



USING TWO FEEDBACK TYPES AND THEIR IMPACT ON PERFORMANCE AND MEASURING DEVELOPMENT RATIO OF BASKETBALL BASIC SKILLS

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ABSTRACT

Background. Feedback is a critical element in sports skill acquisition, directly influencing learning efficiency and performance quality. In basketball, immediate feedback and reinforcement feedback may differently affect the mastery of basic skills. **Objective.** This study aimed to examine the impact of immediate feedback and reinforcement feedback on learning selected basic basketball skills, to compare post-test results between the two feedback types, and to analyze the development ratio for each skill. **Methods.** An experimental design was employed involving first-year middle school students at Fayda Secondary School for Boys (academic year 2024–2025). From a population of 166 students, 40 were randomly selected and divided into two experimental groups (n=20 each). Group 1 received immediate feedback, while Group 2 received reinforcement feedback. The training lasted eight weeks, with two 45-minute sessions per week. Skills assessed included chest pass, long pass, free throw, and tapping. Pre- and post-tests measured performance and development ratios. **Results.** Both feedback types significantly improved skill performance. No significant difference emerged between groups in chest pass and long pass performance. However, Group 2 (reinforcement feedback) outperformed Group 1 in free throw and tapping. Development ratios were high in all skills, with minimal difference between groups for chest pass and long pass, but a marked advantage for Group 2 in free throw and tapping. **Conclusions.** Both immediate and reinforcement feedback positively influence basketball skill learning, with reinforcement feedback showing greater benefits for more complex skills. The findings highlight the value of tailored feedback strategies in youth basketball training and provide evidence-based recommendations for coaching practices.

Keywords; immediate feedback, reinforcement feedback, skill performance art, basketball skills



A. INTRODUCTION

Basketball is a game that has a wide interest in most countries of the world, as this game is one of the popular and popular games and has many practitioners from different age groups, including adults and children and from different social levels, due to its ease of practice and the fact that it does not require complex equipment, as well as the small area of its court, and it is possible to play it (for entertainment) in half a court, in addition to the small number of players on one team compared to other team games.

Basketball is also characterized by many motor skills and offensive and defensive plans, which in turn produces many unexpected situations and different events during the game, which increases and multiplies the excitement and suspense for the practitioners of the game and even for the viewers and followers of this game. It is also characterised by speed of performance and speed of tactical implementation in the event of an attack and a quick transition to a defensive state to implement defensive plans (Olivan et al., 2023). “One of the positive features of basketball is that it can be learned and practiced in the smallest spaces and places available, and it is even possible to practice it in the home garden” (Pocius & Malinauskas, 2024). The development of the technical level in most sports, and basketball in particular, is a natural result of the development of sports sciences in general, as well as the result of relying on learning and developing basic skills with studied scientific methods and foundations with clear goals planned in a precise scientific manner.

The development in the technical level or even achievement in any game or sports field, whether individual or group, does not come by chance, but rather as a result of physical effort based on studied scientific planning aimed at making a leap in that game (Koester, 2023). Learning the basic skills of basketball is one of the most important pillars that teachers rely on to develop the game. It is not possible for any teacher, instructor, or coach to achieve achievement without learning the skills and mastering them well, which helps learners perform the skills. Ideally, “Outstanding achievement can only be achieved through skillful performance, and this, in turn, can only come about through good skill learning and automatic mastery” (Chang et al., 2020).

Basic skills are one of the most important components of basketball, in addition to physical fitness elements and the tactical aspect. A player who does not master basic skills

cannot perform his tasks and duties, whether offensive or defensive, and implement his plans optimally. “Modern basketball requires its players to learn basic skills with a high level of technical performance and skill capabilities to benefit from them in various circumstances and unexpected events during the game” (Dania & Harvey, 2020). This, in turn, requires special attention to skill preparation while learning basic skills, using special educational methods that serve the learning process and aim to master the required skills through various educational means with different sources, which may be auditory, visual, or combined (audio-visual), which help facilitate the process of skill acquisition to improve the level of technical performance as best as possible.

