



# IMPACT OF METHOD OF TEACHING ON SELECTED SKILL PERFORMANCE COMPONENTS OF HANDBALL AMONG SCHOOL BOYS

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## ABSTRACT

*The purpose of the study was to find out impact of method of teaching on selected skill performance components of handball among school boys. To achieve the purpose of the study, forty school boys were selected randomly 12 to 14 years of age from thondamuthur boy's higher secondary school at Coimbatore. The selected subjects were divided into two equal groups namely experimental and control groups of 20 subjects each. The training period was limited to twelve weeks and for three days per week. The whole part whole method of teaching was selected as independent variables and dribbling, passing, shooting, throwing and over all playing ability were selected as dependent variables and it was dribbling was measured by Knox speed dribble test, the unit of measurement was (in Seconds), Passing was measured by Zinn handball test, the unit of measurement as (in Seconds), shooting was measured by Zinn handball test, the unit of measurement was in points, throwing was measured by Zinn handball test, the unit of measurement was in points, Overall playing ability was measured by judgement ration, the unit of measurement was in points. respectively. All the subjects were tested two days before and immediately after the experimental period on the selected dependent variables. The obtained data from the experimental group and control group before and after the experimental period were statistically analyzed with dependent 't'-test to find out significant improvements. The level of significance was fixed at 0.05 level confidences for all the cases. Significant improvement was found on dribbling, passing, shooting, throwing and over all playing ability of experimental group due to the whole part whole method of teaching when compared to the control group.*

**KEYWORDS:** *dribbling, passing, shooting, throwing and over all playing ability.*

## INTRODUCTION

The main and aim and object of all education is all – around development of individual's personality. To achieve this aim it is very essential for an educational institution or school to provide different activities to its students. Over the year, the educationists have realized to a great extent that the center of all education is the child or individual. This implies that the teaching – learning process in education has taken a broader meaning and scope. It is now absurd, if not foolish, to think that teaching is only, passing on the experiences from one generation to the other or that it is merely instruction i.e., do's and do not's of behavior (Mike Anderson 2010).

**Whole – Part - Whole Method** in this method a full and clear conception of the whole activity is given at the outset. Then the activity is divided into its meaningful parts and taught. After practising these parts as separate skills they are put in a practice game situation. Thus initial practice is on the individual parts.

Then the parts are combined into the whole activity. This method is highly recommended to teach major games.

**Skill performance** variables are the abilities that enable players to execute the technical aspects of handball effectively. These include passing, shooting, dribbling, and defending. The use of different teaching and coaching methods can help school boys to develop these skills.

One effective method is the use of game-based learning, which involves incorporating game-like situations into training sessions. This helps players to develop their skills in a realistic and practical setting. Another effective method is the use of video analysis, which involves analyzing footage of games and training sessions to identify areas for improvement.

Coaching can also focus on specific skills, such as shooting, by breaking down the technique into smaller parts and practicing each part individually. This can help to improve accuracy and consistency.



**METHODOLOGY**

For the purpose of this study, altogether forty school boys were selected randomly 12 to 14 years of age from thondamuthur boy’s higher secondary school at Coimbatore. Their age group ranges from 12 to14 years. They were divided into two groups of 20 each. The Experimental group I would undergo Whole – Part - Whole Method. In this method a full and clear conception of the whole activity is given at the outset. Then the activity is divided into its meaningful parts and taught. After practising these parts as separate skills they are put in a

practice game situation. Thus initial practice is on the individual parts. Then the parts are combined into the whole activity. This method is highly recommended to teach major games.

. The second group Control group did not undergo any training program. Pre – test and post –test would be conducted. Treatment would be given for twelve weeks. It would be find out finally the out impact of method of teaching on selected skill performance components of handball among school boys in scientific methods.

The selected tests were measured by following units for testing:

Criterion Variables	Test Items	Unit Measurements
Dribbling	Knox speed dribble test	In Seconds
Passing	Zinn handball test	In Seconds
Shooting	Zinn handball test	In Points
Throwing	Bergemann test	In Points
over all playing ability	Judges Rating Scale	In Points

