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**COMPARATIVE STUDY ON THE EFFECTS OF COMMAND AND
RECIPROCAL TEACHING STYLE IN LEARNING BASIC SKILLS OF
FOOTBALL AMONG AYEHU SECONDARY SCHOOL STUDENTS**

BY

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AUGUST, 2022

BAHIR DAR, ETHIOPIA

BAHIRDAR UNIVERSITY
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SPORT SCIENCE DEPARTMENT

**A Comparative Study on the Effects of Command and Reciprocal
Teaching Styles in Learning the Basic Skills of Football among
Ayehu Secondary School Students**

BY

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**A Thesis Submitted to, Bahir Dar University Sport Academy in Partial
Fulfillment of the Requirements of a Master of Education in Teaching
Physical Education**

AUGUST 2022

BAHIR DAR, ETHIOPIA

DECLARATION

This is to certify that the thesis entitled "Comparative Study on the Effects of Command and Reciprocal Teaching Style in Learning Basic Skills of Football Among Ayehu General Secondary and Preparatory School Students" is my original work. It has not previously formed the basis for the award of any degree, diploma, or other qualification of a university or other institution of higher learning, except where due acknowledgment is made in the acknowledgments.

Name of the author:

Place:

Date of submission:

Getachew Alemayehu Alamiraw

Bahir Dar University, Ethiopia

.....

DEDICATION

This thesis work is dedicated to my family and friends, who have supported me for overall educational success. As well, the researcher extended his dedication to Ayehu secondary and preparatory school students and staff members.

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ADVISOR'S APPROVAL

I hereby certify that I have supervised, read, and evaluated this thesis. The study, titled "Comparative Study on the Effects of Command and Reciprocal Teaching Style in Learning Basic Skills of Football Among Ayehu Secondary School Students" by **Getachew Alemayehu**, was prepared under my guidance. I recommend the proposal be submitted for oral defense.

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THESIS APPROVAL SHEET

As a member of the examining board of the final MEd., Open defense we certify that we have read and evaluated this thesis prepared by Getachew Alemayehu Alamiraw Entitled: **“Comparative Study on the Effect of Command and Recpriocal Teaching Styles in Learning Basic Skills of Football in Ayehu General Secondary and Preparatory School Students”** and recommended that it is accepted as fulfilling the thesis requirement for the Degree of Master of Education Teaching in Physical Education.

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Final approval and acceptance of the proposal is contingent upon the submission of the final copy of the proposal to the postgraduate coordinator through the academic consul of the candidate's academy.

I hereby certify that I have read this proposal prepared under my direction and recommended that it has been accepted as fulfilling the master of education thesis requirements.

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Name of advisor

Signature

Date

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ABSTRACT

This study was conducted on the research topic "comparative study on the effects of command and reciprocal teaching styles in developing the students' football skills." To undertake it, an experimental study design and a quantitative study approach were employed. An experimental design was used to test a research hypothesis. The data were analyzed by a one-way between-groups ANOVA, ANCOVA, paired sample t-test and post hoc test. 69 students were chosen at random using a sample random technique and divided into three groups. Those students were grouped into two teaching style groups and one control group through a lottery technique. Eight weeks of training was enough for the retention of the acquired psychomotor skills of students. The data collected from the study subject was analyzed using SPSS version 23 software and a level of significance of $p \leq 0.05$. The major finding of this study was that significant improvement has been obtained as a result of either the reciprocal or command style of teaching on students basic skills of football including passing, dribbling, and shooting. However, between the reciprocal and command teaching styles there have no significant differences obtained in the development of the students' football basic skills. Consequently, teachers should be familiar with reciprocal and command teaching styles have no significant difference in the development of the students' football basic skills including passing, dribbling, and shooting suitable to achieve the intended learning outcome.

Key words: *Command teaching style, Dribbling, Passing, Reciprocal teaching style, Shooting*

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LIST OF ACRONYMS AND ABBREVIATIONS

NASPE = National Association for Sport and Physical Education

ANOVA = Analysis of Variance

ANCOVA=Analysis of covariance

CGRA= Command Group Respondents Age

RGRA= Reciprocal Group Respondents Age

CGA= Control Goup Age

SD = Standard Deviation

SPSS = Statistical Package for Social Sciences

Df = Degree of Freedom

Sig= Significance

T= T-test

Pass1= passing before intervention

Dribb1= dribbling before intervention

Shot1= shooting before intervention

Pass2= passing after intervention

Dribb2= dribbling after intervention

Shot2= shooting after intervention

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Teaching methods are used to impart knowledge to students; they are how the teacher attempts to impart the desired learning experience (Ndirangu, 2007). The choice of a particular method of teaching by the teacher is determined by several factors, which include the content to be taught, the objectives which the teacher plans to achieve, the availability of teaching and learning resources, and the ability and willingness of the teacher to improvise if conventional teaching aids are not available, evaluation and follow-up activities, and individual learner differences (Ndirangu, 2007).

Physical education, according to Bandung, is the phase of the overall educational program that contributes, particularly through the experience of motion, to growth and development as a whole for each child. Physical education is defined as education through movement and should be implemented in appropriate ways that have meaning for children. Physical education is a learning program that provides proportional and adequate attention to the domains of learning, i.e., psychomotor, cognitive, and effective.

In a soccer game, a football player must master the basic techniques of soccer correctly. (Sardiman, 2009)"Some basic techniques that need to be mastered by soccer players are kicking (kicking), stopping (stopping), passing (passing), heading (heading), rob (tackles), throwing into (throw-in), and keeping the goal (goal-keeping."

According to the National Association for Sport and Physical Education (2007), quality physical education is defined as (a) engaging in the reflective process, (b) being professional, (c) assessing and providing adequate feedback, (d) meeting the needs of a diverse group of learners and empowering students to maintain and achieve a healthy lifestyle, (e) possessing the skills, knowledge, and values outlined by NASPE standards to improve teaching practices, and (f) establishing a positive learning environment.

Mosston and Ashworth also suggest caution that, at times, there is a tendency to associate a style with an entire sport. Different aspects of a sport can and should be taught in different styles depending on the learning outcome, and all teaching styles, when used appropriately, contribute to the development of learning.

(Allen, 2009) investigated teaching philosophies and identified the importance of all-around learner development encompassing psychomotor, affective, cognitive, social, and moral learning. These areas of learning were termed "the developmental channels" by Mosston and underpinned the spectrum of teaching styles. (Chatoupis., 2009) explored these channels of development and their relationships with various teaching styles. The effect of a range of teaching styles on psychomotor development produced different findings for different age groups and learning outcomes.

The skill seems to be a very broad term that describes the application of cognitive, perceptual, or motor skills (or everything at the same time), which includes dribbling, passing, and shooting (Ali, 2011). So, the gaining of football skills is basic to our satisfaction with the game and is important to the achievement of skills. Players expend the majority of their time in practice intending to develop technical skills in the game. But there was a lack of study relating to the efficient acquisition of football skills. Sports professionals are aware of the significant position that those concerned with skill acquisition can play in developing performance (W. A. M. & Hodges, 2004). Moreover, testing for football skills can have the following purposes: talent identification and discrimination; measuring pre and post-intervention; and measuring individual strengths and weaknesses (Ali, 2011).

For that reason, to make easy the practice of knowledge and skill transmission, teachers should apply proper teaching styles that best suit the intended objectives. In the traditional epoch, many teaching practitioners widely applied command teaching styles to impart knowledge and skills. Until today, questions about the effectiveness of teaching styles on student learning have consistently raised considerable interest in the thematic field of educational research (Hightower et al., 2011). In addition, the investigation into teaching and learning always attempts to analyze the extent to which different teaching styles improve student learning. As far as my knowledge is

concerned there is limited literature that shows whether reciprocal or command style has a better impact on teaching football skills.

However, as we observe the ways of teaching style in Ayehu secondary school physical education teacher to teach basic skills of football in practical class simply throw the balls to students with out any demonstration and teaching styles.

Therefore, the main purpose of this study was to conduct a comparative study on the effect of command and reciprocal teaching styles on the learning of football basics among high school students.

1.2. Statement of the Problem

Football is a game that specifically needs motor skills and speed. In this regard, various professional football schools have been established in recent years to train young players. These schools provide training to increase motor skills and speed. The increasing trend of this sport among teenagers and young people across India has led to the opening of training schools (Russel, 2011).

For example, (James, 2015) conducted a descriptive survey of professional players to determine what factors contributed to their skill development. The study did not consider students in a school context.

(Harrison, 2013) also conducted a study on amateur players to determine whether the reason for being an amateur is a lack of skills. He also did not consider a child in the school. On the other hand, it is difficult to collect data about skills in one snapshot through a cross-sectional study. On the other hand, it did not consider how football skills could be developed.

The other study, conducted by (Mahshid Ghaemmaghami, and Gregory P. Hanley, 2018), attempted to assess football players' dribbling, passing, and shooting abilities. To do so, a series of observations are made on the sample population about their effectiveness by measuring the frequency with which they will be accurate on those skills. Finally, the study concluded that the sample players' best performances were in passing rather than dribbling and shooting. This study did not address why the players were poor at these skills.

The above evidence has shown that the studies concern professional and amateur players' existing football skills. The current study, however, looked at school-aged students rather than professional and amateur players. It experimentally examined the effects of teaching methods in enhancing the students' football skills. Two methodologies, command and reciprocal, were used in two different sample groups to determine which one is more effective for students' football skill development.

Several studies have been conducted about teaching methods in secondary schools in many parts of the world on students' performance, for example in the USA (Haas, 2002), Pakistan (Sajjad, 2011), Nigeria (Barineka, 2012), (Asad Qureshi & A, 2010), Uganda (Guloba et al., 2010), and Kenya (Njoroge & Nyabuto, 2014).

Therefore, to facilitate the process of knowledge and skill transmission, teachers should apply appropriate teaching methods that best suit specific objectives (Hightower, Delgado, Liloyd, Wittenstein, Sellers, 2011). However, the choice of teaching styles used can depend on the school's mission statement, the classroom demographics, the educational philosophy of the teacher, and most importantly, the subject area (Ince & Bilim, 2010). This indicated that there was no one best teaching style to teach students.

The suggestions for further research into teaching styles draw attention to the lack of agreement concerning the appropriateness of different teaching approaches for certain teaching situations. In addition, it is thought that research needs to consider the philosophies, beliefs, and motives of teachers. Several pitfalls are identified for further research, including poor and inappropriate implementation of teaching styles, inappropriate selection of subject matter, and ensuring valid and reliable assessment of teaching styles in practice.

