The effect of using Instant and Postponed feedback to improve the scoring level in basketball for young players

Ali Mohammed Hadi Abbood1*

1. Basra University, College of Physical Education and Sports Sciences, Iraq

*Corresponding author: fmalimohammed@gmail.com

Abstract

In many learning circumstances, the student can't assess and build up his exhibition aside from with the assistance of others by furnishing him with the right data, and rectifying blunders in his presentation so as to contact him in the best and ideal exhibition. Reaction, yet it is the individual taught's translation of that upgrade, it is data about current execution that influences resulting execution. This examination plans to distinguish the utilization of input in creating and improving scoring in a ball. The examination test was made out of youthful parts in the clubs of Basra Governorate and their number was 24 players. They were separated into two gatherings, in each gathering of 12 players, the analyst utilized the test strategy with two equivalent gatherings for its appropriateness to the idea of the examination, The scientist reasoned that the utilization of criticism had a viable part in creating ball scoring.

Keywords: Instant feedback, deferred feedback and scoring in basketball

DOI: http://doi.org/10.36295/ASRO.2021.24550

Page: 327-332

Volume/Issue: Volume: 24 Issue: 05

Introduction

The reason for learning isn't only the presentation and its redundancy, the common redundancy with committing errors doesn't occur to learn, rather it is a deterrent to the learning cycle, and by which right learning happens and accomplishes its objective is practice. It prompts improving execution, and learning by its temperament is the collection of data and information that coordinates execution and conduct towards the ideal objective, as execution requires botches, and except if adjusted and changed, learning can't arrive at the phase of instrument and ease. A decent instructor or coach who needs to accomplish the objective of learning must establish a proper learning climate and make a learning circumstance predictable with the students, and through it, the student can accomplish the objective and reason for the instructive cycle. Learning essential aptitudes in b-ball, particularly scoring, everything being equal, requires a kind of data, information, and input on a continuous premise because of the conditions, execution, similarity, actual planning, abilities, and self-assurance needed by scoring.

Thus the significance of input in the instructive cycle, as it is all the data originating from Different assets that the student acquires previously, during or subsequent to playing out particular expertise to improve and balancing out his level so as to accomplish better and ideal execution or are the mandates, directions or proposals important to upgrade, alter, or right the work. It is legitimately identified with the watched conduct and follows it straightforwardly, as scoring is the last phase of the assault, as it is the impacting and viable factor in the result of the match, all hostile moves are obvious in the precision of remedy, and the aptitude crowns all abilities, the group whose players are acceptable at scoring has high assurance and incredible self-assurance, and this is one of the main mainstays of triumph, notwithstanding the effective scoring measure that moves excitement in the match and pushes the player to expand his exertion in consistent collaboration with his partners to reach victory.1 Accordingly, all essential aptitudes become pointless in the event that they are not conclusively delegated with a fruitful shot. Considering this, the significance of examination is pondered in the
work the utilization of prompt and delayed taking care of, improving the engine sensation and deciding the ball's ways through visual assessment, and therefore, this improves the exactness of scoring in basketball.

Research problem

Scoring of all kinds in basketball has been of distinguished importance by researchers and coaches, both in terms of education or in terms of kinetic and biomechanical analysis, on the basis that scoring has more requirements and conditions than others and must be met, including the need to look and focus, and hold the ball while scoring properly. Emphasis on the correct angle of the hand, what is the part of the hand used during scoring, and what is the last part that leaves the ball, and others, which requires the availability of information and knowledge of the scoring skill, and there is no doubt that the performance of any skill is marred by accompanying errors, which requires correcting those errors according to its appropriate time and time and in its appropriate quantity in order for the performance of the scoring skill to be properly performed, and through the researcher's experience of being a player like many local clubs and supervising the training of several clubs in basketball as well as following up on matches.

The researcher found that there is a clear weakness in the performance of the scoring skill from before players, and that any weakness in the accuracy of this type of skill is a problem for those in charge of the training process, and that workers in basketball focus their attention on performance and neglecting to provide the players with the necessary response information and the basic conditions available in it, so the real treatment for this requires providing the player with information and immediate feedback - and postponed work to help him visualize the movement in its correct form, and the comparison is between what was real and what should be, and as a result to That scoring in basketball, its result is known immediately after its performance. This requires giving immediate feedback to correct performance and adjust it according to the requirements of proper performance.

Research objectives

1. The effect of using immediate feedback on improving the level of scoring in basketball for young players.
2. The effect of using postponed feedback on improving the level of scoring in basketball for young players.
3. The differences between the effect of immediate and delayed feedback on improving the level of scoring in basketball for young players.

Research hypotheses

1. There are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the pre and post measurements of the scoring level for the youth players understudy, for members of the immediate feedback group and in favour of the post measurement.
2. There are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the pre and post scoring measures for the scoring level for the youth players under study, and for members of the postponed feedback group in favour of the post measurement.
3. There are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the post-measurement between the effect of using immediate and postponed feedback in favour of the immediate on improving the level of scoring for the young players under study.

