for players and audience in addition to its complete benefit to develop all parts of the body as a result of continuous speed and struggle among defenders and attackers which copes with the nature, euphoria and education motivation of the youth.

Thus, the importance of the study becomes clear in testing effective teaching strategies that aim to discipline, control, accuracy, increasing in frequent attempts, considering individual differences, teacher's participation in giving behavioral educational decisions, variability in educational contents to be consistent with learners' potentials, overlapping between educational curricula, integrating different patterns of teaching methods and different types of exercise. This, in itself, leads to effective communication in teaching especially in learning some basic basketball skills for beginner students among basketball lessons in Physical Education.

As for problem of the study, the researcher found that reasons behind poor performance of students is continuous traditional teaching due to educational curricula for practical subjects including basketball and not using modern educational curricula, strategies and different exercises that help students towards learning and make them practice high valued performance. This can be done by using new educational programs of basic basketball skills and competitive teaching due to training network that increase individual and team competitiveness in learning some basic basketball skills. As for goals of the study, they include: preparing an educational curricula with units using teaching by competition for single, team and group learning due to training network exercises to learn some attacking basketball skills. The researcher used the empirical method on a sample consisting of students of the first year, Faculty of Education; Aljameaa Al Mostanserya (57 thousand students) divided into three empirical groups. The used tools: information collection methods, skill tests, exploratory trial, scientific principles, pre-tests, post-tests, educational curricula and statistical means.

The researcher concluded that the proposed educational curriculum using competitive learning due to training network exercise has a positive effect on learning skilled performance level in long pass over shoulder, scoring and jumping skills for sample students.

Keywords: Basketball, Skills, Competitive, Attacking.

1. INTRODUCTION:

Basketball is one of the enjoyable team sports that spread rapidly and practiced by both males and females with different ages. It also contains suspense for players and audience in addition to its complete benefit to develop all parts of the body as a result of continuous speed and struggle among defenders and attackers which copes with the nature, euphoria and education motivation of the youth.

There are multiple teaching methods and strategies due to different educational curricula to reach mastering skills in applying them by learners as we can see the method by teacher around teaching the skill through frequent attempts of each one and grading difficulty to use it regardless of learners' levels. There are some learners who used simple exercises to learn basic skills in basketball and how to use them in playing and competition regardless of the method or strategy used by teachers. Long ago, physical education teachers were interested in how to reach the best learning to perform skills and their aim was to give educational guidelines to learners in order to enable them to enjoy participation, practice skills on playing with reasonable practice. This requires from teachers to increase motivations of students to practice playing and benefit from participation. Motivating learners helps to excel in efficiency through acquiring skill, knowledge and planning aspects. Motivation helps exert the needed effort and energy to achieve skills whether in

learning or teaching these skills. Since the main goal of teachers is to learn and develop learners' skilled performance and a similar playing condition, the researcher proposed an educational curriculum by competition teaching using network training method to learn and perform skills. Thus, the importance of the study becomes clear in testing effective teaching strategies that aim to discipline, control, accuracy, increasing in frequent attempts, considering individual differences, teacher's participation in giving behavioral educational decisions, variability in educational contents to be consistent with learners' potentials, overlapping between educational curricula, integrating different patterns of teaching methods and different types of exercise. This, in itself, leads to effective communication in teaching especially in learning some basic basketball skills for beginner students among basketball lessons in Physical Education.

Problem of the study:

After having basic basketball skills, students will own one of the most important learning factors especially the first stage which is the base of skill learning. Through the researcher's work in the field of teaching methods of physical education and basketball, he noticed that there are low performance levels due to poor skill performance at different patterns and levels. In addition, he noticed that students, in general, do not get enough educational aids that help them overcome difficulties and problems, so the researcher found that reasons behind poor performance are continuous use of traditional approaches of subjects including basketball and not using modern strategies in these curricula to help students understand and master skills based on correct scientific bases in order to increase their motivation towards learning and make tem practice performance with high level skills. This is done through new educational programs to break learning curve of basic basketball skills and with the use educational curricula that depend on competitive learning in different forms due to network training that increases individual and team competitiveness in learning basic basketball skills.

Goals of the Study:

- Preparing an educational curriculum with units using teaching by competition for single, team and group learning due to training network exercises to learn some attacking basketball skills.
- Identifying the effect of this educational curriculum with units using teaching by competition for single, team and group learning due to training network exercises to learn some basic basketball skills.

Hypotheses of the Study:

- There are statistically significant differences between pre-test and post-test results for the first and second empirical groups in learning long pass over shoulder and scoring from jumping for the sake of post-tests.
- There are statistically significant differences between results of post-tests for the three empirical groups in learning long pass over shoulder and scoring from jumping for the sake of the first empirical group.

2. METHODOLOGY:

The researcher used the empirical method.

Sample of the Study

Sample of the study consisted of students of the first year, Faculty of Education; Aljameaa Al Mostanserya for the academic year 2014 – 2015. The sample was chosen purposively to consist of 80 and then female 7 students were eliminated, 8 students were eliminated from the main trial, 2 basketball practitioners and 6 postponed, so the final number of sample was 57 students (67.5%). The sample of the study was divided into three groups: first group (19 students), second group (19 students) and third group (19 students) by poll distributed on hall 1, 2 and three consecutively.