This study was to fill the gap and it examined a comparative study on the effects of command and reciprocal teaching styles in learning the basic skills of football in Ayehu general secondary and preparatory school students.

Therefore, this study would try to fill the gap with the view of contributing to the body of knowledge on the extent of variability of football skills among the two common teaching styles in physical education (command and reciprocal teaching styles).

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this research was to compare study on the effects of command and reciprocal teaching style in learning basic skills of football in Ayehu secondary school students.

1.3.2. Specific Objectives

Concerning the general objective, this study has the following specific objectives.

1. To compare the effects of command and reciprocal teaching style in learning passing skills in football.
2. To compare the effects of command and reciprocal teaching style in learning dribbling skills in football
3. To compare the effects of command and reciprocal teaching style in learning shooting skills in football

1.4. Research Hypothesis

Ho1: There is no significant difference between command and reciprocal teaching styles in learning passing skills in football

Ho2: There is no significant difference between command and reciprocal teaching styles in learning dribbling skills in football

Ho3: There is no significant difference between command and reciprocal teaching styles in learning shooting skills in football

1.5. Significance of the Study

The findings of the study provide the following significance.

Firstly, it may have a great contribution to adding new ideas to the existing knowledge of the physical education teachers related to comparing command and reciprocal teaching styles of those students currently facing being successful in dribbling, passing and shooting football skills performance in Ayehu General Secondary and Preparatory School students.

Secondly, this study will give a great contribution to the education professionals, in developing strategies on ways to boost the students to compare the command and reciprocal teaching styles towards the successful performance in learning basic skills of football. This paper will also provide insights on the constructive directions of achieving the goal of the school to be aware to assess their command and reciprocal teaching styles, which helps to identify the most challenging issues facing their students towards being successful in learning basic football skills.

Thirdly, the result of this research would be given the physical educators and other stakeholders in education the opportunity to choose between command and reciprocal teaching styles to teach the basic skills of football. To understand and selected the best effective teaching styles for teaching football skills, specifically passing, dribbling, and shooting. The findings of this research were given or may initiate to other researchers to conduct similar studies or for further study in the field. Furthermore, the study of using different teaching styles in physical education on the development of football skills of youth (secondary school students) has great importance from a public health care perspective and economic viability especially considering the growing roles of football locally and globally.

Finally, the findings would inspire other researchers to conduct studies on the different aspects of the variables considered in this study. It was beneficial to obtain empirical data about command and reciprocal teaching styles on the successful performance of dribbling, passing, and shooting football skills in Ayehu General Secondary and Preparatory School students.

1.6. Scope of the Study

The geographical scope of this study was delimited in Ayehu general secondary and preparatory school of grade 10 students.

There were multitudes of teaching styles that interfere with the successful performance of the students' football skills. However, to satisfy the purposes of the current study, based on available related literature, the investigator's own teaching experience, and the feasibility of the study, the investigator, for the most part, confers due attention and inspects teaching styles such as Command and Reciprocal.

Besides, this study defined the three skills of football (dribbling, passing, and shooting). To collect pre and post-test scores 12-meter slalom dribbling to test students' dribbling skills, 10-meter “passing target” to test students' passing skills; and penalty area full-size goal shooting to test students' shooting skills.

Furthermore, the time of training for this study was delimited to eight weeks (students will be engaged only 3 days per week for 50 min. per day).

1.7. Limitation of the Study

This study has encountered the following limitations;

- ✓ Inadequacy of available relevant research materials, sufficient books, and literatures.
- ✓ The study focused on reciprocal and command teaching styles; hence, the findings may not be generalized and applicable to the other teaching styles for students' football skill performance. Because different teaching styles or skills possess distinctive features, they require separate investigations.
- ✓ Mainly the absence of scientific test measurements like timing gate. It is difficult to measure the exact time that the test is taken by using a stopwatch. Because the fraction of seconds that were missed during the test affected the study.
- ✓ Lack of facilities, such as a safe training area to apply training for experimental groups, challenges this study.

1.8. Organization of the Study

This experimental study was organized into five chapters. In the first chapter, the background of this study includes the argument of teaching styles. It also contains the statement of the problem, objectives of the study, research hypothesis, significance of the study, delimitation of the study, operational definitions of key terms, and organization of the study.

The second chapter is a review of related literature on education, trends in teaching, characteristics of teaching and teachers, teaching styles, teaching styles in physical education (command and reciprocal teaching styles), teaching football, and football skills (passing, dribbling, and shooting).

The third chapter of this study explains the research methods that were incorporated. A description of the study area research approach, The design of the study, sources of data, population, sample size, sampling techniques, Data collection instrument, procedures of data collection, methods of data analysis, and ethical considerations.

The fourth chapter presents the findings and interpretations of data that investigates the nature of the command and reciprocal teaching styles among secondary school students.

The final chapter of this study presented a summary of the study, conclusions, and recommendations.

1.9. Operational Definitions Key Terms

Command teaching: - The teacher makes all decisions.

Dribbling: is how soccer players advance the ball with their feet.

Passing: to keep possession of the ball by maneuvering it on the ground between different players and advancing it up the playing field.

Reciprocal teaching: Students work in pairs: one performs, the other provides feedback

Shooting: to kick at a goal or teammate.

Teaching style: - defines the practice or actions teachers exhibit in the teaching process.

CHAPTER TWO

2. REVIEW RELATED LITERATURE

Education is an effort to expand the human potential of students, both the physical potential of creativity, sense, and intention; so that potential to be real and able to function in their lives. The basis of education is an ideal of universal human beings. Education has the purpose to prepare an individual in balance, unity, harmony, and dynamics to achieve the goal of human life.

2.1. Teaching Football

The research work of Wein (2007) identifies that many teachers teaching football may know lots about football games but do not know how to teach the game to learners. Most of the time, they are teaching all learners in the same way without taking into consideration of individual differences of the learners. Inefficient and inappropriate methods are disadvantageous to the learners; so teachers and coaches must consider the desires of learners to offer successful and effective football programs.

With the rigid teaching methods observed on most football fields, teachers and coaches can become excessively dominant in fear of losing control, and a mass of instructions about what, when, and how to do a task can limit learning. The most important point in motivating teaching football is understanding the needs of the learner. Learning outcomes, activities, and the teaching atmosphere can be differentiated to motivate each learner to reach their full possible potential. What is taught is important in developing skills and knowledge; on the other hand, the nature and type of teaching are equally essential. To achieve a proper education, it is important to know a variety of teaching styles. Teaching is a multifaceted task, and many studies have endeavored to find out how to apply different teaching styles and how to instruct most effectively (Blackwell & Longville, 2009).

2.2. Football Skills

Sport, in some form or another, has existed in nearly all societies for as long as one can remember. However, formalized sports development as a human desire possibly had its beginnings in the 18th century. As people played and the act of playing became steadily

standardized, philosophers and educationists tried to investigate the role that physical activity might contribute in the well-being of society as a whole and the individual.

Football is a crowd-puller in the world without age and sex differences. Football is not just a mere sport but has become an entertainment, and it is even a profitable business. Football is the most spectator sport in the world. It can be a means to bring together the nation (Soniawan, 2015).

In a football game, the body is in motion much faster and the mind must make decisions much faster than in everyday life. Accordingly, in football competitions, many decisions are made and executed on time. The amount of achievement that is attained depends on how well an individual learns to perform on how well instructors and other stakeholders have succeeded in teaching him to accept their guidance (Sonare, 2014).

The capability to implement skilled movement patterns effectively and efficiently is the most essential aspect of football performance, and students must apply cognitive, perceptual, and motor skills to rapidly develop skills. There have been attempts to test these components for talent identification (or development) purposes. A football player's motor skills are very important to effectively passing. Dribbling, controlling, and shooting the ball at a goal are basic skills of a football player (Ali, 2011).

Generally, skill seems to be a very broad term that describes the application of cognitive, perceptual, or motor skills (or everything at the same time), which includes dribbling, passing, and shooting. Testing for football skills can have the following purposes: talent identification and discrimination; measuring pre and post-intervention; and measuring individual strengths and weaknesses (Ali, 2011).

The gaining of football skills is basic to our satisfaction with the game and is important to the achievement of skills. Players expend the majority of their time in practice intending to develop technical skills in the game. But there is a lack of studies relating to the efficient acquisition of football skills. Sports professionals as to the significant position that those concerned in skill acquisition can play in developing performance (W. A. M. & Hodges, 2004).

2.2.1. Passing Skill

Passing is the skill of using momentum to move the ball from one player to another. In a football game, passing skills are a basic technique because it is very important to establish teamwork. When building an attack strategy, the good passing skills of players will allow them to run into the open field and control the game (Steiner, 2018).

Passing (pass) is a means to create a connection among fellow players of one football team on the field. To transfer the ball successfully, accuracy, pace, precisely at targets, and timed release of the ball are indispensable parts of the game (Steiner, 2018).

In the game of football, passing the ball to teammates can be done on the inside of the foot, full-instep, insides of the instep, and outsides of the instep. Based on the above explanation, practicing the basic football technique of passing the ball is a change in performance as a result of continuous training (Soniawan, 2015).

The key technical elements of passing include; seeing towards the target, moving to approach the ball, placing and positioning the toe of the non-kicking leg in the way the player needs the ball to go, looking at the ball, keeping the head stable, getting in touch with the proper area of the ball with a locked ankle, for instep and outside of the foot pass the toes are pointed down and contact is on the upper part of the foot, for inside of the foot pass the toes are pointed up, and follow-through: kicking "through the ball," following through toward the target, and transferring the body weight forward (Martin, 2012).

2.2.2. Teaching Passing Skill

Football is a team sport. Playing as a team requires each player to be able to pass the ball well. Through passing, a team can quickly counterattack from defense, maintain possession in midfield, and set up opportunities to score. The key to good passing, once the technique is perfected, is repetition. Passing is an offensive skill in which one player gives the ball to another by dribbling or kicking to maintain possession or create an opportunity.

- Make eye contact with the intended receiver.
- This is the starting point for successful passing.

- Go through the technique with an imaginary ball first to correct the action.
- Ask the player to bend their knee when passing.
- Place the player's foot on the ball, so they know what part of the foot to contact the ball with (*Soccer Passing - Top Soccer Drills for Improving Your Passing Skills*, n.d.).

2.2.3. Dribbling

The most fundamental of all football skills is dribbling; it is the capability to carry the ball past an opponent while being in control, whether by using a series of simple hits or a fantastic move and changing directions in the region of an opponent. Before attempting to change directions, you first need to make sure that you have enough space to turn with the ball. You must turn away from your opponent and then employ the inside or outside of your foot, depending on where the pass is coming from and where the opponent is (Giordano et al., 2019).