Teachers must pay attention to the skill preparation process “The methods of teaching them the required skills, using educational methods that aim to facilitate the learning process of the required skills and raise the level of motivation and excitement among learners. (Čoh et al., 2004). The use of educational means with their various sources (explanation, practical model, displaying pictures, displaying videos, displaying educational slides, etc.) all aim to motivate the learner and work to enhance the process of learning skills and mastering them better, as well as making clear progress in the process of learning those skills. “One of the most important methods that help in controlling the modification of the learner’s motor behavior is the use of feedback in its various types. Each type of feedback has a characteristic and benefit that serves the interest of the effective learning process” (Robin et al., 2020).

No matter how important training, rehearsal, and repetition are in the process of learning skills, feedback has an important and necessary place in the process of learning and mastering skills to bring the learner to the automatic stage of performing skills and with a high-level performance art. “The process of correcting and evaluating performance errors to reach better performance is considered “The most important stages of the learning process that learners need to master the required skills” (AHMED et al., 2020a). Feedback in its various forms does not stop at the learner obtaining information, but rather it goes far beyond that, as feedback accompanies the learning process from the initial stages of learning until the learners progress in their level of performance of those skills, regardless of the sources of feedback accompanying the learning process (external or internal) that the

learner obtains during performance, before it, or after completing the performance with the aim of improving the level of performance in the best possible way.

Feedback is corrective and evaluative information received by learners from various sources, some of which are external, such as correction by the teacher or even from a colleague, and it may be internal from the learner himself. Its purpose is to refine performance and correct errors to carry out the motor task in the best possible way while saving effort and time (Yousef, 2021). Hence, the importance of the study came in finding educational methods and approaches using two types of feedback (immediate feedback and reinforcement feedback) and with overlapping sources, including visual, auditory, or (audio-visual) sources in learning the art of skillful performance of some basic basketball skills that serve learners and enable them to obtain a better quality of learning and provide useful information to physical education teachers in schools to help them improve the level of learning for their students and achieve high levels.

The learning process in physical education has many factors, as it goes beyond the axis of the student's own abilities to include the teacher's method of performing the teaching process and his ability to interact with (the skills required to be taught, and with the student) during the learning process. In addition, the role of the educational curriculum comes as one of the basic and important elements in the learning process, and what it includes of educational methods and aids that serve the process of effective learning and how to activate these methods and use aids and harness them to serve the learning process. Feedback is one of the most important educational methods that the teacher needs during the lesson to succeed in the process of teaching students the required skills, especially in skills that require high technical abilities with accuracy and speed in performance, as is the case in the game of basketball, which is known for the speed of its events and unexpected situations.

This has prompted researchers and specialists in sports sciences, as well as physical education teachers, to resort to the use of scientific methods that help in activating the process of effective learning of the required skills, which enables the learner to overcome all learning difficulties that he faces during performance during the learning process, as well as controlling the weakness in the effectiveness of learning the art of skillful performance of some basic skills in basketball and the frequency of technical errors during performance among First-grade middle school students aged (13-12) years and making learning an

enjoyable and highly effective process, and from here the research problem emerged in answering the following question: Does the use of immediate feedback and reinforcement feedback have an effect on learning the art of skill performance for some basic basketball skills? The research aims to reveal the following: effect Using immediate feedback to learn the art of skill performance for some basic basketball skills. effect Using reinforcement feedback in learning the art of skill performance for some basic basketball skills. Comparison in the post-test between the two experimental research groups In learning the art of skill performance of some basic basketball skills. The rate of development in the art of skill performance for some basic basketball skills for the two experimental research groups.

The researcher assumes there are significant differences between the results of the pre- and post-tests in learning the art of skill performance for some basic basketball skills for the first experimental group that used immediate feedback. For the benefit of the post-test. There are significant differences between the results of the pre- and post-tests in learning the art of skill performance for some basic basketball skills for the second experimental group that used reinforcement feedback. For the benefit of the post-test .

