The effect of using social network on the level of teaching performance for some basketball skills in practical education

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Introduction and research problem:

The preparation of the learner able to play a positive role requires the need to search for teaching strategies to help the learner to build a sense of what he learns and develop his ability to solve problems, depends on himself in learning and does not wait for the teacher to provide ready solutions to the scientific problems facing him. (2: 53)

The game of basketball is characterized by rapid rhythm and suspense between the speed of the movement between the two teams, which requires that all players lead the basic skills of the dialogue and pass and correction, the implementation of good passes and effective dialogue through which the player to lead a high correction rate and break the basket to the opponent in the end is the goal of all these skills, so upgrading the level of the student in basketball is linked to a continuum and integrated stages of the establishment on the basis of science, including the preparation of programs appropriate for different stages of the ages. (4: 38)

Through the work of the researcher in the teaching profession of the students of the Faculty of Physical Education and supervision of practical education noted the low level of knowledge and skills of students and through the use of the test of cognitive achievement of skills prepared by the researcher was applied to the students of the third division at the beginning of the first semester and before the beginning of practical education has reached the percentage of collection The researcher attributed this to the failure to achieve the educational goals set for the curriculum through the traditional program to teach the skills of basketball to be taught to students in the preparatory stage The researcher noted that

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there are many students Those who can not perform the basic skills prescribed in the curriculum in the right way during the process of education, and the researcher finds that the ability to learn is the result of the study of basketball for only one term during the two a cademic years and the insufficient number of weekly hours where the student is taught one hour a week, which does not give enough time for the teacher to take into account the individual differences as well as may not follow some explanation or difficult to understand the method of proper performance of skill or see the model correctly and thus decrease their motivation to learn the skill and familiarity, which may affect their ability to performance and movement and because basketball The activities of the motor that contain many basic skills, which vary in degree of difficulty and therefore require a period of education and application to achieve the correct performance and then raise the level of performance, so the researcher tended to teach basketball curriculum to be in the field training by one of Social networks What Sapp as an innovative method of learning in the field of physical education in the hope of achieving the objectives of the educational process better, which prompted the researcher to conduct the current study in ways that are interesting and simple make the educational material exciting motivates students to learn better.

Hence, the current research idea, which focuses on identifying the impact of the use of the social network on the level of teaching performance of some basketball skills in field training

Therefore, this study is one of the studies that uses the What Sapp program to teach some basic skills in basketball through mobile phone or Lap top laptop. The program uses visual and audio effects by watching the visual program of the skills in question (visual effects), Listening to a detailed description of those skills (sound effects), and employing that in imitation and actual practice through the practical application of skills under discussion in the court.

Research objectives:

1. Designing a program using the social network (What Sapp) to teach some of the basic skills determined in basketball for practical education students.
2. Identifying the effect of the educational program on the teaching performance of the basketball skills of practical education students
3. Identifying the impact of the educational program on the level of performance of some basketball skills and the level of cognitive achievement of practical education students.

research Hypotheses:

1- There are differences of statistical significance between the average scores of the tribal and post measurement of the experimental group (using what sapp) in the level of teaching performance, the skill performance and the knowledge achievement of some of the basic skills (under research) for the benefit of the post measurement.

2- There are differences of statistical significance between the average scores of the tribal and post measurement of the control group in the level of teaching performance, the skill performance and the knowledge achievement of some the basic skills (under research) for the benefit of the post measurement.

3- There are statistically significant differences between the meaning of the two dimensions of the experimental and control groups in a level in the level of teaching performance, skill performance and knowledge achievement of some basic skills (under discussion) for the benefit of the experimental group.

Terms used:

Teaching Performance-

"The series of procedures and practices carried out by the teacher before and during the lesson, including planning, execution, evaluation, classroom management and control, the teacher's personal behavior and the reciprocal relationship between him and the students ". (8: 139)

Research procedures:

First, the research methodology:

The **researcher** used the experimental method due to its relevance to the nature of this study, It used one of the experimental designs for two groups, one experimental and the other a control using pre and post measurement.

