Chapter-V

Summary, Conclusion and Recommendations

5.1 Summary

Influenced by the technological, social and cultural changes, the educational domain faces a new dimension dominated by Lifelong Learning. For the physical education and sports specialists, this trend is also reflected by the necessity to improve their teaching methodology. A modern alternative is represented by the use of computers and of other information technologies meant to increase the teaching process effectiveness.

The age of Information and Communication Technology becomes more and more overwhelming, that is why we, as educators need to change our conception about the way we teach. VGT helps PE pupils to learn by promoting and enhancing their work on the chosen directions and this may have positive effects upon their motivation and degree of involvement in the activity. At the same time, it helps them to decide on their learning style, which gives them more independence. Therefore, the traditionally acknowledged physical education lesson will have to adapt to this ‘paradigm shift’ by keeping to the teaching-learning process evolution.
It is really difficult to conceive the possibility of joining physical education and technology without losing our discipline essence, as both of them are very diverse and conflicting entities. A main concern should be related to the way of maintaining the level of participation in physical activities within a technical environment lacking a high psychomotor density.

The physical education teacher must consider this challenge as an ideal opportunity to raise PE learning to a higher platform. This research aims at highlighting the use of VGT as positive influences upon physical education and sports.

Different teaching methods are used by teachers to enhance students skill learning in sports and PE. In the same view the present study has been conducted in aiming to find out the effectiveness of VGT and TTM on junior student. Many researchers have studies conducted to identify the best teaching method for student at college level, but very few researches have been done at junior student’s level especially in sports and PE. Therefore this study has a unique contribution to the field.

The researcher has formulated one hypothesis for knowledge test and two hypotheses for skill learning. Keeping in view the objects of the study, the researcher has recorded a number of limitations and delimitations of the study along with the operational definitions of the terms used in the statement of the problem. The study seems to have real significance in the sphere of PE with special references to teaching methods. Researcher has
reviewed a number of researches, on the basis of that he tried to justify the present research topic as well as methodology so far at different level.

To achieve the objectives of the study several steps have been taken by the researcher:

- Preparation of paper pencil test
- Preparation of teaching programme for both the groups
- Collection of reference clips of experts
- Preparation of observation sheet
- Shooting video clips of students’ skill performance for evaluation
- Analysis and Interpretation of data

Since the main objective was to evaluate the effect of teaching method, VGT and TTM on the junior girls’ Knowledge performance and skill performance for control and experimental group, the experimental design for the static-group comparison was implemented. Data was analyzed with Repeated Measure ANNOVA to compare the teaching methods for basketball skills and ANCOVA was applied to understand the difference between the knowledge of basketball skills.

Improvements in knowledge and skill execution are apparent in both instructional method groups. These results coincide with a number of studies conducted in the field of education, which show that VGT model is more effective than TTM with respect to basketball skills and not knowledge of the same. The introduction of computer systems into
education has advantages over conventional instruction in terms of the teaching procedure and information transmission. Since multimedia technology is as thriving as effective educational tool, it can therefore handle the instruction of theoretical issues of physical education. Thus it offers an alternative solution releasing more time for exercise. Nevertheless, to make such a form of instruction efficient, there are some other factors which must be determined, such as the quality of the programs, and the learners' motives. The positive effect of the VGT method found in the present study might in part be due to the fact that the technological instruction program for the fundamental basketball skill learning fulfils the conditions required for the effective transmission of the relevant information.

According to results of the present study, VGT method is proven more effective than TTM for motor learning of fundamentals of basketball skills. However, these conclusions are limited to students aged 13 years old. More research should be conducted to investigate the effect of VGT method in different ages and for various sport activities. The development of more VGT programs and the evaluation of their effectiveness should provide information about the application of the VGT method in schools and the academic curricula of physical education. In order to make this technology-assisted form of instruction a powerful educational tool, certain factors must be studied, such as the quality of the applications offered, the
quality of the teaching program, the content, the accessibility and the facilities.

5.2 Major Findings

Researcher has derived the following conclusions on the basis of results

- The results of SAI Wall Pass test and experts observation assessment shows that Video graphic teaching method is more effective than traditional teaching method for learning passing skill of basketball (Chest Pass, Bounce Pass, Overhead Pass)

- It can be concluded from data gathered from AAHPERD Speed Spot Shooting test and expert's observation scores (Layup shot, Jump shot, Free throw shot) that performance of the students is improved by both the methods but Video graphic teaching method is more effective than TTM.

- It is interpreted from the scores of SAI Basketball Dribble Test, AAHPERD Control Dribble Test (Right hand, Left Hand Dribble) and experts observations (Speed Dribble, Control Dribble) that both the experimental and control group have shown improvement but Video graphic teaching method is better than Traditional Teaching Method.

- The result of knowledge test doesn’t show much improvement in the performance of the students of both groups hence it can be said the cognitive aspect of the skill learning is not enhance by both the teaching methods.
The significant improvement of the VGT group skill test results highlight the contribution of information and guidance provided using technology to acquire the skill.

In the experimental group special skills accomplishment in the students overall performance was significantly higher than control group because students motivated and enthusiasm for skill learning was high in using video graphic teaching aid than traditional teaching.

Like many instructional methods, VGT method should be consistently implemented until mastery of a specific sports skill has been attained. VGT method should be integrated frequently with practice, rotating between specific video clips and teacher intervention or practice trials.

5.3 Recommendations

On the basis of present research, researcher has given following recommendations for further researches in the same field.

- It will be interesting to see gender wise comparison of the effect of VGT and TTM.
- The students’ performance and expert’s clips should be shown simultaneously on the same screen to the students during visual feedback.
- The effect of video graphic teaching method should be seen for various sports.
- It will be interesting to see the effect of VGT method on three groups, VGT group, TTM group and Control group( no treatment )
• Further researches can be done by selecting a sample having knowledge of basic fundamental skills.

• The sample should be chosen small enough to avoid observation errors.

• The effect of VGT can be seen on offensive and defensive skills of basketball separately.

• Separate standardized test should be used for performance analysis of each specific skill of basketball.

• From the present study it is recommended that evaluation of sports skill by observation method is more valid and practical than that of wall pass test.

• Watching experts’ video of sports performance is good teaching tool and school PE teachers can use it as teaching aid.

• It is recommended that there may be research conducted to understand the precise, fluent and advantageous handling of video cameras on the field for using video clips as teaching aid. There are many aspects like light, angle of camera, number of cameras, clinic of handling camera etc.

• It will also be interesting to study whether a school PE teacher can use his/her mobile telephone camera for making video clips of students’ sports skill performance for teaching purpose.
• It is recommended to conduct the same study in such environment where there are no disturbances around. It may be possible in indoor hall.

• From the present study researcher would like to recommend that only pre and post-test are enough for studying the same purpose. Researcher would also like to recommend that the same study may be conducted following qualitative approach i.e. using more observations, interviewing the subject before, during and after the experiment.

• Novel researcher may study the effect of different duration of teaching sports skills using the same teaching model.

• There is a need of developing good technique of observation as during this study this part was found very tedious. Hence it is recommended to do a research study for the same and evolve more objective and easy tool.

• It recommended to standardized knowledge test for evaluating knowledge of basketball.