Sport is an activity that involves the holistic development of the body, both physically and mentally, through systematic, directed, and measurable movement of all parts of the body. According to Mudzakir (2020), sport is a fundamental need for every human being. It can be categorized based on its purpose into recreational sports, competitive sports, health-oriented sports, and educational sports. Educational sports refer to the teaching and learning of sports-related activities, both formally and informally, within the educational system to improve knowledge, skills, fitness, and health. Defines educational sports as physical and sports education carried out in a structured and continuous educational process to acquire knowledge, personality traits, skills, and physical health and fitness (Mubarok 2021).

B. METHOD

Research Design

The researcher used the experimental method because it is suitable for the nature of the research. The research community consists of first-year middle school students at Fayda Secondary School for Boys for the academic year (2024-2025) , numbering (166) students

distributed among four sections. The research sample was selected by lottery, which led to the selection of sections (A, D), and thus the number of the sample reached (84) students . The lottery also led to the selection of section (C) students as a sample for stability and exploratory experiments, and a number of sample members were excluded due to their lack of equivalence with the sample. Thus, the final number of the sample reached (40). Students divided into two experimental groups , with (20) students in each group. Experimental , and the percentage reached (24.096%) of the original community, and the educational methods were distributed by lottery. The researcher used a randomly selected two-group equivalent design with pre- and post-observation.

Measurements and Tests

Measure both height and mass and calculate chronological age. Tests of some elements of physical fitness. Tests of some basic basketball skills . Technical performance evaluation of the skills under study (chest pass, long pass, free throw, and dribbling) was conducted by three specialists. In the field of basketball , for both the pre- and post-tests of the two experimental research groups , the technical performance of the skills was filmed and distributed to the evaluators, and transferred onto discs. (DVD) for each group of the research groups, and the multiple correlation coefficient was calculated for one of the motor skills that were chosen randomly, and the value of the multiple correlation coefficient was (0.87), which indicates the objectivity of the evaluation between the three evaluators, and the performance was evaluated according to a special evaluation form that was designed according to the sections of the apparent construction of the movement preparatory, main and final for each of the skills, and the total score for each skill was determined from 100 points and according to each section of the skill preparatory, main and final.

Main experiment:

After conducting exploratory experiments on samples from the research community, and working to overcome the difficulties and obstacles that faced the work, the main experiment was conducted on the two experimental research groups , which began from 11/11/2024 to 13/1/2025 . The scientific foundations of the tests (validity, reliability, and objectivity) were applied, as shown in Table 1.

Table 1. Shows coefficients of validity, reliability and objectivity of the skill tests for some basic basketball skills

No.	Statistical features Tests	Measurement Unit	Coefficient stability	Self-honesty	Objectivity
1	Chest pass	Degree	0.92	0.959	0.90
2	Long pass	Degree	0.94	0.969	0.93
3	Free throw	Degree	0.91	0.953	0.84
4	Dribbling	Second	0.935	0.966	0.86

It is clear from Table (1) that the values of the correlation coefficients ranged between (0.84 - 0.969), which indicates that the tests have high coefficients of validity, reliability and objectivity.

Homogeneity and equivalence of research groups:

Homogenization process included And equivalence on the following variables: Homogeneity in growth variables (mass, age and height) was carried out in the growth variables (mass, age and height) for the research sample individuals , as in Table 2.

Table 2. Shows results of (T) test between two research groups in variables age, height, and mass

No.	Variables	Measurement unit	First experimental group		Second experimental group		(T) Test	Sig.
			M.	St.d	M.	St.d		
1	Age	Month	149,250	2.881	150,350	3,030	1.176	0.247
2	Height	cm.	150.150	2.109	150,050	1.538	0.171	0.865
3	Mass	Kg.	45,725	0.871	45,700	0.855	0.092	0.928

*Significant difference at 0.5% error $\leq (0.05)$ and in front of the degree of freedom (38) Note that the table value of (T) = 2.02

Table (2) shows that there are non-significant differences between the two experimental research groups in the variables of each of: (Age, height, mass), as the calculated (T) values reached (0.092, 0.171, 1.176) , respectively , which is smaller than the table (T) value at an error rate of $\leq (0.05)$, and in front of the degree of freedom (38) amounting to (2.02) , and this indicates the equivalence of the two research groups in those variables. Equivalence in some elements of physical fitness affecting the selected skills between the two research groups:

Table 3. Shows results of (T) test between two research groups in some elements of physical fitness

No.	Physical abilities	Measurement unit	First experimental group		Second experimental group		(T) Test	Sig.
			M.	St.d	M.	St.d		
1	Arms explosive power	Meter	7,810	0.305	7,765	0.304	0.466	0.644
2	Shoulder flexibility	cm.	2.545	0.182	2,580	0.211	0.447	0.578
3	Agility	Second	10,065	0.309	10.125	0.352	0.572	0.571

*Significant difference at 0.5% error \leq (0.05) and in front of the degree of freedom (38) Note that the table value of (T) = 2.02

Table (3) shows that there are non-significant differences between the two experimental research groups in the elements of Fitness Physical (explosive strength of the arms, flexibility of the shoulders, and agility) , as the calculated (T) values reached , respectively: (0.572, 0.447, 0.466) , which is smaller than the table value of (T) at an error rate of \leq (0.05) , and in front of the degree of freedom (38) which is (2.02) , and this indicates the equivalence of the two research groups in those elements . Equivalence in the art of skillful performance of some basic basketball skills between the two experimental research groups:

Table 4. Shows results of (T) test between two research groups in performance skill of some basic basketball skills

No.	Skills	Measurement unit	First experimental group		Second experimental group		(T) Test	Sig.
			M.	St.d	M.	St.d		
1	Chest pass	Degree	35,700	7,491	35,350	7.875	0.144	0.886
2	Long pass	Degree	30,150	5,788	29,750	6.306	0.209	0.836
3	Free throw	Degree	25,400	2,186	25,100	2.552	0.399	0.692
4	Dribbling	Degree	28,100	3,416	27,900	3.796	0.175	0.862

*Significant difference at 0.5% error \leq (0.05) and in front of the degree of freedom (38) Note that the table value of (T) = 2.02

Table (4) shows that there are insignificant differences between the two experimental research groups in the art of skill performance of some basic basketball skills (chest pass, long pass, free throw, dribbling) , as the calculated (T) values reached (0.175, 0.399, 0.209, 0.144) , respectively , which is smaller than the tabular (T) value at an error rate of \leq (0.05) , and in front of the degree of freedom (38) which is (2.02) , and this indicates the equivalence of the two research groups in the art of performance. For those skills.

Educational programs:

The educational program includes (32) educational units distributed On my research group as follows: (16) Educational unit for the first experimental group according to Immediate feedback method. That is, external information is received by the teacher directly after each motor task. This means that skills are taught through the teacher explaining and demonstrating the movement and correcting the performance directly after each attempt. (16) Unit Educational For the group The second experimental according to Reinforcement feedback method.

Any external information received by the teacher in an amplified and large way after each attempt, meaning that skills are taught through explanation with the display of illustrations, photographs, educational films or models and correction of performance after each attempt. of educational programs took Eight weeks, distributed at a rate of two educational units per week for each group , and the unit time was Educational (45) minutes.

Statistical methods:

The researcher used the statistical program (SPSS), which included the following statistical methods: Mean, standard deviation, simple correlation coefficient (Pearson), multiple correlation coefficient, t - test for related samples, t - test for independent samples, In addition to using: percentage, self-reliability coefficient, amount of development, percentage of development.

C. RESULTS AND DISCUSSION

Results

It is clear from Table (5) There are significant differences between the arithmetic means of the pre- and post -tests. For the first experimental group and for the benefit of the post-test in learning the art of skill performance of skills (chest handling, longitudinal handling, free throw, dribbling) , the calculated (T) values reached (17.994, 15.136, 18.336, 18.577) respectively , which is greater than the value of (T) Table at error rate $\leq (0.05)$ and in front of the degree of freedom (19) which is (2.09) Noting the error rates , which are respectively (0.002, 0.004, 0.001, 0.001) It is smaller than (0.05) Which Indicates the significance of the differences.