Second, the research community:

The research society was chosen by the third generation students of the Faculty of Physical Education at Sadat University (98) students who were distributed to field training in different schools in Menoufia governorate.

Third, the research sample:

The researcher chose the sample of the research in a deliberate manner on (40) female students and selected (20) students from the research community, representing the academic year 2015/2016 were distributed to two groups, one experimental (Alhadisa Preparatory Menouf School) and the other officer (school modern girls Banuf) (10) female students, and the sample of the survey sample (20) students (10) students from the fourth group, (10) students from the research community and outside the basic sample to conduct scientific transactions (Believe – Stability).

The homogeneity of the sample:

The researcher found the homogeneity of the sample of the research as a whole (40) students to make sure that they occur under the average curve in the variables (age - height - weight), as shown in Table (1).

The researcher also found the homogeneity of the research sample in the technical and cognitive variables of the sample of the research sample after confirming scientific transactions of the tests used.

Table (1)
Statistical characterization of the sample individuals in the variables "Age – Height - Weight" n =40

Variables	measruing unit	mean	Median	St.d	skewness
Age	Year	19.30	19.50	0.95	0.63
Height	C.m	163.25	163.00	4.32	0.17
weight	K.g	58.56	59.00	8.11	0.16

Table (1) shows that coefficients of torsion of research sample are between (+3, -3) in the variables of (Age - Height - Weight) which indicates the coherence of the sample.

Table (2)
Statistical characterization of individuals sample in the Tests used n = 40

variables	Measure unit	mean	Median	Mode	St.d	skewness
Dribble	sec	9.87	8.77	7.44	2.44	1.13
Chest pass	point	32.00	33.00	27.00	3.65	0.34
Bounce pass	point	11.33	11.00	11.00	2.83	1.18
Free throw	point	2.50	3.00	3.00	0.71	1.18
Jump shot	point	1.40	1.00	1.00	0.52	0.48
Lay-up shot right	point	4.00	4.00	4.00	1.16	1.08
Lay-up shot lift	point	3.40	4.00	4.00	1.43	0.89
Level of knowledge	point	11.10	11.00	10.00	1.37	0.10
Teaching Performance	point	10.70	11.00	11.00	1.42	0.51

Table (2) shows the homogeneity of the research sample in tests, as the skewness of research sample are between (+3, -3) in the variables.

To ensure that the levels between the two groups converge, the variables related to the two groups were adjusted, as shown in the following table:

- Sample equivalence:-

Table (3)

The significance of differences between the averages of per measurements in Tests used of the experimental and control groups

N1 = N2=10

variables	Measure unit	experimental groups		control groups		Means difference	'T' Test
		mean	St.d	mean	St.d		
Dribble	sec	9.40	0.52	9.80	1.32	0.40	0.89
Chest pass	point	24.60	4.93	24.10	5.09	0.50	0.89
Bounce pass	point	8.80	3.26	9.90	1.37	1.10	0.98
Free throw	point	1.60	0.70	1.90	0.57	0.30	1.05

FollowTable (3)

The significance of differences between the averages of per measurements in Tests used of the experimental and control groups

N1 = N2=10

variables	Measure unit	experimental groups		control groups		Means difference	'T' Test
		mean	St.d	mean	St.d		
Jump shot	point	2.10	0.57	2.20	0.79	0.10	0.33
Lay-up shot right	point	2.60	0.70	2.60	0.52	0.00	0.00
Lay-up shot lift	point	2.40	0.52	2.40	0.52	0.00	0.00
Level of knowledge	point	10.90	2.13	11.60	1.58	0.70	0.84
Teaching Performance	point	10.70	2.26	12.00	1.83	1.30	1.41

* The value of the table "T" at a significant level (0.05) = 2.07

Table (3) shows that the calculated value of t in all previous variables indicates that there are no statistically significant differences, which means the equivalence between the two groups of research.

Third, tools and means of data collection:

The researcher based on the collection of information and data related to this research to the means and tools considered by the researcher to meet the following conditions:

• Be easy to implement and have metering devices.
• Be effective in diagnosing specific aspects of research.
• To meet the scientific standards (Believe - stability).