Sample Identification:

The researcher identified the study sample taking some variables (length, age, weight) as shown in table (1)

Table (1) sample homogeneity:

Statistics Variables	Measuring unit	Arithmetic mean	Median	S.D	Skewness
Length (cm)	Cm	182	1.8	0.03	0.02
Weight (kg)	Kg	71.1	72	4	0.01
Age	Year	20.9	19	1.8	0.56

The researcher found that the sample is identified and naturally distributed because skewness coefficient is between (±3).

Tests of the Study:

- Test of passing over shoulder with a single hand (the long one)
- Test of scoring from jumping

These tests were applied in the Iraqi environment based on scientific bases. The researcher performed these bases to increase educational consistency and extracted reliability through testing and retesting a sample of 8 students and validity using self-validity and objectivity as shown in table (2):

Table (2): scientific bases of skill tests

Tests	Reliability	Self-validity	Objectivity
Long pass over shoulder	0.85	0.92	0.95
Scoring from jumping	0.88	0.94	0.96

Pre-Tests:

The researcher performed pre-tests before taking the sample and tests were conducted on 23/11/201 in the sports hall, Faculty of Physical Education, Aljameaa Al Mostanserya. Skill tests were used (long pass over shoulder and scoring from jumping) and applied by specialized basketball teachers with the supervision of the researcher.

Using Educational Curriculum in Teaching using Competitive Learning due to Training Network

The researcher used the proposed educational curriculum prepared among the faculty's curricula. He integrated competitive learning in teaching with its forms. The researcher divided it into an introductory and main section including educational activity to be similar for groups while difference would be in the applied activity only as the way of teaching training performance and similar end section for all groups too.

The curriculum was applied as follows:

- Preparing the educational curriculum using competitive collective learning due to network training using different geometrical forms for the first empirical group.
- Preparing the educational curriculum using competitive team learning due to network training using different geometrical forms for the second empirical group.
- Preparing the educational curriculum using competitive individual learning due to network training using different geometrical forms for the third empirical group.

The educational units are related to specific skills: long pass over shoulder (2 units in 180 minutes in a single week) and scoring from jumping (4 units in 360 minutes) two units a week. The curriculum was applied on 24/11/2014.

Post-Tests:

Post-tests were conducted after applying the educational curriculum using competitive collective learning due to network training on the sample of the study, on the same sports hall and with the same teachers conducting pre-tests and this was on Sunday 04/01/2015.

Analysis and Discussion of Results

Analysis and discussion of pre and post tests for the three empirical groups concerning bouncing by changing direction and scoring from jumping

Table (3): arithmetic means, standard deviations, the t counted and schedule values in pre and post tests for the three empirical groups concerning long passing over shoulder and scoring from jumping:

Skills	Groups	Pre-test		Post-test		T counted value	T schedule value	Significance
		Mean +	S.D	Mean +	S.D			
Long pass over shoulder	1st empirical group	1,4	0,66	6,7	1,0	11,60		Significant
	2nd empirical group	2,3	0,94	6,5	1,44	11,07		Significant
	3rd empirical group	1,6	1.0	3.5	1,25	4,03		Significant

Scoring from jumping	1st empirical group	2.0	0,33	7.74	0,84	26.30	1,73	Significant
	2nd empirical group	1,74	0,56	6,77	0,94	24,55		Significant
	3rd empirical group	2,1	0,63	5,5	1,0	13,1		Significant

Table (3) shows that the three empirical groups conducted organized educational curriculum by the researcher in a programmed graded way from the easy to the hard in learning skills as well as exercises with gradual difficulties. The researcher also found that teaching with competition strategy shows consistency with the use of both skills in terms of training exchange and performance speed which is consistent with active learning which motivates learners to perform the skill correctly. This had a positive effect on the learners' response tin learning skills including teaching using active learning and gradual teaching of skills "the gradation rule links and coordinates teaching and the used exercises and organization among exercises in the unit" (Nejm, M. et al, 1995, 338). The researcher found that competition strategy helps motivate students in general who have weak motivation, especially in learning basic skills. This was asserted by, Al Taleb, N. as "competition is one of the successful means that motivate students' desire and encourage to exert utmost effort. This competition can be with other person or individually" (Al Taleb, N., 1976, 70)

Training and learning inside playing zones, or what is called training network, offers to us similar cases of the playing case in the match, so a lot of trainers and teachers to conduct exercises during the educational unit on a different geometric shape from a station to another, from an exercise to another or any suitable form with the sample with consistent time such as (squares, triangle, circles and rhombus). In addition, flags or poles can be used, widening or shortening the field or time of exercise in case of important moves.

Exercises which were conducted during the educational unit including different shapes were suitable to the sample members of the study and suitable to their skill, physical and age potentials (consistent to all age categories, correct for performance, helps trainers and all groups due to small area and get a good result in a short time. The team as a whole can be trained on a small area or any area less than legal one. This method also helps increase reflex and ability to take right decisions in the right time.