Dribbling is one of the most essential football skills you need to play the game properly. If you don't know how to dribble away from your opponents, you will not know how to play football. Your foremost task when dribbling a soccer ball is to get in the region of your opponent and make him/her off balance. At the same time, you need to find a way to keep your balance as well (Giordano et al., 2019).

The key technical elements of dribbling are: relaxing your body (upper body over the ball), both legs should be flexed, eyes focused on the ball plus the opponent's feet (if closed by an opponent), and head up (when possible to the search field, oncoming opponent pressure, and assess options), soft touches and close control of the ball, change of direction and speed to change attacking point or to pass over defender, use all surfaces of the foot, be a friend to the ball (positivity on the ball), use your body to keep the ball (be big/wide/low/strong), go off with the ball into space and be more creative than the opponent (Martin, 2012).

2.2.4. Teaching Dribbling Techniques

There are four types of dribbling techniques. They are speed dribbling, shielding, faking, and cutting. These four soccer techniques are necessary skills that soccer players must acquire to beat an opponent. Open any book about soccer dribbling and these four areas will be covered in detail (Giordano et al., 2019).

i. Speed Dribbling

According to (LaPratha, 2009), “dribbling with the instep, or the top of the foot, allows a player to run at a defender at a higher speed because it is a natural forward motion”. The main problem with mastering this dribbling technique is controlling the ball with a soft touch so the player doesn’t push it too far ahead for a defender to steal.

ii. Shielding

(LaPratha, 2009) also stated that “shielding is most often used when players run out of room to dribble and are tightly marked, or when they simply cannot outrun a chasing opponent.” When shielding the ball on the move, the ball handler will dribble the ball using the foot farthest from the defender so the ball is not exposed to a tackle. Skilled dribblers can shield the ball to maintain possession of it, which increases their team’s chances of winning.

iii. Faking

(Hargreaves, 1990) stated, “The attacker uses body feints and disguises his or her intentions so that the defender makes a wrong move and gets off balance.” The objective is to get the defender to lean off-balanced to one side.

iv. Cutting

(Hamm, 1999) suggested, “You must be able to dribble with all surfaces of your feet inside, inside and inside and outside, soles and laces.” A ball handler can evade a defender by cutting the ball quickly and sharply. The ball can be cut in front of the planted foot or behind it by using the inside of the foot. A ball can also be cut diagonally to the side using the outside of the foot. The sole can be placed on top of the ball to roll it back behind the ball handler so he or she can turn with speed and accelerate in the opposite direction. Hamm recommended that “you should work on pullback dribbles, then step on the ball and pull it back in the opposite direction with enough pace so that you can break into a run.” To be effective when dribbling the ball under pressure, the ball handler must be able to cut the ball to escape danger.

2.2.5. Shooting Skill

The clear endeavor aim of a football game is to score more goals than the opponent team. So, targeting in making goals to the opponent's goal mouth is one of the most important and highly valued skill elements within a football game and is the ability to score goals ((Jinshenet et.al. cited in Ali, 2011).

Shooting the ball uses similar technical elements as passing, but the main difference is to pass the ball beyond the goalkeeper. Basic technical elements of shooting are; the player must look up to see the position of the goalkeeper and choose targets at a side of the goal to shoot the ball, approach the ball and place the supporting leg at the side of the ball, which helps to keep the shoot low, keep eyes on the ball and the head stable, contact with the ball properly, the locked ankle of kicking leg and if shooting with instep the toe is pointed down, kicking foot hips and knee are pointed in the direction of the shoot, follow through to keep the ball low and accurate (body weight shifting forward, landing on the kicking leg) (Martin, 2012).

2.2.6. Teaching Shooting Skills

Shooting is just kicking the ball towards the target with accuracy and power. The aim of the game is simple: score goals. To score goals, your players need to develop both good shooting techniques and a positive attitude toward taking shots whenever they have a good opportunity. If you do not shoot, you will not score. Stand yourself so the ball is directly between you and the target. You should be facing the ball and not turning sideways to it. Position your left foot on the left side of the ball so it is about 3" to 5" from the ball and pointing in the direction of the target (Guide, 2004).

2.3. Teaching styles in physical education

The study of teaching styles in physical education and sport has yet to generate knowledge about how to instruct definite content consistently to students well. To build up this knowledge, conducting research and investigation needs to take context, intent, and processes into consideration, so it can be possible to begin referring to teaching styles in that they work in a specific way, with specific types of learners at specific stages of learning specific skills in a specific context. In the area of youth football, teachers and coaches used the dominance of traditional autocratic teaching styles (Mosston & Ashworth, 2008). Considering the limited range of teaching styles adopted in youth football and the fact that there is no definitive answer regarding the most efficient teaching styles for specific areas of learning in football, it is clear that teachers and coaches, in a similar way require more knowledge related to how learners involved in football can benefit from different teaching methods (Longville, 2009). To sum up, in teaching physical education, there are different styles from those autocratic teaching styles

dominant in the traditional way. In this study, my intent will be used to compare that reciprocal teaching style (Mosston & Ashworth, 2008).

2.3. Characteristics of Teaching and Teachers

If there is a provision to meet the students' differences, teaching is good. Based on psychological principles, each individual differs from the others in their potential to learn. To be successful, teaching is supposed to treat all students as they are, however, at the same time, regarding what they might become (Acero, 2000).

In the process of teaching and learning, the teacher assumes more responsibility for student learning activities than any other person. Because of this, different teaching approaches and styles are required to provide for the desires of students utilizing different teaching styles (Efiong, 2015).

According to Norland (as cited in Caraballe, 2015), teaching and learning methods are the actions or behaviors that learners and teachers exhibit in the learning exchange. Teaching behaviors mirror the viewpoint and values that teachers hold about students' role in the learning exchange.

Components of effective instruction give teachers information that teachers should consider when thinking about improving their success in the classroom. Having many years of experience does not assure expert instruction; experience is valuable only when the instructor frequently engages in self-reflection and modifies classroom techniques to best serve the needs of learners. Teachers should get ready to instruct students in terms of interest, motivation, and ability. Effective teachers judge needs, abilities, and attentiveness on a class-by-class basis and reply to them accordingly.

2.3.1.Key characteristics of effective teaching

At any level, in order to impart knowledge and skills, teachers ought to be familiar with and adapt to at least the following characteristics of effective teaching: knowledge of basic pedagogical theory (principles and procedures), preparation and planning, teaching skills, and experience (practice), self-expression and modification of methods, and flexibility (Adams, 2004).

2.3.2. Key Characteristics of Effective Teachers

To be effective in a teaching-learning process, teachers should acquire the following key characteristics: adjust their teaching based on the needs and capabilities of their learners; keep abreast of developments in their field or discipline and integrate these ideas into their lessons; put the materials in such a way as to make learning easy; employ effectual communication skills, plan specific objectives and then choose the best ways for achieving those objectives; share the objectives of the lesson with the learners to set clear expectations for the learners; try to build rapport with their learners; and set up a productive teaching and learning environment (Adams, 2004).

Mosston's spectrum of teaching styles has been continually refined through research exploring its practical application to sport and physical education. Furthermore, the spectrum has undergone extensive verification, demonstrating that there can be no doubt of its validity.

(Brophy, 1997), observed that

"A teacher's lack of awareness about their behavior and its effects lessens their teaching effectiveness."

Mosston's spectrum of teaching styles offers teachers the knowledge to be deliberate when designing learning events and also provides a template on which learning events can be planned and predicted. Providing teachers with this foundation empowers them by giving them the knowledge they need to understand the effects of how they teach, considering the progression of spectrum research. Byra (2000) acknowledged the development from the early research approach of proving one style as the most effective to the more recent approach that recognizes each style meets the needs of specific learning outcomes. Early spectrum research attempted to investigate Mosston's proposal that the greater the decision-making responsibility given to the learner, the greater the learner's growth (Boschee, 1972; Dougherty, 1970). The premise on which these studies were conducted is no longer supported by Ashworth (1994), who suggests that each style has its place in reaching specific outcomes and that each style is equally important. Mosston and Ashworth also suggest caution that, at times, there is a tendency to associate a style with an entire sport. Different aspects of a sport can and should be taught in different styles depending on the learning outcome, and all teaching styles, when used appropriately, contribute to the development of learning.

2.4. The spectrum of teaching styles

The gap between what we say we want to do and what we are doing in practice has been an area of uncertainty in teaching sports and physical education. The work of (Mosston & Ashworth, 2008) in developing the spectrum of teaching styles provided a systematic approach to bridging this gap between intention and purposeful action and the spectrum has become a universal framework used to inform teachers on how to achieve specific learning outcomes. There is substantial agreement among sports and physical education experts that the field's most important aims are to support physical, psychological, and social development and it is these aims that formed the foundations of Mosston's spectrum. Learners who are taught through these areas become independent and able to make their own decisions and this shift of decision-making from the teacher to the learner is one of the fundamental ideas of Mosston's spectrum.

The spectrum consists of eleven teaching styles, A to K, and each style is determined by who, the teacher or learner, makes the decisions in the three stages of teaching. These stages are defined as pre-impact, impact, and post-impact. The pre-impact decisions are made before a teaching and learning event, impact decisions occur while teaching and learning are taking place and post-impact decisions are made when a teaching and learning event has been completed. In style A, the command style, the decision-maker in all three stages is the teacher. In style K, the self-teaching style, the decision-maker in all three stages is the learner. Decisions systematically shift along the continuum to form eleven distinct yet connected styles which provide alternative models of teaching between the boundaries of complete teacher and complete learner decision-making. The first part of the spectrum is categorized as the reproductive cluster and the reproductive styles involve teacher-centered instruction for the repetition of skills and knowledge. Learners repeat and practice tasks and there will be an expected way for tasks to be performed. The second part of the spectrum is categorized as the production cluster and the productive styles involve a learner-centered process that encourages learners to discover new information. Learners are required to use cognitive skills to make decisions, produce new ideas and think critically about what they are doing.

2.4.1. Command Teaching Style

The defining characteristic of the Command style is precision performance-reproducing a

predicted response or performance on cue. In the anatomy of the Command style, the role of the teacher is to make all the decisions, and the role of the learner is to follow these decisions on cue. (M. Mosston & Ashworth, 2008).