2. Personal interviews:

The researcher designed questionnaire forms of experts in the field of basketball and teaching methods and the number of (3) experts **Attachment** (1) to determine:

- Skill and knowledge tests that suit the sample of the research.
- Evaluation form of the level of performance of the student in the skills under discussion.
- Contents of the proposed program. **Attachment** (4)

3. tools and equipment used in the research:

The following tools and devices were used:

- Electronic balance for measuring weight, Resistometer for measuring length, Asics, sling, Medical balls less than 1km, Basketball court, Legal basket balls, Wall and chalk, Stopwatch for measuring time, Lap top laptop.

4. Forms Search:

- Recording data on individuals search forms:

The researcher designed forms to record the measurements of the research so as to have the simplicity and ease of registration for the collection and scheduling of data in order to be processed statically as follows:

-Registration form for measurements of variables (age - height – weight).

-An individual form to record the tests of the skills and knowledge.

-Evaluation form for the teaching performance of faculty member and external supervisor. **Attachment (5)**

Fourth: Scientific transactions used for the tests:

1.Believe skill and knowledge tests: -

The Believe of the skills and knowledge tests and the teaching performance tests of the skills were calculated by calculating the Believe of the differential by applying them to two groups of 10 students each. The first group represents the students of the fourth group (the distinctive group) while the second group represents the students of the third group of the research community , And on Saturday 19/9/2015 for the skill tests and knowledge testing at the Faculty of Physical Education at Sadat University, and the tests of teaching performance on Sunday 20/9/2011, and the following tables illustrate the differences between the two groups (distinctive and non-distinctive) in the tests of skills, knowledge and teaching performance.

Table (4)

Significance of differences between the distinctive and undistinctive Groups In used tests N 1 = N 2 = 10

variables	Measurement unit	distinctive group		Undistinctive group		Means difference	'T' Test
		mean	s.d	mean	s.d		
Dribble	sec	6.66	0.42	9.87	2.44	3.21	4.09
Chest pass	point	32.50	3.31	28.10	3.14	4.40	3.05
Bounce pass	point	21.70	6.22	11.60	3.06	10.10	4.33
Free throw	point	3.80	0.79	1.60	0.52	2.20	7.38
Jump shot	point	3.80	0.63	2.40	0.70	1.40	4.70
Lay-up shot right	point	4.20	0.92	2.80	0.42	1.40	4.38
Lay-up shot lift	point	3.50	1.18	2.50	0.53	1.00	2.45
Level of knowledge	point	16.70	1.16	11.30	1.49	5.40	9.02
Teaching Performance	point	16.20	0.79	10.50	2.01	5.70	8.33

The value of "T" Driven at the level (0.05) = (2.45)

Table (4) shows statistically significant differences between the two distinct and Undistinctive groups in the previous tests. The calculated values of T. are

greater than their tabular value at the level of (0.05) indicating that these tests can distinguish between individuals, Means the Believe of these tests.

2. The stability of skill and knowledge tests:

The coefficient of stability of the skills and cognitive tests and the tests of the teaching performance of the skills were found using the test-retest method on a sample of (10) female students from the research community and outside the basic sample (undistinctive group), The researcher considered the results of the tests for the Believe of the non-distinctive group as the first application, and re-applied the tests under the same conditions and the same instructions after (7) days of the first application, on Saturday 26/9/2015 for the tests of skill and knowledge testing in the Faculty of Physical Education in Sadat, Teaching performance tests on Sunday 27/9/2015, and the following table explain the correlation coefficients between the first and second Implementation.

