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ASANA PERFORMANCE ENHANCEMENT BY PRESENTATION TEACHING AND CO-OPERATING LEARNING METHOD

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ABSTRACT

The purpose of this study was to examine the effectiveness of presentation teaching method (PTM) & co-operative learning method (CLM) on asana performance in yoga. It is pre-test- post-test non-equivalent quasi-experimental groups design, in which 30 girl students of 8th standard was purposively selected as sample from Modern High school, Ganeshkhind, Pune. They were divided into two groups. First experimental group (n=15) assigned by PTM & second experimental group (n=15) by CLM. Asana performance test was conducted in the beginning & after implementation of 12 weeks teaching program as a pre-test & post-test. Obtained data by asana evaluation sheet, were analysed using mean, standard deviation, Paired sample 't' test & Independent 't'test Results show that both the teaching methods are useful to improve asana performance. It was further concluded that CLM group asana score (M=23.80±4.66292) was superior to PTM group score (M=11.60±4.866), where 't' value was 7.010 which is statistically significant at 0.005 significant level (p=0.001).

Keywords: Presentation Teaching Method, Co-operative Learning Method, Asana performance.

INTRODUCTION

Nature transforms every bud into a beautiful flower through several steps involving natural process. Likewise, all children are flower buds when they enter a school for the first time. It is the role of school teacher who are involved in blooming them into colourful flowers; with sweet fragrance which is knowledge. School teachers are considered as a superior power of nature who takes the children from ignorance to intelligence. What a child learns & experiences during his early school years is the results of his learning & the teaching behaviour of the teacher (Spring, 2009).

When teaching take place a special human connection evolves, a connection of many dimensions that simultaneously affects the learner & the teacher. Teaching is the ability to be aware of & utilize the possible connections with the learner in all domains. The teaching process is a continuous interaction between the behaviours of the teacher and behaviours of the learners (Mosston & Ashworth, 1994).

In teacher-centred methods, teachers play the dominant role in teaching the skill. In this method teacher is active & the student is physically passive but mentally receptive. It is also called traditional methods. In physical education when we come across the teacher-centred methods like Presentation method (demonstration, explanation & lecture), Lecture method,

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Whole method, Part method, Whole-Part-Whole method, Command method, Set drill method, Progressive part method etc. are dominantly used.

In student centered methods, the teaching learning environment is designed such as under the supervision of the teacher, students take the decision about their learning. Teaching methods such as At-Will-Method, Co-operative Learning Method, Reciprocal method, Problem-Solving method, Discovery method etc. comes under this category.

Out of above-mentioned teaching method the researcher used presentation teaching (demonstration) and co-operative learning method (STAD) in the study, to see the effectiveness of these two methods on asana performance in yoga.

MATERIALS AND METHODS

Subjects

In the present study, 30 girls' students of the 8th standard having mean age of 14.5 years from Modern High school, Pune were selected randomly. Further these subjects were randomly distributed to Presentation Teaching Method (PTM) and Co-operative Learning Method (CLM) program where both the groups were experimental groups.

Design of the study

For this study two experimental group and the pre-test and post-test was conducted on each group separately during research. The type of research design was the pre-test-Post-test Non-equivalent Quasi-Experimental group design.

Teaching program

The subjects participated in PTM and CLM method program for 12 weeks (6days per week). The program was designed to improve the asana performance in yoga.

Presentation Teaching Method (PTM)

While using the presentation teaching method (PTM) following sequence of action was put into practice.

- Teacher gives brief introduction about the asana and explains the whole skill.
- Teacher gives the whole demonstration of the asana for 2 to 3 times as per necessity.
- The teacher divides the asana into sequence or stages and gives explanation.
- Teacher takes the practice of these stages.
- In this way at last step, the whole asana demonstration of the asana by teacher again.
- Student practices the whole asana.

Co-operative learning method program (CLM)

1. In which small groups are used to learn the presumed asana that is shared with the rest of the class with the help of teacher.
2. In this study STAD model of co-operative learning method was used to teach the asana.
3. In which assign the student to five member groups, present the asana & supply instructed materials, such as information of asana features & taken the movement practice under observation of teacher.
4. The group that are presented in a traditional manner, but students work together to ensure that all group members master the asana.

