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Full Length Research Paper

The Effects of Technical Training on Selected Basic Skills of Basketball in Madda Walabu University

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Abstract

The purpose of this study was to investigate the effects of technical training on selected basic basketball skills in Madda Walabu University male third-year sport science students. Twenty-eight (28) male sport science students were selected by the census sampling techniques. For this study, a quantitative research method was used. Because this method involves measurable quantities, this would give a set of numerical data. A pretest-and-posttest randomized experimental design was employed. Statistically significant differences have been detected between the pre-test and post-test values in the experimental group in speed dribbling (p = 0.01), chest passing (p = 0.003), and stationary two-point shooting skills (p =.000), but in the control group in speed dribbling (p = 1.000), chest passing (p = 0.239), and stationary two-point shooting skills (p = 0.547). The results of the study showed that by providing systematic and gradual increments in both duration and intensity of basketball technical training with an eight-week intervention, statistically significant improvements and changes were observed in the students speed dribbling, chest passing, and stationary two-point shooting skills. The researcher concluded that regular participation in basketball technical training had a significant effect on the improvement and enhancement of selected basic basketball skills and performances. Further study shall be done by increasing basic basketball skills through increasing subjects and taking a maximum period of training duration (increasing subjects and adding basic basketball skills require a long period of time with a well-programmed training schedule).

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1. Introduction

From technical parts of Basketball such as: catching; throwing, dribbling, and shooting are the main components. Basketball is an intermittent sport that involves high-intensity, repetitive accelerations, decelerations, direction changes, and jump landings, which puts a lot of strain on players' physical and mental capacities (Ochoa-Lácar et al., 2022). Basketball is a fast-paced sport played on a relatively small court, which adds to its appeal.

Recent reviews by Stojanović et al. (2018) and others have emphasized the interest in assessing game and training demands as well as player workloads utilizing micro sensors and heart rate monitoring. Ochoa-Lácar et al., (2022) and Stojanovi´c, et al., (2018) participated in basketball competition. Basketball coaches and high-performance staff have access to a wealth of information about player fitness, workloads, and fatigue status thanks to available monitoring technologies. This information can be used to guide decisions about training prescription and recovery opportunities for reducing injury risk and maximizing performance.

The athletes must use the proper method and technique during the basketball training process. The game of basketball requires a variety of talents that are closely related to actions, neurological, mental, and motor skills, as well as control over movement. This interaction enables the player to execute the skills in a certain manner to guarantee performance improvement and precision (Mashkoor and Hameed, 2022). This type of intelligence must be controlled, compatible, and balanced during the performance of the skills, including shooting skills in a basketball ring. These studies were also help learners gain new skills and improve their accuracy when shooting at the basketball ring (Mashkoor and Hameed, 2022).

The athlete's static and dynamic balance when they are in contact with another athlete while using fundamental technical skills is anticipated to be crucial. Basketball technical training under scientific management is a crucial development trend that calls for ongoing practice and progress along with a rational and scientific development goal (Xiao, 2020).

Basketball is one of the most widely played and viewed team sports in the world, according to (Shaji and Isha, 2009). Basketball has evolved over time to include common shooting, passing, and dribbling methods as well as player positioning and offensive and defensive systems. "When a player touches the ball in basketball, he or she has three primary options: a) to dribble; b) to pass the ball to a teammate; and c) to shoot. A player at any level of play needs to be physically fit in order to play a successful game of basketball. Dribbling, passing, and shooting are also essential skills. Therefore, creating effective conditioning programs based on the unique physiological requirements and level of performance of each sport is seen as the key to progress (Hussen, et al., 2020).

Basketball is known for requiring short bursts of activity, so players must be in excellent physical

shape in terms of their aerobic and anaerobic capacity. Additionally, it exhibits rapid transitions from successive attacks to defenses. Basketball players also have access to a wide range of technical actions, which help to create offensive and defensive actions. Technical basketball training, where trainers are trained in developing basketball fundamentals, go through fitness and endurance trainings, and learn various basketball skills, has a positive impact on the improvement of skill of dribbling, passing, and shooting for trainers developed by knowledge, tactics, and abilities in the game of basketball (Hussen, et al., 2020).