**TRAINING PROGRAMME**

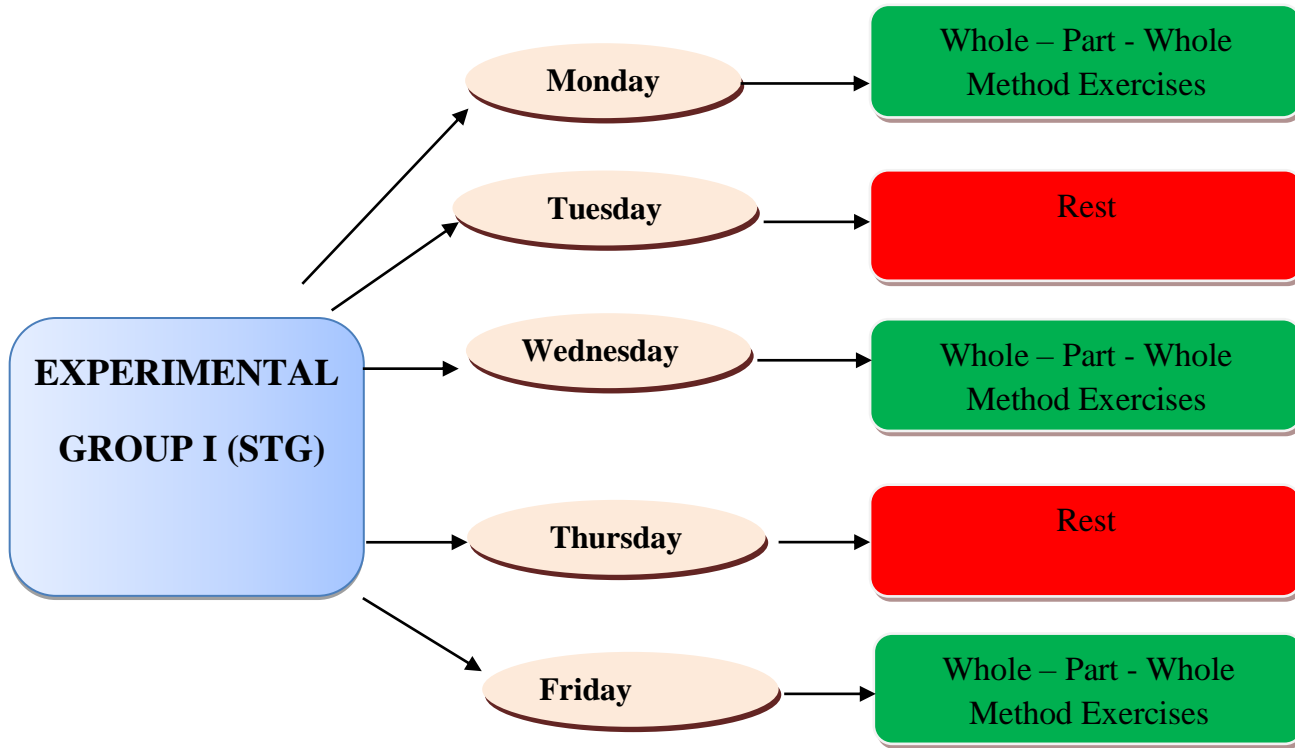
The following schedule of training was given for the Whole – Part - Whole Method group.

Group	Design of the Training
Experimental Group I	Whole – Part - Whole Method
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



**CHART-1**  
**EXPERIMENTAL TREATMENT ADOPTED FOR EXPERIMENTAL GROUP-I**

**WHOLE – PART - WHOLE METHOD EXERCISES GROUP (WPWMEG)**





**TABLE- I**  
**PROGRESSION OF LOAD FOR EXPERIMENTAL GROUP-I (STG)**

<b>Weeks</b>	<b>Swissball Training (Monday,Wednesday,Friday)</b>	<b>Duration(10+25+40- +15= 60 min)</b>	<b>Load</b>
<b>I to IV</b>	<b>Warm -up</b> 1000M Walking / Jogging  Over head pass Writs pass Jump pass Behind the back pass Behind the head pass <b>Warm- down</b>	<b>5 minutes</b>  10 minutes  <b>40 minutes</b>  <b>5 minutes</b>	       4 to 8rep x 2 sets
<b>V to VIII</b>	<b>Warm- up</b> 2000 M Walking /Jogging  Dribbling full court Dribble routine Dribble train Dribble relay Dribble chase down <b>Warming down</b>	<b>5 minutes</b>  10 minutes  <b>40 minutes</b>  <b>5 minutes</b>	       8 to12rep x 3 sets
<b>IX to XII</b>	<b>Warm- up</b>  3000 M Walking /Jogging  Set shoot Jump shoot 2 foot jump shoot Wing shoot Positional shoot <b>Warming down</b>	<b>5 minutes</b>  10 minutes  <b>40 minutes</b>  <b>5 minutes</b>	       12 to15 rep x 4 sets

**EXPERIMENTAL DESIGN**

The experimental group was given swissball training exercises after taking an initial test. After the initial test selected exercises were given for twelve weeks in three days. The time of practice was from 6.00AM to 7.30 AM. The control groups were not participating in any of the special training programme. However they were allowed to participate in their regular education classes in the school as per their curriculum.

**STATISTICAL TECHNIQUE**

The dated were statistically evaluated with dependent t-test to discovery obtainable significant development. The level of significance was secure at 0.05 level of confidence for all the cases.

**RESULTS AND DISCUSSIONS**

The impact of independent variables on each criterion variables was considered by dependent ‘t’ – test on the data achieved for dribbling, passing, shooting, throwing and over all playing ability. The pretest and post- test means of experimental group and control group have been analyzed and existing in Table II & III.