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While following the above methods teacher explains general rules, safety precautions, to be taken and advantages of the asana to the students whenever necessary. Each session workout was as follows: prayer, om-chanting, suryanamskar and basic level of asana (standing and lying asana).

Evaluation of Asana Performance

For measuring asana performance standardise process given by School Games Federation of India (SGFI) was implemented. The performance in the asana is to be measured in score. Each asana has of 10 marks, total 60-mark test. The details distribution of these 10 marks given as below; the evaluation of each student's asana performance with the help of asana evaluation sheet.

1. Way of performing to reach the final stage of the asana-1 mark.
2. Perfect posture of the asana-4 marks.
3. Exhibition of the asana without tension and trembling-2marks.
4. Staying in the original position-1 marks.
5. Returning to the original position -1 mark.

Average score of the six-asana performance was taken as final performance of asana of the students which includes;

- Paschimotanasana (the forward bend)
- Sarvangasana (the shoulder stand)
- Matsya asana (the fish posture)
- Dhanur asana (the bow)
- Ardha matsyendrasana
- Utthan pada asana

RESULTS

Mean performance of 30 subjects in the pre-test and post-test of PTM and CLM group in asana was 33.80 (±4.092), 45.40 (±4.896) and 31.27 (±3.770), 55.07 (±2.604) respectively (Table no.1) Coefficient of Correlation between pre-test and post-test of PTM group was 0.425 which was statistically not significant at 0.05 significant levels(p=0.114), and Coefficient of Correlation between pre-test and post-test of CLM group was 0.038 which was also not statistically significant at 0.005 significant level (p=0.892). The mean difference between pre-test and post-test of the PTM group was 11.60 (±4.867). This mean difference was tested by paired samples 't' test, where 't' value was 9.231 at degree of freedom 14 shows statistically significant difference at 0.05 significant level (p=0.001) and the mean difference between pre-test and post-test of the CLM group was 23.80(±4.663)and calculated 't' value was 19.768 at degree of freedom 14 shows statistically significant differences at 0.05 significant level (p=0.001). this indicates that both teaching methods program was effective to develop asana performance in yoga.

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Table 1

Asana performance of pre-test (PRE) and post-test (POST) of PTM and CLM program using X ±SD

Teaching method	N	PRE	POST	't' value	Correlation	significance
PTM	15	33.80±4.092	45.40±4.896	9.231*	0.425	0.001
CLM	15	31.27±3.770	55.07±2.604	19.678*	0.038	0.001

*Significance at 0.05 level of significance (p=0.001).

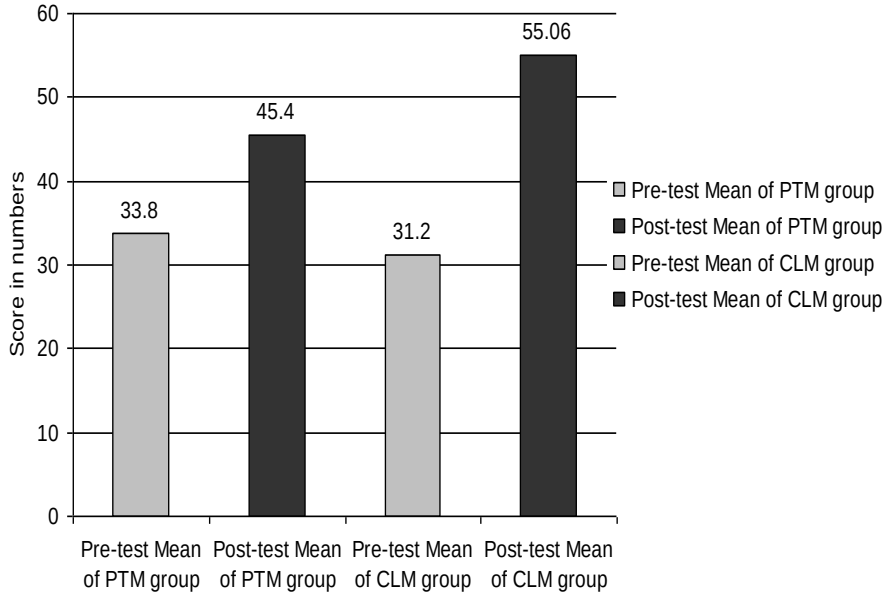

Fig 1.Mean of Asana Performance test of PTM & CLM group.

