

The Effects of Using Two Basketball Teaching Styles on Physical Education Students' Skills Performance and Attitudes

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The purpose of the current study was to examine the effects of using two Mosston's teaching styles (practice and reciprocal) on basketball skills performance and attitudes of physical education students. The sample consisted of two separate groups of undergraduate physical education students from the Faculty of Physical Education at the University of Jordan: the practice group N= 26 (17 females and 9 males) and the reciprocal group N=23 (15 females and 8 males). The participants enrolled in a required undergraduate course of basketball level (1) class during the first semester of 2002/2003. Independent T Test and (2 Way ANOVA) were used. The results of data analysis indicated that the practice group performed significantly higher than the reciprocal group in the jump shot and dribbling tests. However, the reciprocal group scored significantly higher in the push pass for accuracy test. Additionally, the reciprocal group scored significantly higher level of attitude than the practice group in three of four attitude dimensions. The results also indicated that the female students in practice group performed significantly higher than the female students in reciprocal group in the jump shot and dribbling tests. However, the female in reciprocal group scored significantly higher in the push pass for accuracy test. Similar results were shown for the male groups.