The command style is the most teacher-directed (A. Mosston, 2002). In this style, all decisions on what to do, how to do it, and all expected levels of achievement are established and decided by the teacher/herself exclusively. In this command teaching method, the teacher will give an expected skill or performance and explain a specific movement. It gives a chance for students to observe critical elements and accurate skills of the task, and then learners repeat the skills demonstrated by the teacher. Additional constructive and necessary feedback is also given to students by the teacher. According to Mosston command teaching style will be used in all activities; the leading man is the teacher; the learners are the implementers.

2.4.1.2 The Implementation of the Command Style

The focal questions for the teacher who wishes to implement an episode (or a series of episodes) in the Command style are: What is the “picture” of this kind of relationship between a teacher and students? How does one translate the theoretical model (intent) into actual teaching-learning behaviors (actions)? How does the teacher determine if the objectives of this style are reached? Let us start with a general description of an episode and then identify the steps needed to implement it. (M. Mosston & Ashworth, 2008). This implies in the command teaching style expectation episode is represented by the picture to clarify the teaching class of the lesson.

2.4.1.2. The Implications of the Command Style

Each style on the spectrum differently affects learners, subject matter selection, and task design. Each style suggests a set of implications. Whenever command-style behavior is used in an episode, it implies that: according to (Mosston & Ashworth, 2008) the implications are the below:

- The teacher can design experiences for group synchronization and success.
- The teacher can design a stimulus-response experience that produces developmental benefits.
- The teacher is aware of the need for conformity to certain principles for safety, movement

proficiency, or accuracy in performance.

- The teacher can develop group cohesiveness.
- The learners can function and develop physical skills within a stimulus-response relationship.
- The learners are willing to acknowledge their roles and partnerships within the group.
- The learners acknowledge the teacher's expertise and are willing to accept the teacher's decisions.

2.4.2. The Reciprocal Teaching Style

The objectives of the reciprocal style are essentially the repeated practice of skills and the opportunity for learners to have the opportunity to work collaboratively with a peer to exchange feedback. Learners develop the knowledge required to give appropriate feedback and social skills are developed by observing and comparing performances, drawing conclusions, and communicating ideas. In the reciprocal style, learners are assigned roles as either participants or observers. The teacher makes all the decisions in the pre-impact set, the participant makes all the decisions in the impact set and the shift of decision making takes place in the post-impact set with the participant and observer working collaboratively to make decisions on feedback. The power of feedback that has belonged to the teacher is now shifted to the learner and therefore learners must learn to use this power responsibly. The exchange of immediate feedback enables the participant to quickly understand how they have performed and to make modifications to their performance. The reciprocal style is often a new experience and the new roles create new social and psychological demands on both the teacher and the learner resulting in considerable adjustments in behavior. The teacher must learn to accept that they are not the only source of information, assessment, and feedback and both teacher and learner need to develop trust. (M. Mosston & Ashworth, 2008). According to the above statement, the reciprocal teaching style will be used to exchange the skills of football in pairs based on their skill status to give immediate feedback and improve skill ability.

2.4.2.1. The Implications of the Reciprocal Style

Just as the previous two styles have implications affecting the teacher and the learner, so does this style (Mosston & Ashworth, 2008). The implications unique to the Reciprocal style are:

- The teacher accepts the socializing process between observer and doer as a desirable goal in education.
- The teacher recognizes the importance of teaching learners to give accurate and objective feedback to each other.
- The teacher can shift the power of giving feedback to the learner for the duration of Reciprocal style episodes.
- The teacher learns a new behavior that requires refraining from direct communication with the performer of the task (the doer).
- The teacher is willing to expand his or her behavior beyond those of the Command and Practice styles and takes the needed time for learners to learn these new roles in making additional decisions.
- The teacher trusts the students to make the additional decisions shifted to them.
- The teacher accepts a new reality where he or she is not the only source of information, assessment, and feedback.
- The learners can engage in reciprocal roles and make additional decisions.
- The learners can expand their active roles in the learning process.
- The learners can see and accept the teacher in a role other than those intrinsic to Command and Practice styles.
- Learners can spend time learning (by use of the criteria sheet) in a reciprocal relationship without the constant presence of the teacher.

2.4.2.2. Reciprocal Teaching Style Pairing Techniques

According to (Mosston & Ashworth, 2008) there are many ways that the class can be used to organize into pairs.

1. Lining up the class and counting off by two
2. Alphabetically by first or last names
3. The teacher selects the partners.
4. Students select each other (learner selection).
5. Pairing by height
6. Pairing by weight
7. Pair up with the person next to you.
8. Skill level

Each of these techniques can be used for its purposes, but to accommodate the purpose of the Reciprocal style (developing communication between the doer and the observer) the most appropriate first technique is learner selection.¹¹ Usually people enjoy working with someone they know and like. This initial social comfort permits the learners to focus on the new roles and expectations. Thousands of episodes of this behavior have verified this assumption. Research on the Reciprocal style verifies this assumption (ErnstByra, 1998); (Byra & Marks, 1993).

CHAPTER THREE

3. RESEARCH METHODS

3.1. Description of the Study Area

The study was conducted in Ayehu Guagusa Woreda in the Amhara Region of Ethiopia. Particularly in Ayehu kebele, the school is named Ayehu general secondary and preparatory school. Geographically, Ayehu is found in the South West part of the Awi administrative zone, which is 161km from Bahir Dar and 475km from Addis Ababa. And this study compared the effects of command and reciprocal teaching styles in learning basic football skills.

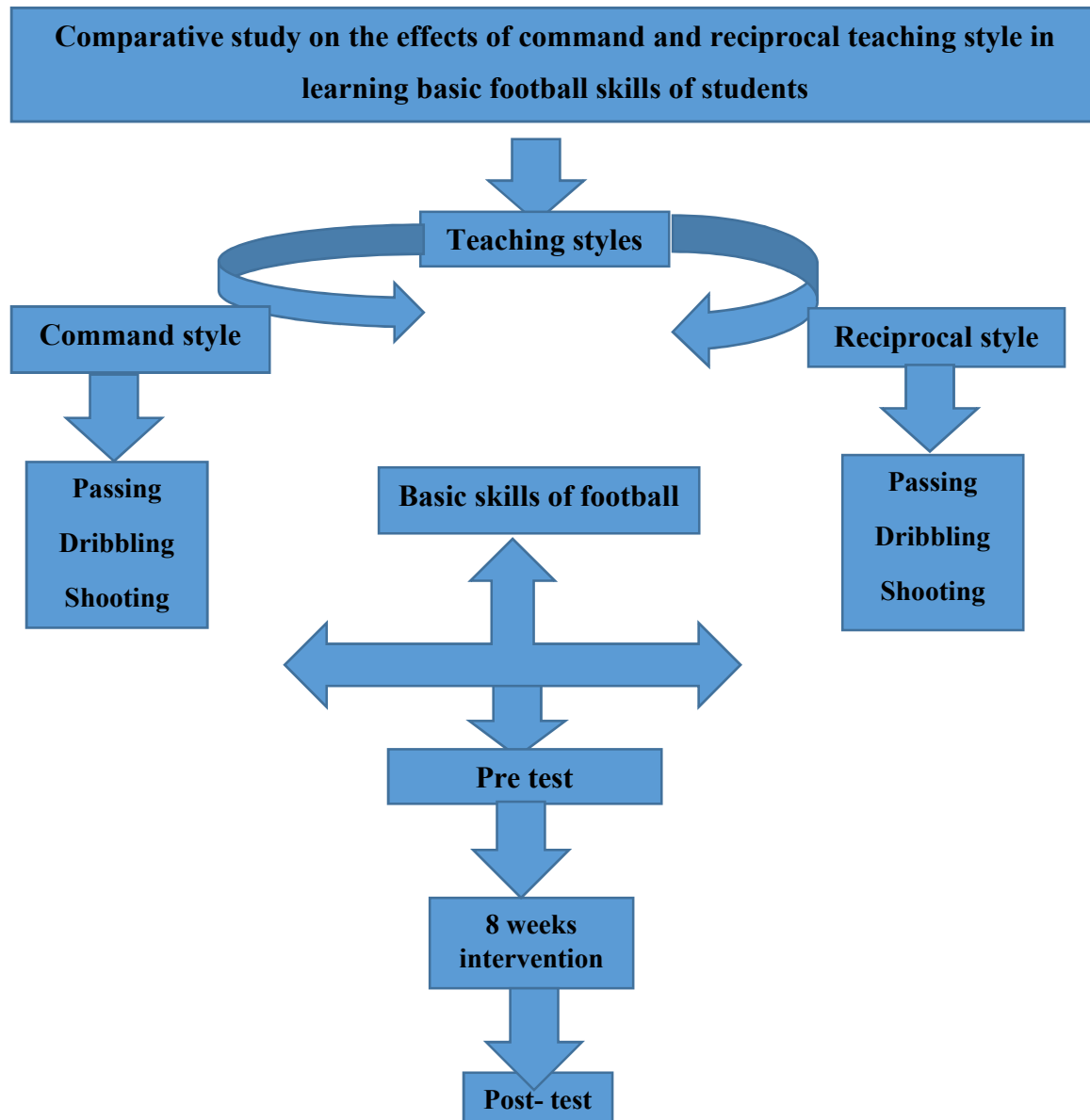
3.2. Research Approach

This study followed a quantitative research approach, which describes a research problem through a description of trends or a need for an explanation of collecting numeric data from subjects using instruments with pre and post-tests. Because, the quantitative research approach is vital for analyzing trends, comparing groups, relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research (Creswell, 2012). The quantitative research approach is more reliable and has a desired response from the participant.

3.3. Research Design

The study was conducted to investigate a comparative study on the effects of command and reciprocal teaching styles in learning basic skills football of students among Secondary School students. The researcher has employed true experimental study design. This study design required appropriate pre and post-test results of the participant before and after training intervention for experimental groups and control groups (without training intervention).

Because in the true experimental study design, the cause and effect relationship among variables can be examined. Both experimental groups participated in their corresponding training session (3 days per week) as shown below.



3.4 Training Protocol

To test the formulated hypothesis the following training protocol was intervened.

Table1: Training intervention protocol for command and reciprocal teaching styles for the experimental group

Treatment	Command teaching style group	the reciprocal teaching style group
Training weeks	8 weeks	8 weeks
Session	3 days per week	3 days per week
Duration of session	50 minutes	50 minutes
Intensity	Low to moderate, moderate, and low (progressively increase throughout the plan)	Low to moderate, moderate, and low (progressively increase throughout the plan)
Exercise days	Monday, Wednesday, And Friday	Monday, Wednesday, And Friday
Training time	Variety	Variety
Place	Ayehu secondary school	Ayehu secondary school

Remarks:

- ✓ *this training intervention should be continued for up to eight weeks so, I have used this sample to avoid riddance.*
- ✓ *Date: 15.07.2014-15-08.2014 E.C*
- ✓ *Number of respondents: 23 for each group*

3.5. Population, Sample, And Sampling Techniques

The sampling techniques were the researcher employed simple random techniques to categorized the respondents in to groups.