Table 5. First experimental group pre- and post-tests in learning performance skill of basic basketball skills

No.	Skills	Measurem ent unit	Pre-test		Post-test		(T) Test	Sig.
			M.	St.d	M.	St.d		
1	Chest pass	Degree	35,700	7,491	80,400	7,066	18,577	0.001
2	Long pass	Degree	30,150	5,788	69,600	6,336	18,336	0.001
3	Free throw	Degree	25,400	2,186	43,750	5,495	15,136	0.004
4	Dribbling	Degree	28,100	3,416	52,100	5,200	17,994	0.002

*Significant difference at 0.5% error $\leq (0.05)$ and in front of the degree of freedom (19) Note that the table value of (T) = 2.09

Table 6. Second experimental group pre- and post-tests in learning performance skill of basic basketball skills

No.	Skills	Measurem ent unit	Pre-test		Post-test		(T) Test	Sig.
			M.	St.d	M.	St.d		
1	Chest pass	Degree	35,350	7.875	80,050	7,330	18,043	0.002
2	Long pass	Degree	29,750	6.306	69,250	6,734	17,632	0.003
3	Free throw	Degree	25,100	2.552	58,600	8,406	19,771	0.004
4	Dribbling	Degree	27,900	3.796	62,200	7,536	20,731	0.001

*Significant difference at 0.5% error $\leq (0.05)$ and in front of the degree of freedom (19) Note that the table value of (T) = 2.09

It is clear from Table (6) There are significant differences between the arithmetic means of the pre- and post -tests. For the second experimental group and for the benefit of the post-test in learning the art of skill performance of skills (chest handling, longitudinal handling, free throw, dribbling) , the calculated (T) values reached (20.731, 19.771, 17.632, 18.043) respectively , which is greater than the value of (T) Table at error rate $\leq (0.05)$ and in front of the degree of freedom (19) which is (2.09) Noting the error rates , which are respectively (0.001, 0.004, 0.003, 0.002) It is smaller than (0.05) Which Indicates the significance of the differences.

Comparison post-tests results between first and second groups:

Table 7. Post-tests results between first and second groups in basic basketball skills

No.	Skills	Measurem ent unit	First experimental group		Second experimental group		(T) Test	Sig.
			M.	St.d	M.	St.d		
1	Chest pass	Degree	80,400	7,066	80,050	7,330	0.154	0.879
2	Long pass	Degree	69,600	6,336	69,250	6,734	0.169	0.866
3	Free throw	Degree	43,750	5.495	58,600	8,406	6.612	0.008
4	Dribbling	Degree	52,100	5,200	62,200	7,536	4,933	0.000

*Significant difference at 0.5% error $\leq (0.05)$ and in front of the degree of freedom (38) Note that the table value of (T) = 2.02

Table (7) shows that there are insignificant differences between the arithmetic means in the post -test between the two groups. First experimental And the group The second experimental learning The art of skillful performance of my two skills (chest handling and long handling) , as the calculated (T) values reached (0.169, 0.154) respectively , which is smaller than the table (T) value at an error rate of $\leq (0.05)$ and in front of a degree of freedom (38) amounting to (2.02) , and by observing the error rates amounting to (0.866, 0.879) respectively . It is greater than (0.05) Which It indicates that the differences between the two experimental groups in these skills are not significant. While significant differences appeared between the arithmetic means in the post -test between the two groups. First experimental And the group The second experimental learning The art of performing my

skills (free throw and dribbling) , as the calculated (T) values reached respectively (4.933,6.612) , which is greater than the table value of (T) at an error rate of $\leq (0.05)$ and in front of the degree of freedom (38) amounting to (2.02), and by noting the error rates amounting to (0.000, 0.008) respectively. It is less than (0.05) Which It indicates the significance of the differences in these skills between the two experimental groups in favor of the second experimental group, as the arithmetic means of the second experimental group are greater than the arithmetic means of the first experimental group for both skills.