Research field

- Time range: from 1/10/2019 to 11/20/2019.
- Spatial field: Olympic Sports Hall in Basra Governorate.
Research Methodology

The researcher used the experimental method with two equivalent groups, one experimental and the other controlling by means of pre and post-measurement, due to its relevance to the nature of the research.

Research community and sample

The study population consisted of young basketball players belonging to sports clubs in Basra Governorate, whose number is (85) players.

The sample of the study reached (24) players, with a rate of 28.23% of the research community participating in the Youth Basketball League in Basra Governorate for the season (2019/2018). The researcher has with them the immediate feedback method and the second group of (10) players, the researcher used with them the method of delayed feedback. The two groups were equal in terms of length, mass, and level of scoring, and Table (1) shows this.

Table 1. Show the two experimental groups are equivalent for the variables of age, mass, height, and skill level

<table>
<thead>
<tr>
<th>Variables</th>
<th>First group</th>
<th>Second group</th>
<th>t value*</th>
<th>Type of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Age(Year)</td>
<td>16.46</td>
<td>0.33</td>
<td>16.53</td>
<td>0.51</td>
</tr>
<tr>
<td>Mass(Kg.)</td>
<td>64.11</td>
<td>1.31</td>
<td>64.56</td>
<td>1.42</td>
</tr>
<tr>
<td>Length(Cm)</td>
<td>169.22</td>
<td>1.41</td>
<td>168.96</td>
<td>1.51</td>
</tr>
<tr>
<td>Skill level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Throw</td>
<td>11.74</td>
<td>3.12</td>
<td>11.69</td>
<td>3.22</td>
</tr>
<tr>
<td>Scoring Level from jumping</td>
<td>9.36</td>
<td>2.34</td>
<td>9.16</td>
<td>2.11</td>
</tr>
</tbody>
</table>

*The tabular value of t is at (α ≤ 0.05), with a degree of freedom (18) = 1.734

It is evident from Table (1) that the value of (t) test calculated for the differences between the mean on all the variables on the pre-measurement was less than the tabular value of (t) (1.734), that is, there are no statistically significant differences at a level less than (0.05) Between the members of the two experimental groups, the variables of age, mass, height, and skill tests in the pre-measurement, this means that there is parity between the members of the two groups.

Validity and reliability of tests

To ensure the validity and reliability of the study tool, the researcher presented the tests used in the study to a group of faculty members in the College of Physical Education and Sports Sciences at Basra University, and an exploratory study was conducted on a sample of the study population amounting to (6) Of the young players who are not members of the study sample, and the researcher applied the tests used in the study to this sample, and the tests were repeated after three days, and the correlation coefficients between the results of the first measurement and the results of the second measurement were calculated, as they were as shown in Table (2).

Table 2. Shows the correlation coefficients between the first and second standards of the surveys' tests

<table>
<thead>
<tr>
<th>Correlation coefficient</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.88</td>
<td>Free Throw Scoring Level</td>
</tr>
<tr>
<td>0.90</td>
<td>Scoring level from jumping</td>
</tr>
</tbody>
</table>

Research experience

The researcher used the immediate feedback method when teaching the scoring skill with the first group, and the deferred feedback with the second group for a period of (6) six weeks at (3) three units per week. And for period of (90) minutes for the unit, the basic experiment was conducted from 1/10/2019 to 11/20/2019.
Results

The researcher calculated the mean and the standard deviations, and the paired-t-test between the pre and post measurements of the immediate feedback group members, and the results were as shown in Table (3).

Table 3. Shows the mean, standard deviations, and test (t) between the pre and post measurements of the immediate feedback group

<table>
<thead>
<tr>
<th>Variables</th>
<th>Tests</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>(t) value*</th>
<th>Type of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Throw Scoring Level</td>
<td>Pre</td>
<td>11.74</td>
<td>3.12</td>
<td>9</td>
<td>5.42</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>14.67</td>
<td>2.81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Throw Scoring Level</td>
<td>Pre</td>
<td>9.36</td>
<td>2.34</td>
<td>9</td>
<td>4.38</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>15.53</td>
<td>2.21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Tabular (t) value at (α= 0.05) with degrees of freedom (9) = 1.833

Table (3) shows that there are statistically significant differences between the pre and post measurements of the research group in the free throw scoring test and the jump scoring test for members of the immediate feedback group, and in favour of the post-measurement, which indicates that the use of immediate feedback led to a significant improvement in the level of scoring from stability for the players as the calculated value of (t) was (5.42 and 4.38) respectively, which is a value greater than the tabular value of (t) at the level of (α = 0.05) with degrees of freedom (9) = 1.833.

The researcher believes that the reason for the improvement in the level of scoring for the players is due to the immediate feedback, whether audio, visual or sensory, that the experimental group members received during the performance of scoring, which allowed them to benefit from this immediate nutrition in correcting the performance directly, and that the feedback leads to an increase in motivation and enthusiasm of the learner and keep him in constant movement to achieve the desired goals.

