CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

5.2 Conclusion

5.3 Recommendation
   5.3.1 Recommendation for Future Investigation
   5.3.2 Recommendation for Practical Purpose
Chapter - V

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter the brief summary of all the previous chapters namely the introduction, review of related literature, methodology, results and discussion has been included. Conclusion drawn on the basis of results obtained has also been incorporated in this chapter. Finally, the recommendations on the basis of conclusions drawn have been put up for further investigation as well as for practical application.

5.1 SUMMARY

The purpose of the study was to experimentally verify the effects of two practice methods for learning motor skills. The teaching method forms a bridge between the subject matter and the educands. A successful teaching method always is a pre-requisite for effective teaching and learning. Attempts have been made to develop and design teaching methods according to the nature of the subject matter and the students. In physical education, the teaching method depends on factors like past experience of the students, available facilities, need, interest and ability of the learners and specific nature of the subject.

The main purpose of a teaching method is to present the subject matter before students so that they can learn and develop mastery
over the subject. But the method is confined to the presentation of the subject matter only. For consolidation of the learning the students need practice. It is a popular saying — practice makes a man perfect. But, in real sense unsupervised and aimless practice fails to bring about desirable changes in the students. So, the practice should be planned, systematic, scientifically designed, supervised and controlled. It should be properly guided and goal oriented.

Because of such importance of practice for better learning, there have been a continuous search and research for finding out better practice method. In physical education the two important practice methods for acquisition and retention of motor skills are massed practice method and distributed practice method. In massed practiced method, uninterrupted practiced of the learnt skill for a pretty long time is emphasized. Advocates of this method believe that such practice leads to consolidation of learning. The critics on the other hand opined that method ignore the recovery from boredom and fatigue. As a result it cannot help in acquisition, retention and execution of the learnt skill.

Distributed practice, on other hand, emphasize more on avoiding long practice period in favour of short sessions of intensive practice. It emphasises on keeping the nervous system fresh, so that the learners do not feel fatigue to develop required neuro-muscular coordination.

The existing knowledge regarding this provides different pictures. Most of the authors believe that the massed practice can produce better retention effect whereas distributed practice method
helps to learn the skill better. The process of acquisition in this case is stronger.

But there are exceptions, which support that the distributed practice method is better for both acquisition and retention. The present project was planned to analyze the effectiveness of both methods for learning a new motor skill and their retention effect.

One hundred fifty six school-boys were selected for this purpose as subjects. They were divided into three equal sized groups viz. Massed Practice Group (Gr-I), Distributed practice group (Gr.-II) and Control group (Gr.III). The selected motor skills were —

I. Free throw shooting in basketball and

II. Forward defense in cricket.

The subjects for all the groups were tested for performance before treatment.

Massed practice group practiced the skills two days in a week for two hours continuously under the guidance and supervision of researcher. This treatment was continued for six weeks. The distributed practice group also practiced the same skills four days in a week for one hour under the guidance and supervision of researcher. This treatment was continued for six weeks, so the time was same for both the experimental groups. The Gr.III was not given any treatment. After the training of six weeks performance scores of the subjects were taken for all the groups.

For retention effect after a period of three months without training and practice the performance scores of the subjects of both the groups were taken. From the performance of post training and
deterring performance after a period of three months the retention effects of both the groups was found out. To see the learning performance that is acquisition of performance and retention effect of performance scientifically and systematically statistical methods of one-way ANOVA test and “t”- test were used.

5.2 CONCLUSION

On the basis of the result obtained within the limitations of the study the following conclusions were drawn:

i) Massed practice method produces significant improvement in motor learning by enhancing the skill acquisition as well as retention.

ii) The distributed practice method produces significant improvement in acquisition and retention of the motor skills.

iii) Distributed practice method produces slightly better result in acquisition of skill than the massed practice method.

iv) Massed practice method appears to be better than distributed practice method in retention of learnt skill for free throw shooting in basketball.

v) On the other hand distributed practice method appears to be better than massed practice method in retention in learnt skill for forward defense in cricket.
5.3 RECOMMENDATION

On the basis of the results of the study and conclusions drawn, the following recommendations may be made for future investigation and for practical application.

5.3.1 Recommendations for future investigation

i) Studies of similar nature can be planned with other motor skills.

ii) Similar studies can be conducted with female subjects.

iii) The other age group of subjects may be planned for study and analysis of acquisition and retention effects.

iv) Similar studies for future investigation may be conducted with some athletes as subjects for different activities.

5.3.2 Recommendation for practical purpose

i) For teaching of motor skills distributed practice should be preferred more.

ii) For teaching new motor skill the learner should not be exposed to very long duration of practice leading to fatigue.