The Effect of using Collective & Comparative Competition Methods in Developing Performance of some Attacking Skills in Basketball

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Abstract:

The main goal of the educational process is to learn kinetic skills through adjustment of both skill and planning performance for the purpose of reaching effective learning, so most learning methods are based on choosing suitable method to achieve goals that each teacher tries to reach.

Goals of the Study, identify the effect of using collective and comparative competition methods in learning some basic basketball skills, and identify differences between collective and comparative competition methods in learning some basic basketball skills.

In the light of the previous results, the researcher concluded the following:

Collective and comparative competition methods are effective in developing some basic skills (passing, bouncing and shooting) in basketball.

And the use of collective and comparative competition method led to develop passing and bouncing.

And the use of collective and comparative competition method led to develop shooting.

Keywords: Effect. Attacking. Developing. Skills. Basketball.

1. INTRODUCTION:

In order for reach sport excellence and distinct levels, researchers in the field of kinetic learning were concerned with learning and acquiring kinetic and physical skills through adopting accurate and objective scientific methods in a correct and planning way. This includes the use of educational methods which consider individual differences among learners as well as transfer of some behavioral decisions in learning from teachers to learners. This helped to show some of their abilities and potential. The way or method of individuals in dealing with information in terms of their way of thinking and understanding is related to judging things and problem solving. This method shows that dealing with information depends on new forms including information categorization, formation, analysis, storage and recall when necessary. Since basketball is a team game which includes many competitive situations, the competitive method may be the closest way for playing and competition cases. This competitive method is effective in learning skills and through which we can play and perform quick movement inside small fields of 10 players in addition to quick counter defense or attack. Moreover, the competitive method aims to increase the interest and enjoyment for learners during playing and moves his additional inner abilities and increase interaction with partners. Therefore, the importance of the study lies in the application of collective and comparative competition method and how this method is able to enhance the level of our students and mastering basic skills of basketball.

Problem of the Study:

The main goal of the educational process is to learn kinetic skills through adjustment of both skill and planning performance for the purpose of reaching effective learning, so most learning methods are based on choosing suitable method to achieve goals that each teacher tries to reach. From her experience in basketball's practice and teaching and the use of observation as a mean for collecting information and the unpromising practical results, the researcher decided to use collective and comparative competition method to enhance skills and abilities of the 1st year students in the basketball subject.

Goals of the Study:

1. Identify the effect of using collective and comparative competition methods in learning some basic basketball skills.
2. Identify differences between collective and comparative competition methods in learning some basic basketball skills.

2. METHODOLOGY:

The researcher used the empirical method as it is consistent with solving the problem of the study.

Sampling:

The sample of the study is the model on which the researcher performs his work. Goals and procedures of the study used by the researcher determine the nature of sample which he will choose and will represent population of the study. Population of the study was chosen purposively from the 1st year students in the Faculty of Physical Education, Diala University (150 students), while the sample was chosen by polls (20 students from section B and 20 students from section C) representing the empirical group and 26.66% of the original population after eliminating failed students, teachers and players.

Equivalence of Groups:

In order to ensure consistency of growth indications for individuals of the empirical group and prevent effects on trial results concerning existing differences, sample homogeneity (through normal distribution curve) required from the researcher the use of skewness coefficient rule for growth indicators (length, mass and age).

Table (1) shows that the sample of the study is homogeneous in the variables of the study as all skewness coefficients are found around (3±) and this refers that degrees are equally distributed, but if more or less than that it means that there is a kind of defect in sample selection.

Table (1): Sample Homogeneity in growth variables

Serial	Variables	Measuring unit	Mean	Median		Skewness coefficient
1	Age	Year	19.15	19	19	2.03
2	Length	Cm	167.8	170	175	0.82
3	Mass	Kg	70	70	70	0.28

Equivalency of the Sample:

To determine equivalency between both groups of the study in skilled performance, the researcher founded the T- value between pre-tests in (passing, bouncing and shooting) skills. Results showed that there are no significant differences between both groups as error percentage value is more than 0.05 as shown in **table (2).**