Results of development rate in performance skill for basic basketball skills between first and second groups:

Table 8. Development rate in learning performance skill of basic basketball skills for first and second groups

Skills	First experimental group				Second experimental group			
	M. Pre-test	M. Post-test	Development rate	Development percentage	M. Pre-test	M. Post-test	Development rate	Development percentage
Chest pass	35,70	80,40	44,700	125.21%	35,35	80,05	44,700	126.449%
Long pass	30,15	69,60	39,450	130.845%	29,75	69,25	39,500	132.773%
Free throw	25,40	43,75	18,350	72.244%	25,10	58,60	33,500	133.466%
Dribbling	28,100	52,100	24	85.409%	27,900	62,200	34,300	122.939%

Table (8) shows the arithmetic means (before and after), the amount of development, and the percentage of development in learning the art of skill performance for the selected skills in basketball for the two experimental research groups . The results showed that the first experimental group that used the method of (immediate feedback) achieved development in the skill of chest handling amounting to (44.700) degrees and a percentage of (125.21%) , while the skill of long handling amounted to (39.450) degrees and a percentage of (130.845%) , and the skill of free throw also achieved development amounting to (18.350) degrees and a percentage of (72.244%) , while the amount of development achieved in the skill of (dialogue) patted (24) degrees and a percentage of (85.409%).

While the second experimental group, which used the reinforcement feedback method, achieved a development in the chest handling skill amounting to (44.700) degrees and a percentage of (126.449%), while the long handling skill amounted to a development of (39.500) degrees and a percentage of (132.773%), and the free throw skill achieved a

development of (33.500) degrees and a percentage of (133.446%), while the amount of development achieved in the (dialogue) pat skill amounted to (34.400) degrees and a percentage of (122.939%).

Discussion

Through the results obtained in the table (5) There were significant differences between the results of the pre- and post-tests for the first experimental group (which used immediate feedback) in learning. The performance skill of basic basketball skills in favor of the post-test. The researcher attributes the reason for these differences to the effectiveness of the educational method used, which included explaining the motor skills and presenting them through practical performance . For skill exercises, as well as repetitions of these skills, and the use of appropriate exercises through learning methods that are appropriate for the learners' ages and also for the type of skills selected in each educational unit, as AHMED (2020) states foundations of the effective learning process is choosing exercises that are appropriate for the type of skills selected.” (AHMED et al., 2020).

Process of re-explaining and correcting motor performance errors after each repetition had a clear positive impact on the learning process required for the selected motor skills, “Teachers and instructors must choose educational methods appropriate for the learners' ages and methods that enable them to acquire a good amount of learning, especially in the early stages of learning.” (Ali et al., 2021). Process of correcting errors immediately helps and in an excellent way in accelerating the motor learning process for learners, which in turn gives them great motivation and incentive to progress in the learning process and also gain high self-confidence while performing motor skills in the educational unit (Rusmana et al., 2023).

Through the results obtained in the table (6) There were significant differences between the results of the pre- and post-tests for the second experimental group (which used reinforcement feedback) in learning. The art of skillful performance of some basic basketball skills in favor of the post-test. The researcher attributes the reason for these differences to the effectiveness of the educational method used, which included explaining the motor skills and presenting them through practical performance. For skill exercises and also the repetition of those skills with the use of display of illustrations, photographs, educational films or models and correcting the performance after each attempt contributed to creating a good learning level for the members of this group. The

diversity and multiplicity of the use of educational means helps learners to recognize all aspects of motor skills and their details (Sheikhzadeh et al., 2025).

Educational method used contributed to developing the learners' abilities to learn the art of skillful performance of the selected motor skills in an expert manner, "Using different types of feedback during learning new motor skills is a reinforcing process in understanding the motor task required of learners" (Rezaei et al., 2023). Process of explanation and display of pictures and educational films helped in increasing the learners' motor experience through their awareness of the stimuli related to the process of learning motor skills, as it confirms. (Zach & Furman, 2022). Individuals who are exposed to a variety of learning styles acquire the ability to perceive different stimuli, especially those related to the learning process of the required skills (Qin et al., 2025). Choosing the right timing for using feedback and in a manner that is proportional to the difficulty of the motor skills is very important for achieving effective learning during the educational situation (Yu, 2021).