Table 2: 2014 E.C Grade 10 students in Ayehu General Secondary and Preparatory School were used as a target population.

No	Section	Number of students			Target population selected by voluntary		
		Male	Female	Total	Male	Female	Total
1	Section “A”	31	33	64	13	6	19
2	Section “B”	19	43	62	10	6	16
3	Section “C”	28	33	61	9	9	18
4	Section “D”	37	22	59	11	5	16
	Total	142	131	273	43	26	69

3.5. Source Of Data

To conduct this study, mainly the primary source of data basic football skills performance tests at the beginning/ pre-treatment/ and at the end of treatment/ post-treatment/ records of dribbling, passing, and shooting tests were used. In addition, secondary source of information like journals, related literature, and different articles was used in the study.

3.6. Data Collection Instrument

To collect adequate, reliable, and relevant data from students the researcher used a soccer-team skills assessment test; specifically.

- ♣ 12-meter slalom dribbling: - to test students dribbling skills.
- ♣ 10 meter “passing target”: - to test students passing skills.
- ♣ Penalty area full-size goal shooting: - to test students shooting skills. Those soccer skills assessments it has standards to measure the above basic skills of football rather than others.

3.7. Reliability of the Test

The reliability and validity of the test in the study were assured by the necessary and effective fitness tests that are valid to each corresponding variable such as the researcher used a soccer-team skills assessment test; specifically, 12-meter slalom dribbling, 10-meter “passing target”, and Penalty area full-size goal shooting before and after the designed training. Before starting pre and post-test measurements, the necessary demonstration) were informed orally and practically about each test. Before pre and post-test measurements, adequate warming up was performed. And also the exact measurements of each soccer-team skills assessment test were carefully used. In addition to this the same testing area (stadium), measurement unit, materials (cone, stopwatch), and time were used to ensure the uniformity of all groups in pre and post-test measurements. The investigator took all measurements in the study through several trials, with the assistance of professional experts in addition to an advisor.

3.8. Data Collection Procedure

Before delivery of two months training program randomly grouped sample students equally into two groups; the groups were the command group and the reciprocal group. After grouping experimental students organize them to perform 10 minutes warming-up exercise for each group and then a pre-test of football skills was administered before treatment.

The pre-test data collect within 2 days, in the first-day passing skills of all two treatment groups were tested at the time (day) by the following model football skill test tools.

Skill 1- Passing

Setup: 2 cones -5 meters apart to form a “passing gateway”, 2 passing “target goal” (4 cones and 1-meter flags) as shown. 4 to 8 soccer balls.

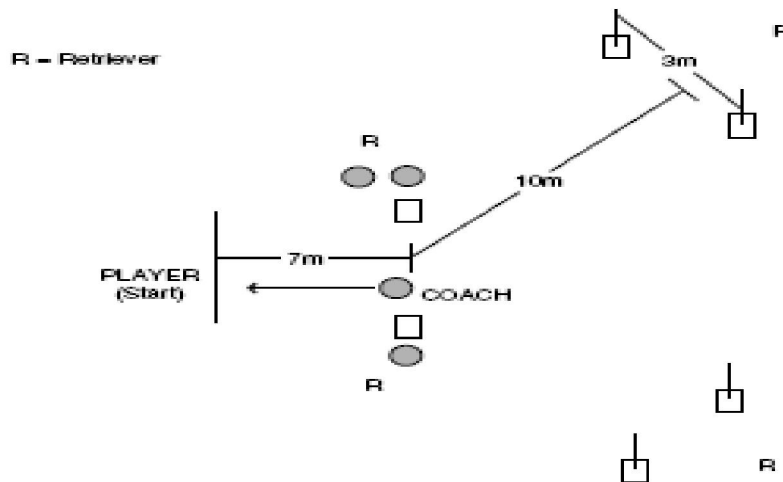


Figure 1. Passing testing model adapted from (Special Olympics Ontario, 2019).

Test: the researcher put the ball at the center of the passing gateway and students move on the way to the ball. The researcher arbitrarily calls and physically indicates “left” or “right” to choose the target. The researcher has put the next ball as soon as the students kick the first ball. A whistle has been blown to indicate the end of the test when one minute has finished.

Scoring: the researcher scored 10 points for every successful pass through a target goal. A ball that kicks the cone and passes through has counted.

On the next day, the second football skill that is dribbling was tested by using the following procedure

Skill 2- Dribbling

Setup: 12-meter dribbling mark; 5 cones-2 meters apart and 0.5 meters far from the central mark. 3-5 balls at the start line.

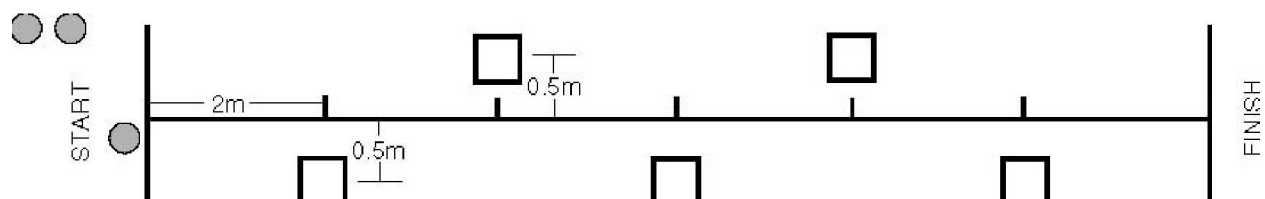


Figure 2 Dribbling testing model adapted from (Special Olympics Ontario, 2019)

Test: Students dribble from the starting line to the finish line as quickly as possible, round all cones, and stay inside the marked lane. Students put the ball on the end mark/finish (the ball must be stopped) and run back to the start and start with the second ball and repeat. Students continue to repeat for one minute. A whistle has been blown to indicate the end of the test when one minute has finished.

Scoring: the researcher scored 5 points for every cone passed (to the outside); scoring 25 points maximum. Knocked-down cones have not counted.

On the third-day shooting skills of football were tested using the Soccer-Team Skills Assessment Test the procedure of the test is as follows

Skill 3- Shooting

Setup: Penalty area and full-size goals with nets, on the regular football field. 4 to 8 balls at the top of the penalty arc.

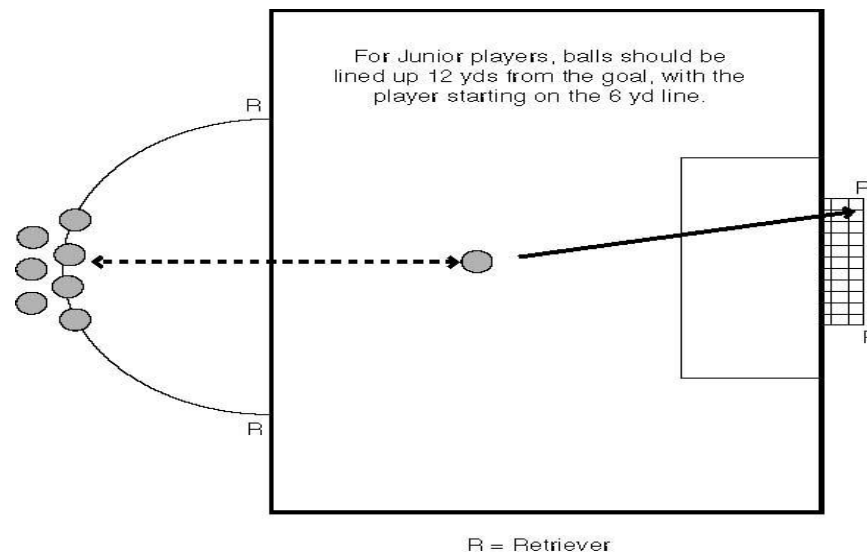


Figure 3 Shooting testing model adapted from (.Special Olympics Ontario, 2019).

Test: A student starts at the penalty mark, runs to the first ball, collects and dribbles the ball into the penalty area, and shoots. Try to shoot the ball in the air into the goal. Students can shoot from whatever distance they choose once they are inside the penalty area. Once the student has shot, come back and repeat with another ball. A whistle has been blown to signify the end of the test after one minute.

Scoring: The researcher scored 10 points for every shot traveling from foot to goal in the air. 5 points for every shot that touches the ground before entering the goal. Zero point for a missed goal.

The reason for spending 3 days in the process of pre-test data collection was to minimize or avoid the impact of the fatigue syndrome; taking all the data on the same day might affect the reliability of the test score because of fatigue.

After collecting pre-test data from each group, an eight-week training program was planned for three days per week and 50 minutes for each session was allocated for both groups based on their allocated teaching style. The materials used throughout the study period or training were the same for each treatment group: a playing field, balls, cones, mini goals, and a stopwatch.

After each training period, an evaluation of the lesson was performed by the researcher to give overall constructive feedback to the learners. because the assessment of the first lesson was very important to prepare for the next training program. Feedback pays attention to the learning outcomes and achievements of the learner, the training environment, and any issues raised by students about the lesson. Finally, after 8 weeks at the end of the treatment, post-test data were collected from each of the two groups of subjects using the model football skill test tools.

All pre and post-test scores were collected by the same tool and procedure that is “Soccer- Team Skills Assessment Test” adapted (Ontario, 2019).

3.8. Methods of Data Analysis

In this study, following data collection through pre and post-test, the data were categorized into their proper sections, coded, tallied, tabulated, and analyzed quantitatively by using the Statistical Package for Social Sciences (SPSS) software, version 23.0. This statistical analysis was used to make various comparisons between groups in terms of their mean on independent variables. For descriptive statistics, means and standard deviations were used. A one-way between-groups ANOVA test was used to compare the mean score difference between the two experimental groups and the control group in terms of their football skills. In this case, to find out which groups are significantly different from one another, the post hoc test for multiple

comparisons was used (Tukey). The level of statistical significance for the study was set at $p \leq 0.05$.

Besides, ANCOVA was used to observe statistically significant differences between pre and post-test in terms of the groups' basic skills in football.

3.9. Ethical Considerations

The aim of the study, the benefits of the study, and the risks of participating in this study were discussed with subjects before the actual experimentation. The participants were also informed that the skill they are expected to develop is only for research purposes. In addition, the researcher respects the rights of the participants, and strongly ensured confidentiality by making the participants feel free.