Serial	variables	Measuring unit	Comparative group		Collective group		T value	Sample size	Error percentage 0.05	Significance
			Mean	S.D	Mean	S.D				
1	Passing	Sec	8.84	0.50	8.80	0.64	0.30	40	0.76	Insignificant
2	Bouncing	Sec	9.11	0.94	9.38	1.21	0.78		0.43	Insignificant
3	Shooting	Degree	2.7	1.51	2.5	1.57	0.91		0.61	Insignificant

Attacking Skills

To determine attacking skills, the researcher used three tests as follows:

1- **Passing and bouncing test.**
2- **Shooting test.**
3- **Educational test**

Exploratory Trial related to Skill Tests:

The researcher conducted exploratory tests for the selected tests in the main trial sample before testing for the purpose of clarifying tests. The exploratory trial of these tests was conducted on Thursday 26/02/2014 to determine the following:

1. Factors and obstacles that may face the researcher while conducting tests and working to find solutions for them.
2. Identify the extent to which tests are consistent with level of the sample.
3. Identify the validity of apparatus and tools used by the researcher while conducting tests.
4. Organizing the work of the assistant team and clarification of instructions and guidelines related to test performance.
5. Identify how to present tests and how is the response of the sample members to them.

Pre-Tests:

Tests are means of assessment, measurement, diagnosis and direction in different methods, programs and plans at all age levels and categories. They play an effective role and clearly refer to the extent of development and success in achieving goals. Skill pre-tests were conducted on Monday and Tuesday (03-04/03/2014) in the indoor sports hall of the Faculty of Physical Education, Diala University under the researcher's supervision and the help of assisting team.

Main Trial of the Study:

The researcher conducted (8) educational units to develop performance level for three basketball skills (passing, bouncing and shooting). Units were given in two units per week for each empirical group. Units were similar in introduction, warm-up and ending, but not similar in the applied part as the first group uses comparative competition method and the second uses collective method.

Post-Tests:

Post-tests were conducted on Sunday and Monday (05-06/05/2014) in indoor sports hall of the Faculty of Physical Education, Diala with adopting the same way and conditions used in pre-tests.

Analysis & Discussion of Results:

Analysis of results of skill tests between pre and post tests for both groups of the study.

Analysis of results of skill tests between pre and post tests for comparative method.

Table (3): Statistics and T values between pre and post tests for skill tests of the comparative method:

	Measuring unit	Pre-test		Post-test		Sample size	T counted value	Error percentage	Significance
		Mean-	S.D±	Mean-	S.D±				
Passing	Sec.	8,82	0,50	6,75	0,75	20	11,34	0,000	Significant
Bouncing	Sec.	9,11	0,94	6,7	1,04	20	9,92	0,000	Significant
Shooting	Degree	2,75	1,51	5,53	1,08	20	7,40	0,000	Significant

Table (3) shows the following: values of means are different and moved towards improvement and increase in the post test for basic skills. In passing, the mean of pre-test is 8.82 and the S.D is 0.50, while in post test the mean is 6.75 and the S.D is 0.75. The T counted value was 11.34 with error percentage of (0.000) which is less than significance level of 0.05. As for the bouncing test, the mean of pre-test is 9.11 and the S.D is 0.94, while in post test the mean is 6.75 and the S.D is 1.04. The T counted value was 9.29 with error percentage of (0.000) which is less than significance level of 0.05. Finally, in shooting test, the mean of pre-test is 2.75 and the S.D is 1.51, while in post test the mean is 2.75 and the S.D is 1.08. The T counted value was 7.40 with error percentage of (0.000) which is less than significance level of 0.05.

Analysis of results of skill tests between pre and post tests for collective method.