From the results obtained from the table (7) In the results of the post-tests between the two experimental groups in learning the art of skillful performance for some basic basketball skills, it was found that there were insignificant differences in the skills (chest pass and long pass), while there were significant differences in the results of the post-tests between the two experimental groups in the skills free throw and dribbling in favor of the second experimental group that used the method of reinforcement feedback. The researcher attributes these differences to the educational method followed in the second group in learning the art of skillful performance, as the optimal use of the educational method followed in the second group had a clear contribution in storing the educational experiences for the required performance in the memory of the learners, which had a positive impact on learning skills with difficult performance and technique, Asadi (2023) mentions: "The more difficult the skills tend to be, the greater the learning process needs for those skills, and the correct motor responses are proportional to the type of skill and the amount of previous experience of the learners." (Asadi et al., 2023).

Learners in early stages of learning do not have sufficient experience in implementing motor responses correctly and appropriately for the performance required of them. This stage of learning is one of the most important stages of the motor learning process, as the positive learning curve in this stage is fast, and the use of feedback in these stages of learning increases the development of

learning the correct performance of the skill (Zhou et al., 2021). Using feedback in the early stages of learning helps accelerate the learning process of the required skills (Leukel & Gollhofer, 2023).

Difficult skills in the early stages of learning need larger doses of feedback to enable learners to overcome the learning difficulties they face. Also, skills in which learners do not face high difficulties do not need great emphasis and attention in the process of correcting errors and evaluating the technical performance line of the skill (Truong et al., 2023). When learners learn motor skills with motor responses that do not tend to be difficult, they do not need a large amount of feedback. No matter how much feedback they receive during the learning situation, it does not affect the learning process for those skills (Hribernik et al., 2022).

By observing the results obtained in Table (8) in the results of the amount of the percentage of development achieved in (learning) some basic skills in basketball, we note that there is a high percentage of development in learning the art of skillful performance for all the selected skills between the pre-tests and post-tests for both experimental groups, and when comparing the amount of the percentage of development between the first experimental group and the second experimental group, we note that there is a great convergence in the percentage of development achieved in the skills (chest handing and long handing), as the percentage of development for the skill of chest handing for the first group reached (125.21%) while it was (126.449%) for the second group.

Likewise, the development rate of the long passing skill for the first group reached (130.845%) while it was (132.773%) for the second group. This explains the lack of significance of the differences in the results of the two groups that were obtained in Table (7) in the post-tests in the skills (chest passing and long passing), while we note that there is a clear difference in the amount of the development rate for the skills (free throw and tapping) between the first experimental group and the second experimental group, as the development rate for the free throw skill for the first group reached (72.244%) , while it was (133.466%) for the second group. Likewise, the development rate of the tapping skill for the first group reached (85.409%), while it was (122.939%) for the second group.

This explains the significant differences in the results of the two groups that were obtained in Table (7) in the post-tests in the skills (free throw and tapping). As achieving the best learning requires the use of modern learning methods, as they work to save time and effort, especially when choosing the appropriate educational method, type of skill, and its difficulty during the educational

situation in the educational unit, as the use of feedback is one of the important educational methods for the success of the effective learning process for new skills, especially difficult ones. The more difficult the skill is for learners, the more attention to feedback is necessary (Lei et al., 2025). This is to speed up the learning process and increase its effectiveness. The continuous process of correcting errors enables learners to master the skill in the best possible way (Mödinger et al., 2022).

D. CONCLUSION

The educational methods applied to the two research groups using two different types of feedback had a positive impact on learning the selected basic basketball skills. Neither of the two experimental groups outperformed the other in the post-test in learning the art of skillful performance of the two skills chest handling and long handling. The second experimental group outperformed the first group in the post-test in learning the art of skillful performance of the two skills free throw and tapping. The two experimental research groups achieved a high rate of development in learning the art of skillful performance for all selected skills between the pre-tests and post-tests for both groups. There is a significant similarity in the rate of development in the skills of chest handling and long handling between the two research groups. There is a clear difference in the rate of development of the skills free throw and dribbling between the two research groups, in favor of the second experimental group. The necessity of using feedback when teaching new motor skills. Emphasize the need to use reinforcement feedback with difficult skills. Include several types of feedback when beginning to learn motor skills. Emphasize the use of feedback with young learners. Conduct similar studies in other sporting events.

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F. AUTHOR CONTRIBUTION STATEMENT

AQS authors contributed to and are responsible for the entire manuscript.

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