**TABLE – II**  
**MEAN AND DEPENDANT ‘t’ – RATIO FOR THE PRE AND POST TESTS ON SPEED, STRENGTH, FLEXIBILITY, AGILITY AND BALANCE OF EXPERIMENTAL GROUPS**

S.No	Variables	Pre-test Mean± SD	Post-test Mean± SD	Diff	SE	‘t’ –ratio
1.	Dribbling	20.30 ± 1.38	25.35 ± 1.39	0.29	0.61	57.31*
2.	Passing	27.65 ± 1.81	31.75 ± 1.71	0.40	0.13	59.57*
3.	Shooting	26.90 ± 1.77	30.50 ± 1.84	0.41	0.24	28.78*
4.	Throwing	6.25 ± 0.78	7.95 ± 0.68	0.17	.05	13.30*
5.	Over all playing ability	5.65 ± 0.48	8.55 ± 0.51	0.11	0.22	42.13*

\*Significance at 0.05 level of confidence (2.09).

**TABLE – III**  
**MEAN AND DEPENDANT ‘t’ – RATIO FOR THE PRE AND POST TESTS ON SPEED, STRENGTH, FLEXIBILITY, AGILITY AND BALANCE OF CONTROL GROUP**

S.No	Variables	Pretest Mean±SD	Post test Mean± SD	Diff	SE	‘t’–ratio
1.	Dribbling	20.25 ± 1.37	20.35 ± 1.38	0.31	0.61	1.45
2.	Passing	27.50 ± 1.73	27.75 ± 1.71	0.38	0.13	0.40
3.	Shooting	26.90 ± 1.74	27.00 ± 1.89	.17	.18	.809
4.	Throwing	6.05 ± 0.82	6.15 ± 0.74	0.30	0.27	1.45
5.	Over all playing ability	5.55 ± 0.51	5.70 ± 0.47	0.10	0.25	1.83

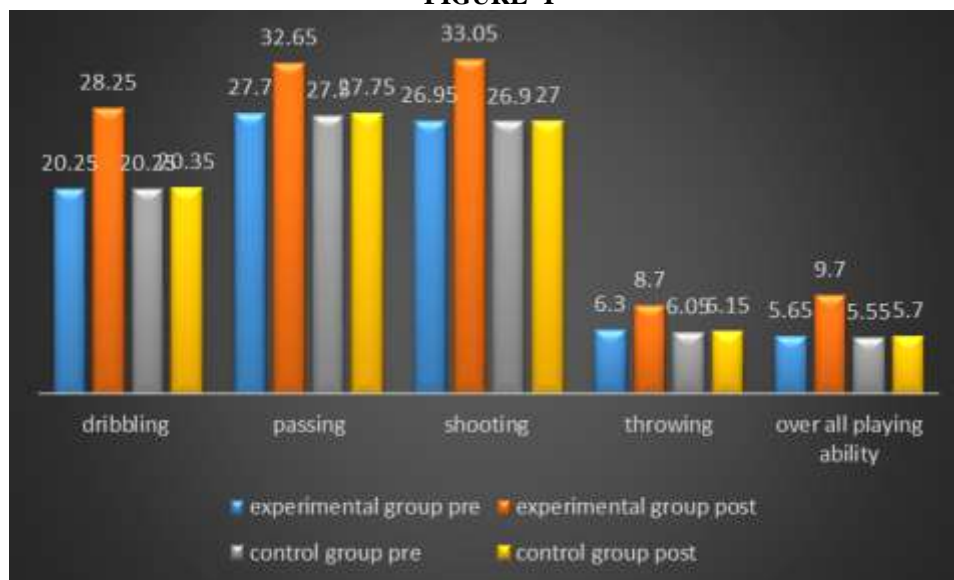
\*Significance at 0.05 level of confidence(2.09).

The table II and III, shows that, the obtained ‘t’-ratio between the pre and post-test means of experimental group were 57.31, 59.71, 28.78, 13.30 and 42.13 and control group were 1.45, 0.40, 0.809, 1.45 and 1.83 respectively. The table values required for significant difference with df 24 at 0.05 level of confidence. Since the obtained ‘t’ – ratio value of experimental and control group on dribbling, passing, shooting, throwing and

over all playing ability were greater than the table value 2.09, it was concluded that the Whole – Part - Whole Method group had significantly improved dribbling, passing, shooting, throwing and over all playing ability of experimental group.

The pre and post- test mean value of experimental and control group on dribbling, passing, shooting, throwing and over all playing ability were graphically represented in the figure 1.

**FIGURE -I**





## DISCUSSION ON FINDINGS

The finding of the study reveals that the Whole – Part - Whole Method group because significant improvement in their physical fitness components. In the view of control group there was no significant improvement in their skill performance components. The findings of the study had close relationship with the results of the previous study conducted by Moradi, J., Movahedi, A., & Salehi, H. (2014). Specificity of learning a sport skill to the visual condition of acquisition.

## CONCLUSIONS

Improvement on dribbling, passing, shooting, throwing and over all playing ability was found significantly on experimental group due to the impact of Whole – Part - Whole Method group on physical fitness when compared to the control group.

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