The Effects of Three Styles of Teaching on the Performance Level and Practice Trials of Long Serve and Short Serve in Badminton
Abd Al-Salam Al-Naddaf;
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The purpose of this study was to investigate and compare the effects of three teaching styles (command, practice, and self-check style) on university students’ achievement of the long-high and short-low serves in badminton. Furthermore, it aimed at comparing the practice trials of the serve among the three groups. 42 male students, who were divided randomly into three groups, participated in this study. The results of this study indicated that the three teaching styles were significant in improving the performance level of subjects in the three groups. No significant differences among the three styles on performing the long-high serve were found. However, significant differences on performing the short-low serve were detected; students in the practice style were superior to students in the self-check style. Regarding the practice trials, students in the command and practice styles had significantly higher practice trials than students in the self-check style.