Table (4): Statistics and T values between pre and post tests for skill tests of the collective method:

Statistics Tests	Measuring unit	Pre-test		Post-test		Sample size	T counted value	Error percentage	Significance
		Mean-	S.D±	Mean-	S.D±				
Passing	Sec.	8,80	0,64	7,31	0,77	20	7,54	0,000	Significant
Bouncing	Sec.	9,38	1,21	8,25	1,26	20	3,40	0,000	Significant
Shooting	Degree	2,50	1,57	6,65	1,03	20	9,1	0,000	Significant

Table (4) shows the following: values of means are different and moved towards improvement and increase in the post test for basic skills. In passing, the mean of pre-test is 8.80 and the S.D is 0.64, while in post test the mean is 7.31 and the S.D is 0.77. The T counted value was 7.54 with error percentage of (0.000) which is less than significance level of 0.05. As for the bouncing test, the mean of pre-test is 9.38 and the S.D is 1.57, while in post test the mean is 6.75 and the S.D is 1.04. The T counted value was 9.29 with error percentage of (0.000) which is less than significance level of 0.05. Finally, in shooting test, the mean of pre-test is 2.50 and the

S.D is 1.57, while in post test the mean is 6.65 and the S.D is 1.03. The T counted value was 9.1 with error percentage of (0.000) which is less than significance level of 0.05.

Analysis of results of post tests for skill tests of both groups (compareative and collective methods)

Table (5): Statistics and T values for the post-test of some skill tests of the between both groups:

Statistics Tests	Measuring unit	Pre-test		Post-test		Sample size	T counted value	Error percentage	Significance
		Mean-	S.D±	Mean-	S.D±				
Passing	Sec.	6,75	0,75	7,31	0,77	40	2,31	0,000	Significant for the comparative
Bouncing	Sec.	6,7	1,04	8,25	1,26	20	4,21	0,000	Significant for the comparative
Shooting	Degree	5,35	1,08	6,65	1,03	20	3,86	0,000	Significant for the comparative

Table (5) shows the following: there are significant differences between comparative and collective methods for post-test in (passing, bouncing and shooting) in case of error percentage less than significance level (0.05).

3. DISCUSSING RESULTS:

Results of tables (4 – 5) show that learning amount between pre and post tests of the studied skills. To explain this, the researcher thinks that competitive method (collective and comparative) were effective in terms of dedicated time, organization and implementation in learning to perform basic skills of basketball. Skill exposure and training, consecutiveness and feedback were consistent with learning strategy noting that gradation of the set of attempts in the followed method asserts performance in learner's mind which enhances skilled performance. This achieves a very important principle of kinetic learning which is stages and gradation of kinetic learning. The researcher found that competition method helps stimulate motives inside students in general who have weak motives and especially in learning basic skills. This was asserted by Al Taleb (1976) as he says: "Competition is one of the successful means of stimulating the desire of the athlete and encourages him to exert his utmost effort. This competitiveness is with another person or the athlete's competition with himself". In the light of results of table (5), it became clear that there are statistically significant differences between both comparative and collective methods in post-tests of passing and bouncing for the sake of the comparative method's group. This is due to the increase in motivation for students which led to make them perform the skill with great enthusiasm. Moreover, achievement level is related directly with stimulation degree. The researcher also found that this is due to the use of competitive exercises applied in the form of close groups in levels which increased the student's self-confidence as Bonniess thinks that competitive among persons with close skilled level results in better performance than others who differ in their levels. In addition, presence of competitors motivates students to overcome obstacles during performance. Megary asserts that: "Competition between two people is the best type of competition as each individual responds to his opponent and raise boredom generated from individual and repeated performance while competing with oneself and due to waiting in case of collective competition". (Mejary,J: 1974 ,166).

Results also showed significant differences of shooting for the sake of collective group due to effectiveness of this method which motivated students to perform better after the feeling of belonging to the group, working as a team in addition to the supporting element and cooperation towards winning in addition to interest and suspense of the shooting skill.

4. CONCLUSIONS:

In the light of the previous results, the researcher concluded the following:

1- Collective and comparative competition methods are effective in developing some basic skills (passing, bouncing and shooting) in basketball.
2- The use of collective and comparative competition method led to develop passing and bouncing.
3- The use of collective and comparative competition method led to develop shooting.

5. RECOMMENDATIONS:

In the light of the previous illustration, the study recommends the following:

1- Approving collective and comparative competition method in learning basic basketball skills as they are successful and effective methods.
2- Asserting the use of more than one method by teachers in various educational methods.
3- Conducting similar studies and researches through comparison with other new methods as a mean in learning some basic skills and in other games.

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