The importance of immediate feedback, especially when learning specific skills such as scoring, as it is easy for players to absorb observations and adjustments directly, so any delay, even if it is very little, negatively affects performance, and leads to confusion in the motor behaviour, whether it is delaying sensory, auditory, or visual feedback, so that the player can correct and modify the wrong movement.

Results related to the second hypothesis

The researcher calculated the mean and standard deviations and a (paired-t-test) between the pre and post measurements of the members of the postponed feedback group, and the results were as they are in Table (4).

Table 4. Shows the mean, standard deviations, and the (t) test between the pre and post measurements for the members of the deferred feedback group

<table>
<thead>
<tr>
<th>Variables</th>
<th>Tests</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>(t) value*</th>
<th>Type of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Throw Scoring Level</td>
<td>Pre</td>
<td>10.36</td>
<td>2.84</td>
<td>9</td>
<td>6.38</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>16.05</td>
<td>2.22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Throw Scoring Level</td>
<td>Pre</td>
<td>9.36</td>
<td>2.34</td>
<td>9</td>
<td>7.65</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>16.85</td>
<td>2.24</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Tabular (t) value at (0.05) with degrees of freedom (9) = 1.833.

Table (4) shows that there are statistically significant differences between the pre and post measurements of the members of the postponed feedback group, in favour of the post-measurement, which indicates that the use of postponed feedback led to a significant improvement in the level of scoring from the jump, as the value of (t) The calculated value was (7.65 and 6.38), respectively, which is a greater value than the tabular value of (t) at the level of (α = 0.05) with a degree of freedom (9) = 1.833.

The results of this study are in agreement with a number of studies conducted, which shows that the method of...
delayed feedback because of its positive impact on the learning process, and thus gives a better opportunity for the player to absorb the motor skill. As all of these studies emphasized the importance of delayed feedback, especially when learning difficult skills.4

Whereas postponed feedback, gives the player an opportunity to identify errors in the important linkage intervals of the motor skill, and giving immediate feedback the moment the player stops performing directly may not be useful in many Sometimes because the sensory organs are busy at the end of the performance,5 so you need a period of time to shift focus to the trainer and hear what is being said, or see the proper performance, especially if you use educational methods such as video to re-watch the skill, they give and display the shape of the movement in an accurate way, and clarify the location. The error and how to correct it, to activate the learning process and improve performance.6

Results related to the third hypothesis

To verify the differences between the two experimental groups in the immediate and delayed feedback, the researcher used a test (t) for two independent groups (Independent t-test) in order to determine the differences on the telemetry between the members of the immediate feedback group and the delayed feedback group, and the results of Table (5) show that.

Table 5. Shows the mean, standard deviations, and (t) test of two independent groups (Independent t-test) to determine the differences on the post-measurement in the scoring test of the free throw and the jumping between the members of the two groups of immediate feedback and the deferred feedback group

<table>
<thead>
<tr>
<th>Variables</th>
<th>Tests</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>(t) value*</th>
<th>Type of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Throw Scoring Level</td>
<td>Instant</td>
<td>14.67</td>
<td>2.081</td>
<td>9</td>
<td>1.055</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Postponed</td>
<td>16.05</td>
<td>2.21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Throw Scoring Level</td>
<td>Instant</td>
<td>15.53</td>
<td>2.21</td>
<td>9</td>
<td>2.06</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Postponed</td>
<td>16.85</td>
<td>2.24</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Tabular (t) value at (α= 0.05) with degrees of freedom (18) = 1.734.

It is evident from Table (5) that there are no statistically significant differences in the post-measurement between members of the immediate feedback group and the deferred feedback group at the level of free-throw basketball scoring, where the calculated value of (t) is (1.055), which is smaller than the value of (t) Tabular (1.734), and the researcher believes that this result does not absolutely fulfill the hypothesis of the third study, which is "There are statistically significant differences at the significance level (α ≤ 0.05) in the post-measurement between the effect of using immediate and delayed feedback in favor of the immediate on improving performance in Scoring basketball."7

Table (5) shows that there are statistically significant differences in the post-measurement between the immediate and delayed feedback group and in favor of the deferred research group, the use of delayed feedback is better, especially when teaching motor skills. More difficult, because the learner faces psychological anxiety in addition to the difficulty of the skill and its limits of accuracy "the accuracy of the information that must be provided to the learner" and the function of the motor skill "closed or open" provided that the postponement of the feedback is not for a long time because this does not work either, the player may forget Many feelings related to performance and when it fails to invest information about the outcome and about performance in its classification within the motor program stored in the kinematic memory.8

Conclusions

1. The use of postponed feedback improves the level of scoring basketball among young players.
2. The use of immediate and delayed feedback improves the level of basketball scoring for young players.
3. The necessity of using immediate feedback when teaching easy skills with beginners, and delayed feedback when teaching difficult and complex skills, such as scoring with basketball.
Recommendations

1. The need to focus on feedback during the educational process, especially with beginners and youth.
2. The researcher recommends using immediate feedback when teaching easy motor skills with beginners.
3. The researcher recommends using delayed feedback when teaching difficult and complex motor skills.
4. Conducting studies on feedback on advanced groups of both sexes in basketball.

References