In table no 2. comparing the both methods with regard to effectiveness, t-test for independent groups was used, shows improvement in score of PTM group was 11.60 (±4.86680) and improvement in score of CLM was 23.80 (± 4.66292). This indicates that variances of PTM and CLM group are Homogeneous.

Mean difference between the PTM and CLM group of asana performance score is 12.20 (±1.74028). Change in performance (difference between the Post test score & Pre test score) was tested with Independent 't' test, where t value is 7.010 which is statistically significant at 0.05 significant level (p=0.001).

This indicates that there was better improvement in CLM group (M = 23.80) than PTM group (M = 11.60). This indicates the effectiveness of CLM over PTM.

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Table 2: Results of t-test for independent groups in regard to effectiveness of the two teaching methods.

Teaching method	N	Change in mean change performance	't' value		significance
PTM	15	11.60± 4.866	12.20	7.010*	0.001
CLM	15	23.80± 4.662			

*Significance at 0.05 level of significance (p=0.001).

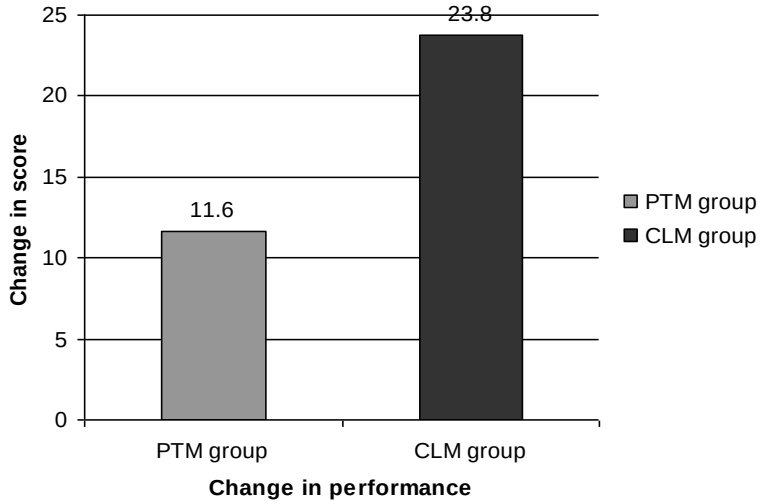

Fig. 2 - Change in performance of PTM and CLM groups.

In summary results of this study showed that both teaching method had an effective role in teaching asana, so researcher accept the research sub hypothesis that there was significant effect of PTM and CLM on asana performance. Analysis done to compare the methods in regard to effectiveness there was better improvement in CLM group (M=23.80), than PTM group (M=11.60) (Table no. 4.5 & fig.4.2). This improvement may be due to motivation, effective teaching method, group goals, cohesiveness in the group, individual accountability, structuring group interaction, more correction and practice etc.

DISCUSSION

In the education process, the most important factor affecting the required quality is preparation & application of a dynamic education program. In this application process, teachers help facilitate free thinking, creativity, & problem-solving principles using teacher-centered & student-centered teaching methods (Chen, 2001). The particular method chosen by teachers plays an important role in teaching effectiveness.

The results of this study showed that both teaching methods had an effective role in teaching asana. Analysis done to compare the methods in regard to effectiveness shows statistically significant difference between these two methods. In which CLM shows better improvement than PTM. Results of studies done to investigate the effectiveness of various teaching styles and methods, in the teaching skill have also shown significant difference among

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them. For example, command style, practice and self-check style were compared in teaching long-high and short-low serves in badminton by Al-salam and Naddaf (2004) and significant difference on performing the short-low serve were detected; students in the practice style were superior to students in the self-check style.

The study examined the effect of a sport education curriculum model, on handball performance of university students by Almulla, (2009), concluded that sport education curriculum model was significant effective in acquisition of handball skills.

So, according to the results of these studies, there were statistically significant differences between teaching methods. Moreover, different sides of any motion can be changed according to the aims (Goldberger & Gerney, 1986).

CONCLUSION

The observation of the experimental data, within limitations, help to conclude that, using presentation teaching and co-operative learning method there was improvement in performance of asana and apart this conclude that co-operative learning method was more effective than presentation teaching method to improve asana performance in yoga.

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