CHAPTER FOUR

4. RESULT AND DISCUSSION

4.1. Introduction

This chapter deals with the analysis of pre and post-test data collected from voluntarily selected experimental groups under the study. The purpose of this study was to investigate the effects of command and reciprocal teaching styles on learning the basic skills of football in Ayehu the secondary and preparatory school. Pre-test and post-tests were taken from both experimental groups before and after 8 weeks of football skill dribbling, passing, and shooting exercise intervention, and the scores were recorded. The collected dates were analyzed using ANOVA to analyze the pre-test and post-test results of the experimental groups.

Table 3 Demographic of the respondents

	N	Command Group		Reciprocal Group		Control Group		P-Value
		Mean	S.D	Mean	S.D	Mean	S.D	
Age	69	17.00	1.348	17.00	1.567	17.17	1.403	.895

As shown in table 3, the mean age for the CGRA is 17.00 ± 1.348 , RGRA, 17.00 ± 1.567 , CGA, 17.17 ± 1.403). and there is no statistically significant difference between groups in terms of their age, this indicates that they have a relatively similar age.

Table 4 The descriptive statistics of pre-test

Variable	N	Reciprocal		Command		Control	
		Mean	SD	Mean	SD	Mean	SD
Passing	23	30.87	9.960	29.13	8.482	49.22	3.942
Dribbling	23	51.96	3.483	49.48	3.860	21.74	8.476
Shooting	23	24.13	10.186	24.57	8.779	25.00	10.660

As indicated in Table 4 above, the results of descriptive statistics indicated the mean and standard deviation values of groups on dribbling, passing, and shooting skills. The reciprocal groups scored a mean and standard deviation value of 30.87 ± 9.96 on passing, 51.9 ± 3.48 on

dribbling, and 24.13 ± 10.186 on shooting. The command groups scored a mean and standard deviation value of 29.13 ± 8.482 on passing, 49.48 ± 3.860 on dribbling, and 24.57 ± 8.779 on shooting. The control groups scored a mean and standard deviation value of 49.22 ± 3.942 on passing, 21.74 ± 8.476 on dribbling, and 25.00 ± 10.660 on shooting. However, to see whether there is a statistically significant mean difference among the three groups, the result should be subjected to further analysis; therefore analysis of variance (ANOVA) has been employed.

Table 5 Pre-test ANOVA between groups

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
pass1	Between Groups	5697.507	2	2848.754	45.778	.000
	Within Groups	4107.130	66	62.229		
	Total	9804.638	68			
dribb1	Between Groups	12946.638	2	6473.319	196.420	.000
	Within Groups	2175.130	66	32.957		
	Total	15121.768	68			
shot1	Between Groups	8.696	2	4.348	.044	.957
	Within Groups	6478.261	66	98.155		
	Total	6486.957	68			

As shown in the ANOVA table 5 above, statistically significant mean differences have been noted concerning passing and dribbling skills among the groups. To determine between which groups the statistically significant difference was obtained, the result should be subjected to further analysis of the post hoc test.

Table 6 Multiple Comparisons of skills between groups

Tukey HSD							
Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
pass1	Reciprocal Group	Command Group	1.739	2.326	.736	-3.84	7.32
		Control Group	-18.348*	2.326	.000	-23.93	-12.77
	Command Group	Reciprocal Group	-1.739	2.326	.736	-7.32	3.84
		Control Group	-20.087*	2.326	.000	-25.66	-14.51

dribb1	Control Group	Group					
		Reciprocal Group	18.348*	2.326	.000	12.77	23.93
	Reciprocal Group	Command Group	20.087*	2.326	.000	14.51	25.66
		Control Group	2.478	1.693	.315	-1.58	6.54
	Command Group	Reciprocal Group	30.217*	1.693	.000	26.16	34.28
		Control Group	-2.478	1.693	.315	-6.54	1.58
shot1	Reciprocal Group	Command Group	27.739*	1.693	.000	23.68	31.80
		Control Group	-30.217*	1.693	.000	-34.28	-26.16
	Command Group	Reciprocal Group	-27.739*	1.693	.000	-31.80	-23.68
		Control Group	-.435	2.922	.988	-7.44	6.57
	Reciprocal Group	Command Group	-.870	2.922	.952	-7.87	6.14
		Control Group	.435	2.922	.988	-6.57	7.44
	Command Group	Reciprocal Group	-.435	2.922	.988	-7.44	6.57
		Control Group	.870	2.922	.952	-6.14	7.87
	Reciprocal Group	Command Group	.435	2.922	.988	-6.57	7.44
		Control Group					

*. The mean difference is significant at the 0.05 level.

As shown in post hoc Table 6 above, statistically significant differences have been found between command and control, reciprocal and control, and reciprocal and command groups on passing skills. And there is any statistically significant difference observed between command and control, reciprocal and control, and reciprocal and command groups on dribbling skills. Even though the group is randomly assigned group, there is no significant difference noticed between the experimental and control groups on shooting skills. Therefore, the result should be considered during post-test analysis. For this reason, analysis of covariance should be used to consider the covariant effect of the pre-test result.

Table 7 The descriptive statistics of post-test

Variable	N	Reciprocal		Command		Control	
		Mean	SD	Mean	SD	Mean	SD
Passing	23	43.48	5.728	43.48	5.728	49.22	3.942
Dribbling	23	40.04	3.890	40.00	4.134	21.74	8.476
Shooting	23	43.48	5.098	43.04	5.788	25.00	10.660

As indicated in Table 7 above, the results of descriptive statistics indicated the mean and standard deviation values of groups on dribbling, passing, and shooting skills. The reciprocal groups scored a mean and standard deviation value of 43.48 ± 5.728 on passing, 40.04 ± 3.890 on dribbling, and 43.48 ± 5.098 on shooting. The command groups scored a mean and standard deviation value of 43.48 ± 5.728 on passing, 40.00 ± 4.134 on dribbling, and 43.04 ± 5.788 on shooting. The control groups scored a mean and standard deviation value of 49.22 ± 3.942 on passing, 21.74 ± 8.476 on dribbling, and 25.00 ± 10.660 on shooting. However, to see whether there is a statistically significant mean difference among the three groups, the result should be subjected to further analysis. Therefore because of the significant difference obtained initially between the experimental and control groups, analysis of covariance (ANCOVA) has been employed to control the covariant effect of the pre-test result.

Table 8 Post-test score comparison of passing in the analysis of covariance

Dependent Variable: Passing Skill						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	533.507 ^a	3	177.836	6.579	.001	.233
Intercept	5321.596	1	5321.596	196.880	.000	.752
pass1	28.464	1	28.464	1.053	.309	.016
Group	111.945	2	55.972	2.071	.134	.060

Error	1756.928	65	27.030			
Total	144456.000	69				
Corrected Total	2290.435	68				
a. R Squared = .233 (Adjusted R Squared = .198)						

As indicated in Table 8 above, the results of the analysis of covariance (ANCOVA) have been given. The p-value between groups on passing skill is $p=0.134$, since it is found to be $p \geq 0.05$, there is no significant difference between groups.

Table 9 Post-test score comparison of dribbling in the analysis of covariance

Dependent Variable: dribbling skill								
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Squared	Eta	
Corrected Model	6359.476 ^a	3	2119.825	130.585	.000	.858		
Intercept	11.395	1	11.395	.702	.405	.011		
dribb1	1234.230	1	1234.230	76.031	.000	.539		
Group	55.860	2	27.930	1.721	.187	.050		
Error	1055.161	65	16.233					
Total	86839.000	69						
Corrected Total	7414.638	68						
a. R Squared = .858 (Adjusted R Squared = .851)								

As indicated in Table 9 above, the results of analysis covariance (ANCOVA) indicated that the p-value between groups of dribbling skills was $p=0.187$, since it is found to be $p \geq .05$ the value of dribbling is not significant between groups.

Table 10 Post-test score comparison of shooting in the analysis of covariance

Dependent Variable: shooting skill								
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Squared	Eta	
Corrected Model	6695.889 ^a	3	2231.963	65.115	.000	.750		
Intercept	5824.692	1	5824.692	169.929	.000	.723		
shot1	1580.671	1	1580.671	46.114	.000	.415		
Group	5294.378	2	2647.189	77.229	.000	.704		
Error	2228.025	65	34.277					
Total	104275.000	69						
Corrected Total	8923.913	68						

a. R Squared = .750 (Adjusted R Squared = .739)

As indicated in Table 10 above, the results of analysis covariance (ANCOVA) indicated that the p-value between groups on shooting skills was $p=0.000$, since it is found to be $p \leq .05$, shooting has a significant difference between groups.

Table 11 Post-test score comparison of shooting in the analysis of covariance between groups

Dependent Variable: shooting skills						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	
Corrected Model	5115.217 ^a	2	2557.609	44.320	.000	
Intercept	95351.087	1	95351.087	1652.317	.000	
Group	5115.217	2	2557.609	44.320	.000	
Error	3808.696	66	57.708			
Total	104275.000	69				
Corrected Total	8923.913	68				

a. R Squared = .573 (Adjusted R Squared = .560)

As shown in the ANCOVA table 11 above, statistically significant mean differences have been noted concerning shooting skills among the groups. To determine between which groups the

statistically significant difference was obtained, the result should be subjected to further analysis of the post hoc test.

Table 12 Post-hoc test of shooting skills between groups

Dependent Variable: shooting skill						
Tukey HSD						
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Reciprocal Group	Command Group	.43	2.240	.979	-4.94	5.81
	Control Group	18.48*	2.240	.000	13.11	23.85
Command Group	Reciprocal Group	-.43	2.240	.979	-5.81	4.94
	Control Group	18.04*	2.240	.000	12.67	23.41
Control Group	Reciprocal Group	-18.48*	2.240	.000	-23.85	-13.11
	Command Group	-18.04*	2.240	.000	-23.41	-12.67
Based on observed means.						
The error term is Mean Square(Error) = 57.708.						
*. The mean difference is significant at the 0.05 level.						

As shown in post hoc Table 12 above, statistically significant differences have been found between the reciprocal and control group; and similarly between the command and control group in passing, dribbling, and shooting skills. And there is no statistically significant difference observed between reciprocal and command groups on all skills.

Paired-Sample T-Test Result

The first objective of the study was to compare the football basic skills of students' between pre and post intervention in ayehu general secondary and preparatory school. the mean comparison of pre and post treatment football skill test score was analyzed by paired-sample t- test; basically,

it was conducted to compare progresses of students and to show whether or not existed significant difference between the two scores.