Table (5)

Reliability coefficient For the tests used N = 10

variables	Measurement unit	Implementation first		Implementation second		correlation
		mean	s.d	mean	s.d	
Dribble	sec	9.87	2.44	9.17	0.58	0.72
Chest pass	point	**28.10**	3.14	29.60	3.10	0.77
Bounce pass	point	11.60	3.06	12.70	2.58	0.87
Free throw	point	1.60	0.52	1.80	0.42	0.89
Jump shot	point	2.40	0.70	2.50	0.53	0.90
Lay-up shot right	point	2.80	0.42	2.70	0.48	0.75
Lay-up shot lift	point	2.50	0.53	2.60	0.52	0.55
Level of knowledge	point	11.50	0.85	11.30	1.49	0.72
Teaching Performance	point	10.50	2.01	10.80	2.35	0.63

The value of "R" Driven at the level (0.05) = (0.57)

Table (5) shows that the calculated "t" value in all previous tests indicates that the value of t is a statistical function, This indicates a correlation between the first and second applications and thus the stability of the tests.

Sixth: Steps to design the education program: -

1.Steps Design for the educationl Program:

The researcher chose to use the social network (What Sapp program) when building the proposed program for some of the basic skills in basketball school curriculum in support of the modern vision in education, which calls for the education in ways as interesting and enjoyable as possible.

The program was designed using the "What Sapp" program, which is one of the easiest and most commonly used programs among students. The researcher has followed the scientific steps for the process of building educational software through the reference reference survey. In light of this, the researcher developed the program on the following bases and steps:

2-General aims of the program

The purpose of the program is to use WhatSapp, and its impact on the teaching performance and skillful performance of some of the basic skills in basketball (under discussion) in practical education.

3- Foundations of the educational program:

The **researcher** took care when building and designing the tutorial before applying it to the following sample:

• that its content is consistent with the objective of the program.

• The contents of the program should challenge their abilities so as to stimulate their motivation to learn.

• Provide the right place and facilities to implement the program.

• Taking into account security and safety factors when applied.

• Ensure that the program achieves the thrill and excitement factor.

• The program is characterized by simplicity and diversity.

• Consider gradation from easy to hard.

• The contents of the program achieve the integration of personality in terms of the student's relationship with herself and with The pupils.

- The second phase (Design):-

In designing the program, the **researcher** considered the following:

•Take full advantage of the program by organizing it well and in an interesting and consistent way.

Choose the display colors and shapes to be suitable for different skills.

. • Design the program to fit the part of the skill instruction

• Take into account the principle of preliminary learning in the easy to difficult.

• Modernity of the content of the design program and this is what the researcher took care of through the design of the program.

- Organizing the content of the educationl programs: -

The researcher coordinated with the technician to design the program to explain the skills and develop their own videos and the implementation of the proposed exercises for each skill within the educational and practical part of the share and coordinate the content of the educational program before the start of implementation.

1. Educational content of the program:

The educational content of the selected skills " under discussion " Educational units that include:

• Presentation of a skill performance model.
• Technical and legal steps for each skill.
• Educational part.
• The application part that matches the skill that is taught in the class.

- Time distribution of the proposed program:-

The researcher prepared the educational program to include (10) weeks, two units a week, that is, the program includes (18) educational units, The Unit time is 20 Min (educational and applied part), The program includes (7) educational skills to master and improve performance, The table shows the time distribution of the proposed program.

Table (6)
Time distribution of the proposed educational program

S	Content	Time distribution	
1	Number of weeks	10	
2	Number of units per week	2	
3	Number of educational units as all	18	
4	Application time per unit	20 min	
		10min Explanation and model	10 min application
5	Total time of the program	400	

Seventh: The choice of assistants:

The **researcher** chose two assistants from her colleagues in the Faculty of

Physical Education, They were identified in terms of research and objectives in terms of measurement requirements and how to perform the tests of skill and knowledge testing.

Eighth: Steps search application:

1. per measurements:

The per measurements of the two research groups were carried out prior to the implementation of the basic experiment in the variables under discussion, The equivalence scores were used as the per measurements of the two research groups on Saturday 12/9/2015 for the skills tests and the level of knowledge achievement on Sunday, For teaching performance tests.

2. Implementation of the basic experience:

The program was implemented from Sunday 4/10/2015 to Wednesday 2/12/2015 and the duration of the program was 10 weeks.