Analysis and discussion of post tests' results for empirical groups in long pass over shoulder and scoring from jumping

Table (4) average squares among and within groups and the F counted and schedule values for the post-test in long passing over shoulder and scoring by jumping:

Skills	Contrast source	Squares total	Freedom degree	Squares average	F counted value	F schedule value	significance
Long pass over shoulder	Inter-group	**180,50**	**2**	**91,13**	**276,7**	3,23	Significant
	Intra-group	**9,6**	**54**	**0,36**			
	Total	**189,56**					
Scoring by jumping	Inter-group	**50,850**	**2**	**25,41**			Significant
	Intra-group	**52,4**	**54**	**0,93**	**27,60**		
	Total						

The table shows that the F counted value is more than its schedule value for both skills.

Table (5) results of L.S.D test to determine the least significant difference among the three groups for long passing over shoulder skill:

Groups	Average difference	Difference results	L.S.D	Significance
G1 – G2	6,5 -6,7	0,2	0,41	Insignificant
G1 – G3	1,5 – 6,7	5,2		Significant
G2 – G3	1,5 -6,5	5		significant

Table (6): results of L.S.D test to determine the least significant difference among the three groups for scoring by jumping skill:

Groups	Average difference	Difference results	L.S.D	Significance
G1 – G2	6,77 -7,74	0,97	0,611	Significant
G1 – G3	5,50 -7,74	2,24		Significant
G2 – G3	5,50 -6,77	1,27		significant

Tables (5) and (6) show that the first empirical group used teaching by competitive collective learning due to training network and advanced over the second and third groups due to inclusion of a set of organized various exercise with different forms. In addition, collective competition of this group's members contributed to have the challenge spirit and social communication to achieve the hoped goal which is hard work and exerting utmost effort by learners in order to be distinct from other groups.

Competition has successful results as it makes teachers able to motivate students to learn and this is clear in front of teachers who teach kinetic skills through playing in a wide degree. This method may prepare an educational environment for learners in which they exert their utmost efforts to reach the goal of competition which is correct performance as teacher's performance is related to success or failure of his/her peers. The researcher also found that this result is due to develop the motivation of avoiding failure and the success motive to be invested well and support correction of errors by the group itself and teacher or by enhancing moral side that comes after correct performance. In addition, learners in collective performance cannot perform by him alone or work in a semi-continuous way to achieve tasks, but one of the most important advantages of competition is that it does not allow for avoiding participating in education activities related to competition (Othman, S. et al, 1978, 197).

The researcher also found that using competition method makes students use balls for the longest possible period in the single unit and in a competitive way which helped them learn performance, so attacking elements became among qualities of student learning. Moreover, motivation to learn helped develop performance and frequencies inside groups also helped develop students' performance and, in turn, helped in learning skill performance better. "one condition of success in learning skill's basic principles is to make exercise of it inside a possible competition" (Moawad, H. S. 1980, 32).

The researcher found that this result is due to competitive exercises and in a collective way for each five or four due to type and form of training in the educational units. Learners form competitive groups divided in fact inside the group due to the needed and consistent shape of the skill and training which raised the competitive spirit better to help enhance performance of skills and collaborative work between teachers and assistant team in correcting parts. Frequencies in this competition helped in the collective and competitive work spirit at the same time. This motivation contributed greatly to enhance collective learning by members of the first empirical group. Moston asserted that the main and necessary rule in learning kinetic skills which show clear progress in learning which is consideration of number and variability of training attempts" (Motson, M., 1981, 4).

The proposed educational curriculum was characterized by using training networks that gave variability to training in the single unit, but student's performance will improve greatly when we apply the curriculum in an effective way and then can acquire additional advantage which is developing new learning about hoe to learn skills based on correct understanding of the used method in the educational process. This is because exercises are designed in an accurate scientific way away from random and set in an understandable way for learners without complexities in order for learners to understand them correctly and without wasting time. These trainings are greatly important in developing physical, skill and planning characteristics and others. These trainings are also important for learners and can be given in the stage of learning basic skills (teachers or trainers should care with these trainings and their preparation in terms of playing, field and tools). Results also showed that there was progress in other groups which used teaching with competitive learning in learning both skills.

3. CONCLUSIONS:

The proposed educational curriculum using competitive learning due to training network exercise has a positive effect on learning skilled performance level in long pass over shoulder, scoring and jumping skills for sample students.

1- There are statistically significant differences between results of post-tests for the three empirical groups in learning long pass over shoulder and scoring from jumping in basketball.
2- Results showed effective use of the educational curriculum using competitive learning due to training network exercise has a positive effect on learning bouncing by changing direction and scoring for both empirical groups.

4. RECOMMENDATIONS:

1- Approval of teaching by various forms of competitive learning due to training networks to learn basic basketball skills in Faculties of Physical Education.
2- Ensuring the use of teaching by various forms of competitive learning in practical physical education lessons in team and individual games at the academic level.
3- Conducting similar studies to the current study and on other skills in basketball and other games and samples such as preparatory and middle stages.

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