Table 13 ; paired samples statistics of command teaching style group

		mean	N	std. deviation	std. error mean
pair 1	pass1	29.13	23	8.482	1.769
	pass2	43.48	23	5.728	1.194
pair 2	dribb1	49.48	23	3.860	.805
	dribb2	40.00	23	4.134	.862
pair 3	shot1	24.57	23	8.779	1.831
	shot2	43.04	23	5.788	1.207

As indicated in table 13 above, the results of paired samples statistics indicated that, passing, and shooting after treatment demonstrated the highest mean score than before treatment. to the contrary, dribbling skills had shown the highest mean score in before intervention than after intervntion this can be happen due to testing tool which was time (second).

Table 14; paired differences samples test statistics of command teaching style group

		paired differences					T	df	sig. (2-tailed)
		Mean	std. deviation	std. error mean	95% confidence interval of the difference				
					lower	upper			
pair 1	pass1- pass2	-14.348	10.798	2.252	-19.017	-9.678	-6.372	22	.000
pair 2	drib1 - drib2	9.478	4.389	.915	7.580	11.376	10.357	22	.000
pair 3	shot1 - shot2	-18.478	8.974	1.871	-22.359	-14.598	-9.875	22	.000

*. The mean difference is significant at the 0.05 level.

A paired-samples t-test was conducted to evaluate the impact of the intervention on students' football basic skills. as we have seen in the table 13 and 14 above, labeled paired-samples test, there was statistically significant difference between the two scores or an increased performance observed from all experimental groups in each football skills after the intervention of 8 weeks treatment. in that, there was statistically significance differences on passing before treatment (m=29.13, sd=8.482) with passing after treatment (m=43.48, sd=5.728), $t(22) = 6.372$, $p < 0.000$. similarly, there was a statistically significance differences on dribbling before treatment (m=49.48, sd=3.860) with dribbling after treatment (m=40.00, sd=4.134), $t(22) = 10.357$, $p < 0.000$. also, there was a statistically significance increase on shooting before treatment (m=24.57, sd=8.779) with shooting after treatment (m=43.04, sd=5.788), $t(22) = 9.875$, $p < 0.000$. these results show that ayehu secondary and preparatory school students' football skills regarding passing, dribbling, and shooting treatment were showed tangible increment.

Table 15; paired samples statistics of reciprocal teaching style group

		Mean	N	Std. deviation	Std. error mean
pair 1	pass1	30.87	23	9.960	2.077
	pass2	43.48	23	5.728	1.194
pair 2	dribb1	51.96	23	3.483	.726
	dribb2	40.04	23	3.890	.811
pair 3	shot1	24.13	23	10.186	2.124
	shot2	43.48	23	5.098	1.063

as indicated in table 15 above, the results of paired samples statistics indicated that, passing, and shooting after treatment demonstrated the highest mean score than before treatment. to the contrary, dribbling skills had shown the highest mean score in before intervention than after treatment this can be happen due to testing tool which was time (second).

Table 16; paired differences samples test statistics of reciprocal teaching style

		Mean	Std. deviation	Std. error mean	95% confidence interval of the difference				
					lower	upper			
pair1	pass1 - pass2	-12.609	10.962	2.286	-17.349	-7.869	-5.516	22	.000
pair 2	dribb1- dribb2	11.913	5.892	1.229	9.365	14.461	9.696	22	.000
pair 3	shot1 - shot2	-19.348	9.805	2.045	-23.588	-15.108	-9.463	22	.000

*. The mean difference is significant at the 0.05 level.

A paired-samples t-test was conducted to evaluate the impact of the intervention on students' football basic skills. as we have seen in the table 15 and 16 above, labeled paired-samples test, there was statistically significant difference between the two scores or an increased performance observed from all experimental groups in each football skills after the intervention of 8 weeks treatment. in that, there was statistically significance differences on passing before treatment (m=30.87, sd=9.960) with passing after treatment (m=43.48, sd=5.728), $t(22) = 5.516$, $p < 0.000$. similarly, there was a statistically significance differences on dribbling before treatment (m=51.96, sd=3.483) with dribbling after treatment (m=40.04, sd=3.890), $t(22) = 9.696$, $p < 0.000$. also, there was a statistically significance increase on shooting before treatment (m=24.13, sd=10.186) with shooting after treatment (m=43.48, sd=5.098), $t(22) = 9.463$, $p < 0.000$. these results show that ayehu secondary and preparatory school students' football skills regarding passing, dribbling, and shooting treatment were showed tangible increment.

CHAPTER FIVE

5. DISCUSSION AND IMPLICATIONS

The purpose of this study was to compare the effects of teaching styles on the football skills of students in Ayehu General Secondary and Preparatory Schools. During the study, the participants actively participated in every activity from pretest to post-test measurements, in addition to general warming-up workouts before pre and post-tests in the study. In particular, CG and RG seriously followed the intervention of the 8-week training program. On the other hand, the control group did not participate in any training up to the end of the study except for the pre and post-test measurements. But since both experimental and control groups have participated in common physical education practical classes given by their Teachers. The interventions of command and reciprocal teaching training were not parallel (collapse) to their class training. Rather, the researcher used free training days. In this study, there were significant improvements through the intervention of 8-week command and reciprocal group training programs as follows. This section offered the results and discussed the effect of teaching styles on football skills based totally on the findings obtained in this study.

A quantitative investigation employed ANOVA statistics to show a significant difference in mean and standard deviation between experimental groups and control groups. The result of this experimental study was a positive finding, thereby verifying existing studies. The first purpose of this study was to describe the effect of command and reciprocal teaching styles on football skills. A one-way analysis of variance (ANOVA) was performed to show whether or not there were significant differences between groups before treatment. This result shows that all two groups started from the same point of reference in terms of baseline performance of football skills (passing, dribbling, and shooting) before the beginning of treatment intervention.

Furthermore, ANCOVA was used to indicate the p-value between groups, contrast the impact of the intervention on students' scores on football skills, and show whether or not there existed a significant difference between the two scores (pre and post-intervention). To compare the results to show whether or not a statistically significant difference between groups, the researcher employed a post hoc test comparison of groups.

Moreover, to see which teaching style groups had statistically significant mean score differences in football skills, post hoc pair-wise comparisons of means using Tukey were calculated and the results are presented. During the season, both groups improved their football skills. But, the results of this study indicated a significant difference between the teaching styles groups as a result of football skills.

From the result, descriptive statistics indicated that the pre-test value of the reciprocal group of passing, and dribbling skills were the highest mean score compared with the command group.

On the contrary, they had shown the highest mean score in the shooting skill of the command group than the reciprocal group. However, no significant difference was found between command and reciprocal teaching styles on the passing, dribbling, and shooting skills of football.

Similarly, (Longville, 2009) “Teaching youth football using the Reciprocal, Self-check, and Inclusion teaching styles” findings revealed that reciprocal teaching styles were relevant; (Jayachandran, 2012) indicated that command teaching styles help to acquire the skill of ball bouncing more than reciprocal styles. Additionally, Olusegun (2014) showed that the reciprocal and practice styles are effective in enhancing pupils’ performance and learning development in teaching badminton strokes in Ikoyi, Lagos State, Nigeria.

Likewise, the mean value of descriptive statistics indicated that the post-test value of the reciprocal group demonstrated the highest mean score on passing and shooting skills of football than the command group. The same, no significant difference was found between command teaching styles when contrasting with the reciprocal passing skills of football.

The null hypothesis states that there is no significant difference between command and reciprocal teaching styles for football skills. But an analysis of variance (ANOVA) with a one-way between-groups design was used to investigate the effects of command and reciprocal teaching methods on football skills after the intervention. The command and reciprocal teaching style groups' football abilities after treatment differed statistically significantly as a consequence. Therefore, it may be concluded that the impacts of the two groups' different teaching methods on football skills were the same. As a result, the data analysis in this study accepted the null hypothesis.

CHAPTER SIX

6. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.1. Summary

The purpose of this study was to describe the effect of teaching styles on the football skills of students in Ayehu General Secondary and Preparatory School. There were three research hypotheses grounded in this study: -

Ho1: There is no significant difference between command and reciprocal teaching styles in learning passing skills in football.

Ho2: There is no significant difference between command and reciprocal teaching styles in learning dribbling skills in football

Ho3: There is no significant difference between command and reciprocal teaching styles in learning shooting skills in football.

Effective teaching requires the use of different instructional methods to meet the different individual needs of the learners; there is no one-size-fits-all teaching style that could be used within the framework of teaching physical education. There are many approaches to teaching skills in physical education (Beshir, 2012). To facilitate the process of knowledge and skill transmission, teachers should apply appropriate teaching methods that best suit specific objectives (Hightower, Delgado, Lioyd, Wittenstein, and Sellers, 2011). Therefore, the teacher should be familiar with the teaching styles, and how to properly combined and transformed them to achieve the intended learning outcomes.

The skill seems to be a very broad term that describes the application of cognitive, perceptual, or motor skills (or everything at the same time), which includes dribbling, passing, and shooting. The gaining of football skills is basic to our satisfaction with the game and is important to the achievement of skills. Players expend most of their time in practice, intending to develop technical skills in the game. But there was a lack of study relating to the efficient acquisition of

football skills. Sports professionals are aware of the significant position that those concerned with skill acquisition can play in developing performance (Hodges, 2004).

In this study, the data was analyzed quantitatively by using the Statistical Package for Social Sciences (SPSS) software, version 23.0. Specifically, ANCOVA and a one-way between-groups ANOVA test were used to compare the mean score difference in command and reciprocal teaching styles with football skills in the two groups of Grade 10th students. In this case, to find out which groups are significantly different from one another, the post hoc test for multiple comparisons was used (Tukey). The level of statistical significance for the study was set at $p \leq 0.05$. Finally, based on the major finding of the study, statistically, significant differences have been found between the reciprocal and control group; and similarly between the command and control group in passing, dribbling, and shooting skills. And there is no statistically significant difference observed between reciprocal and command groups on all skills.

During the intervention, three test assessments have been given at the end of week 8. This data has been presented in the data collection part. Then a post-test was conducted for both groups together as it was presented, analyzed, and discussed.

6.2. Conclusions

Based on the findings of the study and the theoretical propositions of the related literature, the researcher described the following conclusions.

On this, the following summary of findings was made:

- Reciprocal teaching styles have a positive effect on developing students' football basic skills including passing, dribbling, and shooting.
- The Command teaching style has a positive effect on developing the students' football basic skills including passing, dribbling, and shooting.
- The reciprocal and command teaching styles have no significant difference in the development of the students' football basic skills including passing, dribbling, and shooting.