3. post measurements:

After the end of the period specified for the implementation of the basic experiment, the researcher carried out post measurements of the research sample of the skill and knowledge variables on Sunday, 6/12/2015, at the Faculty of Physical Education, The teaching performance in the two schools of the two groups of research and in the unit of each skill The **researcher** took into account that the post measures are conducted under the same The circumstances in which per measures were made.

Ninth: statistical treatments:

Statistical treatment consisted in:

- Descriptive statistics "measures of central tendency standard deviation sprains transactions"
- The correlation coefficient to calculate the stability of skill and knowledge tests.
- Test "T" (T. test).
- Spearman correlation coefficient.
- Ratio improvement by percentages.

Presentation and discussion of the results: -

Table (7)
Significance of differences between the mean of two measurements (per– post) In the used tests For the experimental group N = 10

variables	Measure unit	pre measurement		Post measurement		Means difference	'T' Test	Improvement ascriptions
		mean	s.d	mean	s.d			
Dribble	sec	9.40	0.52	7.47	0.89	1.93	5.94	
Chest pass	point	24.60	4.93	32.50	2.22	7.90	4.62	
Bounce pass	point	8.80	3.26	20.90	8.01	12.10	4.43	
Free throw	point	1.60	0.70	3.40	1.08	1.80	4.44	
Jump shot	point	2.10	0.57	3.60	0.97	1.50	4.23	
Lay-up shot right	point	2.60	0.70	4.00	0.82	1.40	4.12	
Lay-up shot lift	point	2.40	0.52	3.70	0.68	1.30	4.84	
Level of knowledge	point	10.90	2.13	17.90	1.20	7.00	9.05	
Teaching Performance	point	10.70	2.26	18.70	0.82	8.00	10.51	

The value of "T" Driven at the level (0.05) = (1.80)

Table (7) shows that the calculated value of "T" in all the variables under discussion indicates that the value of T is a statistical function, This indicates that there are differences between the (pre-post) measurements of the experimental group for the benefit of the telemetry.

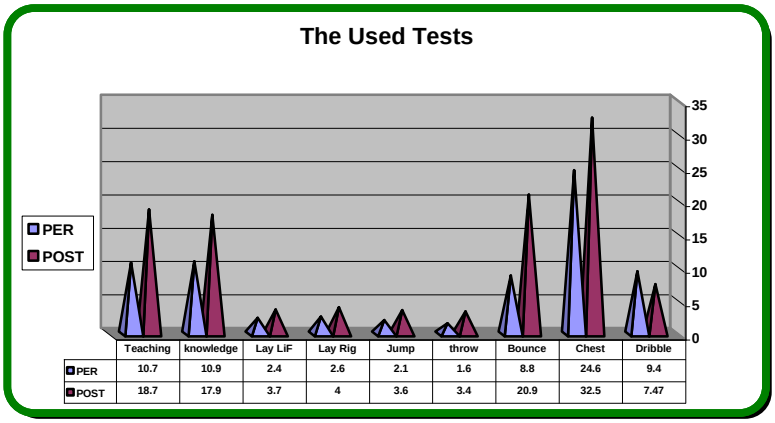

Figure (1)
Indication of differences between the mean (pre - post) measures of the experimental group

Table (8)
Significance of differences between the mean of two measurements (per– post) In the used tests For the control group
N = 10

variables	Measure unit	pre measurement		Post measurement		Means difference	'T' Test	Improvement ascriptions
		mean	s.d	mean	s.d			
Dribble	sec	9.80	1.32	9.24	1.27	0.56	0.97	
Chest pass	point	24.10	5.09	29.20	2.25	5.10	2.90	
Bounce pass	point	9.90	1.37	11.80	2.74	1.90	1.96	
Free throw	point	1.90	0.57	2.20	0.42	0.30	1.34	
Jump shot	point	2.20	0.79	2.40	0.84	0.20	0.55	
Lay-up shot right	point	2.60	0.52	3.20	0.63	0.60	2.32	
Lay-up shot lift	point	2.40	0.52	2.70	0.48	0.30	1.34	
Level of knowledge	point	11.60	1.58	15.10	0.99	3.50	584	
Teaching Performance	point	12.00	1.83	16.10	1.37	4.10	5.68	

The value of "T" Driven at the level (0.05) = (1.80)

Table (8) shows that the calculated value of "T" in all the variables under discussion indicates that the value of "T" is a statistical function. This indicates that there are differences between the (pre-post) measurements of the control group for the benefit of the telemetry.