6.3. Recommendations

The purpose of this study was to compare the effect of command and reciprocal teaching styles on the football skill of students in Ayehu General Secondary and Preparatory schools. The following points were recommended for practice and future researchers based on the findings and conclusions of this study.

6.3.1. Recommendation for Practice

Effective teaching requires the use of different teaching methods to meet the individual needs of the learners. The following points were recommended for practice

- ❖ The physical education teachers in Ayehu General Secondary and Preparatory schools utilize command and reciprocal teaching styles for the retention of the acquired psychomotor skills of students' football skills, they can achieve the intended goals.
- ❖ The teachers should be familiar with reciprocal and command teaching styles have no significant difference in the development of the students' football basic skills including passing, dribbling, and shooting suitable to achieve the intended learning outcome.
- ❖ Moreover, the researcher displayed it is clear from the analysis that command and reciprocal teaching styles are appropriate to teach passing, dribbling, and shooting football skills on the field.

6.3.2. Recommendation for Future Researchers

The following points were recommended for future researchers;

- ❖ This study did not address the relationship between gender issues in teaching styles and football skills. So, future research could be looked to examine the gender issue in using the command and reciprocal teaching styles on football skills.
- ❖ Besides, concerning variables, this study was limited to two teaching styles, specifically, the study focused on reciprocal and command teaching styles as independent and three football skills, specifically passing, dribbling, and shooting, as dependent variables. So, it calls for other future research to be conducted similarly by adding or changing variables.

- ❖ Teachers would consider which approach to follow according to the difficulty of the target behavior. To teach a complex skill, they need to divide the task into a series of reciprocal. These reciprocals would be taught together. Each task must be opened from the first. However, for simple target behavior, the whole task can be taught together.
- ❖ Researchers: In the Ethiopian context, few efforts are made to progress in football education at the school level. Therefore, these experimental studies must be conducted on a large scale. Moreover, through this study, the data was collected only using field test data collection tools due to time and manageability constraints.
- ❖ It calls for future researchers to conduct other data collection tools like questionnaires, interviews, observations, and focus group discussions to obtain a real picture of the problems that students, teachers, school principals, school supervisors, and education professionals face.

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APPENDIX 1

COMMAND TEACHING STYLE GROUP OF STUDENTS PRE AND POST-TEST INTERVENTION SCORE SHEET

NO	NAME OF RESPONDENTS	SEX	PASSING		DRIBBLING				SHOOTING		REMARK
			Pre	Post	Pre In sec	Pts	Post In sec	Pts	Pre	Post	
1	Ethical consideration of the respondents		20	50	43	15	40	20	35	50	
2			30	40	51	5	43	15	25	45	
3			30	50	54	5	41	15	50	45	
4			40	40	45	15	40	20	25	40	
5			30	40	46	10	37	20	30	40	
6			30	40	45	15	39	20	15	40	
7			20	50	54	5	48	10	25	45	
8			30	40	55	5	44	15	15	45	
9			20	40	48	10	37	20	15	45	
10			40	50	46	10	40	20	10	45	
11			20	40	46	10	42	15	20	40	
12			30	50	54	5	36	20	25	45	
13			20	40	46	10	30	30	10	35	
14			30	40	52	5	45	15	25	45	
15			40	40	51	5	42	15	30	40	
16			20	50	46	10	38	20	30	55	
17			30	50	52	30	40	20	30	40	
18			20	50	53	5	44	15	30	55	
19			50	40	52	5	34	25	25	40	
20			30	50	55	5	41	15	20	45	
21			30	40	51	5	40	20	30	45	
22			40	40	53	5	47	10	20	35	
23			20	40	55	5	50	10	20	35	

APPENDIX 2

RECIPROCAL TEACHING STYLE GROUP OF STUDENTS PRE AND POST-TEST INTERVENTION SCORE SHEET

NO	NAME OF RESPONDENTS	SEX	PASSING		DRIBBLING				SHOOTING		REMARK
			Pre	Post	Pre In sec	Pts	Post In sec	Pts	Pre	Post	
1	Ethical consideration of the respondents		20	70	50	10	35	25	15	65	
2			40	70	52	5	40	20	15	55	
3			40	60	53	5	30	30	10	70	
4			30	60	53	5	27	30	20	70	
5			30	50	58	5	30	30	25	65	
6			20	70	55	5	32	25	10	55	
7			50	60	55	5	40	20	25	60	
8			30	60	54	5	24	35	45	60	
9			50	60	53	5	25	35	25	65	
10			40	70	50	10	45	15	50	75	
11			40	60	52	5	38	20	25	65	
12			30	60	53	5	40	20	30	60	
13			20	50	55	5	37	20	15	65	
14			20	60	51	5	29	30	25	60	
15			40	70	52	5	21	35	30	65	
16			20	60	45	15	30	30	30	60	
17			20	60	55	5	33	25	30	65	
18			30	60	44	15	41	15	30	70	
19			20	60	54	5	35	25	25	65	
20			30	60	48	10	40	20	20	55	
21			40	60	55	5	30	30	30	45	
22			40	40	52	5	27	30	30	45	
23			20	30	45	10	43	15	10	35	

APPENDIX 3

CONTROLS GROUP OF STUDENTS' PRE AND POST-TEST INTERVENTION SCORE SHEET

NO	NAME OF RESPONDENTS	SEX	PASSING		DRIBBLING				SHOOTING		REMARK
			Pre	Post	Pre		Post		Pre	Post	
					In sec	Pts	In sec	Pts			
1	Ethical consideration of the respondents		40	40	44	15	44	15	45	45	
2			25	25	54	5	54	5	50	50	
3			20	20	48	10	48	10	30	30	
4			20	20	55	5	55	5	10	10	
5			25	25	43	15	43	15	30	30	
6			35	35	51	5	51	5	45	45	
7			20	20	54	5	54	5	25	25	
8			10	10	45	15	45	15	10	10	
9			15	15	46	10	46	10	20	20	
10			20	20	45	15	45	15	25	25	
11			10	10	54	5	54	5	10	10	
12			15	15	55	5	55	5	20	20	
13			10	10	48	10	48	10	20	20	
14			25	25	46	10	46	10	15	15	
15			30	30	46	10	46	10	20	20	
16			20	20	54	5	54	5	25	25	
17			25	25	46	10	46	10	20	20	
18			40	40	52	5	52	5	20	20	
19			15	15	51	5	51	5	20	20	
20			20	20	46	10	46	10	30	30	
21			15	15	52	5	52	5	30	30	
22			47	47	51	5	51	5	25	25	
23			50	50	52	5	52	5	30	30	

APPENDIX 4

TRAINING PLAN FOR RECIPROCAL TEACHING STYLES

[illegible]

APPENDIX 5

TRAINING PLAN FOR COMMAND TEACHING STYLES

Command teaching style			Equipment- cones, balls whistle, and stopwatch
Evaluation			-Control, Asses, and observe students when they perform drills -Giving constructive feedback to improve their skills
Rule s			All students should apply basic fundamental rules of football Apply the instructions of the teacher during the lesson
Activity	Time	Repet ition	Organization
Warming up	15'		- Organize students by ordering into three lines - allow them to walk, and jog with the movement of their hands, specifically stretch upper body parts. - explain the objectives & rationale of the lesson - demonstrate the first drill with explanation /other drills will be demonstrated in b/n the lesson/
Main part	30'	2 set	Drill-1 Dribbling the ball without cones
		4rep	Set up by forming rectangle 20 x40meters <u>Drill-2:</u> A direct shot after running(10 min) -Recommended equipment: 4 balls & 2 cones -Set-up: - Line up 28 students by two lines, put the two cones 1- 1.5 meter far from penalty line at right and left sides around the sides of the arc; place the ball on penalty line
		2 set	Exercise: - Allow them run and shoot a ball directly to the goal. -The shot must be taken with the instep from outside of the penalty box
		4rep	- Shot must be with power and not bending to be considered successful.

		<p><u>Variations</u></p> <p>Right foot only – The player shoots with right foot instep,</p> <p>Left foot only – The player shoots with left foot instep,</p> <p><u>Drill-3:</u> Pass and shoot(10 min)</p> <p>-Recommended equipment: 4 balls & 4 cones</p> <p>-Set-up: - Line up 23 students by two lines, put the two cones 10 meter & the other two cones 0.5meter far from penalty line at right and left sides around the sides of the arc</p> <p>- Player 2 stands just outside the penalty box. Player 1 stands 9.5meter away from player 1 with the ball.</p> <p>-Exercise: - Player 1 passes the ball to player 2. Player 2 lays the ball off to player 1 with a light tap with the inside of the foot. Player 2 runs to the ball and strikes it into the net (can be one touch or two touches).</p>
Cooling down	5min	<p>-line up students by three line & jogging</p> <p>- walking with slow movement of hands</p> <p>- stretching exercise</p>

APPENDIX 6

SOCCER SKILLS ASSESSMENT CARD/CHECKLIST

Athlete's Instructions:	Name/Date
<ol style="list-style-type: none"> 1. Use the tool at the beginning of the training/competition season to establish a basis for the athlete's starting skill level. 2. Have the athlete perform the skill several times. 3. If the athlete performs the skill correctly three out of five times, check the box next to the skill to indicate that the skill has been accomplished. 4. Program assessment sessions into your program. 5. Athletes may accomplish skills in any order. Athletes have accomplished this list when all possible items have been achieved. 	
Dribbling	Dribbles forward, using the top of the foot
	Uses inside of the foot to quickly change direction
	Uses outside of the foot to shield the ball from opponents
	Uses sole of foot to change ball direction
	Dribbles up the field with a ball while walking
	Dribbles up the field with the ball while running
Passing	Squares up the ball, player, and target in a straight line
	Makes eye contact with the intended receiver
	Follows through in direction of intended receiver kicking foot
	Places kicking foot flat against the back of the ball
	Contacts ball with the toes pulled up, foot parallel to the ground, and ankle locked
Shooting	Approaches ball from side
	Places a non-kicking foot by side of the ball
	Controls ball before shooting

APPENDIX 7

DRIBBLING ASSESSMENT TESTS SCORING TABLE

Scoring Conversion Chart	
Dribble Time (Seconds)	Point Score
0-4	65 points
5-7	60 points
8-10	55 points
11-13	50 points
14-15	45 points
16-20	40 points
21-25	35 points
26-30	30 points
31-35	25 points
36-40	20 points
41-45	15 points
46-50	10 points
51 or more	5 points

Source: adapted from (Special Olympics Ontario, 2019)

APPENDIX 8

PHOTO GALLERY

During warming up



During dribbling time



During passing time



During shooting time