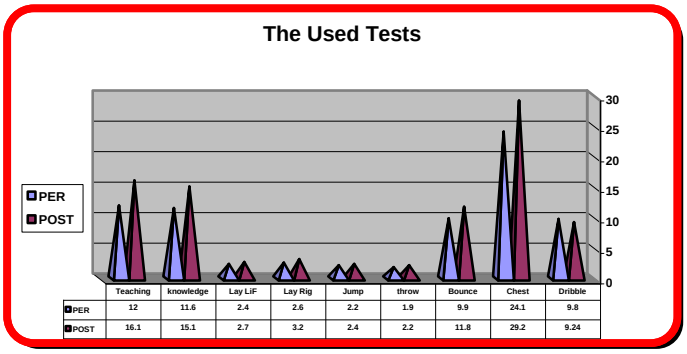

Figure (2)
Indication of differences between the mean (pre - post) measures of the control group

Table (9)
Mean the differences between the mean of the post measurements in the used tests of the two groups N = 10

variables	Measure unit	experimental group		control group		Means difference	'T' Test
		mean	s.d	mean	s.d		
Dribble	sec	7.47	0.89	9.24	1.27	1.77	3.61
Chest pass	point	32.50	2.22	29.20	2.25	3.30	3.30
Bounce pass	point	20.90	8.01	11.80	2.74	9.10	3.40
Free throw	point	3.40	1.08	2.20	0.42	1.20	3.29
Jump shot	point	3.60	0.97	2.40	0.84	1.20	2.96
Lay-up shot right	point	4.00	0.82	3.20	0.63	0.80	2.45
Lay-up shot lift	point	3.70	0.68	2.70	0.48	1.00	3.81
Level of knowledge	point	17.90	1.20	15.10	0.99	2.80	5.69
Teaching Performance	point	18.70	0.82	16.10	1.37	2.60	5.14

The value of "T" Driven at the level (0.05) = (1.80)

Table (9) shows that the calculated value of "T" is a statistically significant difference in all variables, indicating differences between the two groups and for the benefit of the experimental group (What Sapp program).

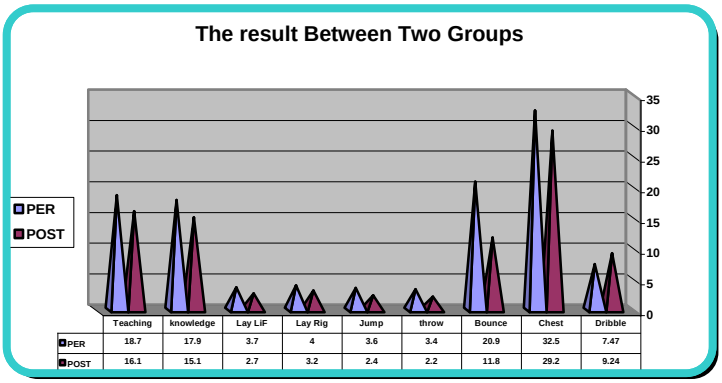

Figure (2)

Mean the differences between the post measurements for two groups

- Second, discuss the results: The **researcher** discusses the results obtained from the data of the two groups of research and statistical treatments using

the frame of reference and previous studies as follows:

First: Explain the results of the differences between the average pre and post measurements of the experimental and control groups:

Table (7) shows statistically significant differences between the average of the measurements and the mean post measurements in the skill and knowledge tests and the teaching performance of the experimental group, Table (8) shows that there are statistically significant differences between the average of the measurements and the mean post measurements in the skill and knowledge tests and teaching performance of the control group, This indicates that both the traditional programs and the proposed program have made progress, The researcher explained that the proposed program "What Sapp" helped the student with the vision of the model of each skill, where you can repeat the observation of the form video, which helps to track the movement of the movement and the student to understand the correct technical performance of the skills they study, which increases self-confidence of students and their sense of understanding and awareness of everything It relates to skill and how to perform optimally, which improves skill performance, As these skills are characterized by a degree of difficulty and thus led to the program to remove these difficulties that were corresponding to the student in the performance and education of the skill in addition to the ability of the program to attract the attention of students through the presentation of skill and visibility before the performance of the unit directly, which makes it easy to remember and retrieve when needed, Led to progress in the level of knowledge achievement of experimental group students and differences between pre and post measurement for the benefit of telemetry, The results of this study are consistent with that of **Eman Tharwat** (2013) **(3), Adel Ramadan** (2008) **(1) and Mohammed Masloub** (2011) **(6)** That the interaction of the student in a positive way in obtaining the knowledge is different from the negative role

he usually takes in the traditional learning method, and the members of the control group (traditional program student) can not see a dynamic model of the skill (the image of the skill Only) and the theoretical explanation of the bibliography, which provides more information on how to perform correctly and comment on the common mistakes that may occur during performance and how to correct them as well as information on the basic skills in the search and the steps of instruction and therefore any information provided to students Will increase their knowledge yield and make progress in the level of knowledge achievement between per and post measurement in favor of the post measurement.

Hence, it is clear from the above results that the first and second hypotheses of the research hypotheses have been achieved, stating that there are statistically significant differences between the per and post measurement in favor of the post measurement of the experimental and control groups.

Second: Interpretation of the results of the differences between the mean post measurements of the experimental and control groups:

Table (9) shows statistically significant differences in the two dimensions of the experimental and control groups in the teaching performance, the skill performance level, and the knowledge achievement under discussion, The differences are in favor of the experimental group (What Sapp) and the **researcher** explains why the experimental group exceeds the control group in performance Teaching, skill level, and knowledge achievement to use the educational programs "What sapp", Which is done by the presentation of skills before performance and the student returns to the program whenever it needs to, and it sees the model of motor skill, which enjoys constant performance no matter how repeated the model and thus has a positive role in the formation of the perception of the correct motor skill in the mind of the student and prove it as well as freedom of navigation within the program and the link between The technical and educational aspects, which eliminates the confusion that may occur in the performance of students in front of students, while the traditional method relies on the

use of the theoretical explanation and fixed images of references, which reduced their motivation to learn, This is confirmed by **Tarek Abdul-Raouf** (2015) **(7) Kamal Abdel-Hamid** (2002) **(5)** that the modern outlook on learning considers the learner as a living organism whose purpose is growth and maturity and not the goal of preserving the information but building the learner of knowledge according to the pattern of treatment, To know him.

This finding confirms the validity of the third hypothesis, which states that there are statistically significant differences in the telemetry between the experimental group (what sapp) and the (traditional) control group in the teaching performance and skill level of some of the basic skills under discussion and the level of knowledge achievement for the experimental group.

First - conclusions: -

Through the nature of this study and the sample and the methodology used and the results of the statistical analysis in the scope of this research to the researcher reached the following conclusions:

-The proposed program (what sapp**)** has a positive impact on teaching performance, skill level and knowledge achievement for the experimental group.

- The traditional method has a positive effect on teaching performance, skill level and knowledge achievement for the control group.

- The program proposed by What Sapp was more effective and positive than the traditional method of teaching performance, skill level and knowledge achievement, which indicates effectiveness.

- The knowledge test prepared by the researcher has a high Believe and stability coefficients and is suitable for measuring the level of knowledge achievement of third-year students in the skills under discussion.

Recommendations:

In light of the results of the research, the **researcher** recommends the following:

- The use of educational programs by (what Sapp) in teaching basketball skills in physical education colleges.

- Use of the knowledge achievement test in basketball prepared by the researcher in measuring the level of knowledge achievement.

- The interest in the introduction of some technological means and use (what Sapp) to teach the curriculum of physical education in general and the curriculum of basketball in particular in the process of learning to keep pace with

advanced educational techniques.

- To conduct similar studies using new and innovative methods for students of the Faculty of Physical Education.

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