Mekonnen, (2018), noted the following potential advantages of effective training: young athletes acquire both general motor abilities (such as running, jumping, and hopping) and sport-specific skills (such as puting a basketball or shooting a set shot in basketball) that enable them to stay active. One of the first skills new basketball players must acquire is dribbling the ball. A great approach to become more comfortable with ball handling is to do stationary drills like dribbling the ball in a circle around each leg, in place at different heights, or in figure-8 patterns through one's legs.

Because of skill tests are conducted in settings resembling those of practice or competition, they are most appropriate and applicable for basketball drills. Therefore, the aforementioned fundamental abilities should be combined in order to achieve the highest level of ability in activities where ball-handling drills are the primary factor. The particular moves an athlete makes while playing the game in accordance with the rules and obligations placed on trainers or trainers' team while competing are represented by the technique of the game of basketball. In the research and policy literature, there has been discussion on the advantages and disadvantages of basketball technical training for trainers; yet, several advantages have been found (Hussen, et al., 2020).

Dribble tag and tight chairs are two other dynamic drills that challenge players to maneuver across the court while dribbling. In dribble tag, every player except for the player has a ball, and the goal is to avoid getting tagged by the player while continuing to dribble. Trainees must dribble around each chair while performing a particular ball handling maneuver, like a figure 8, before going on to the next row (Mekonnen, 2018).

Research findings are greatly assisting coaches in developing their training plans and evaluating the results of such plans to obtain adequate feedback. The team's performance in a game is the most evident kind of criticism for a coach. But it doesn't give enough details about how each player on his squad is doing individually or collectively. As Mekonnen, (2018), the results of standardized technical training and tasks involving ball handling, dribbling, passing, and shooting were used to measure the fundamental technical training skills for trainers.

As discussed by Hussen, et al., (2020), technical

training of basketball has benefits for the players to develop their skills, like dribbling, passing, shooting and to win in the game of basketball.

Basketball technical training under scientific management is a crucial development trend that calls for ongoing practice and progress along with a rational and scientific development goal. Since the goal of basketball technical training is to enhance player performance, consistent training increases the advantage of winning games. Therefore, the entire training impact of the basketball team would be impacted if there is no efficient and scientific management form in the training process (Xiao, 2020).

2. Materials and Methods

Description of the Study Area

Robe, also called Bale Robe, is a town in south-central Oromia Region, Ethiopia located in the Bale Zone. It is located about 430 kilometers by road from the capital city, Addis Ababa. Mada Walabu University is one of the higher educational institutions located in the south-eastern part of Ethiopia, in Bale Zone.

Sampling Method and Strategy

The researcher selected the entire population of Madda Walabu University male third-year sport science students using the purposive sampling method. The health history questionnaires were prepared for those male students to identify whether they are free from diseases such as diabetes, stroke, musculoskeletal injury, hypertension, and cardiovascular disease (CVD). Simple random sampling techniques were used to assign 14 experimental and 14 control groups after recording the pre-test results. All students selected to participate in the study were with good health conditions.

Study Design and Methodology

Basketball Technical Training Protocol

The necessary data were collected qualitatively from pre-test and post-test results from experimental and control groups. The training period lasted for eight-weeks. Study participants were participated for basketball technical training having different stations was developed by the research scholar, and the subjects was trained for the first three consecutive weeks (30 minutes and 3 days per week), for the second three consecutive weeks (40 minutes and 4 days per week), and for the last two consecutive weeks (50 minutes and 5 days per week) for eight weeks.

In the training schedule, basketball technical training was included the training like: dribbling training to improve students speed dribbling skills, passing training that improves students' chest passing skills and shooting training specifically to improve students' stationary two-point jump shot skills. The training method was repetition (the act of repeating the skill) and interval (repetitions of work with a rest period). The researcher has used heart rate monitor to control students training intensity.

Speed Dribbling Test

Purpose: - to evaluate skill in ball handling with obstacles while moving.

Procedure: - With the signal "go," the subject picks up the ball and dribbles forward and back through the line of hurdles put on half of the

given distance. Four chairs were placed in a straight line six feet apart. The first obstacle would be 12 feet apart from the starting line, which was 6 feet wide. The watch was started with the signal "go" and stops as the subject returns to the start-finish line. Watching, signals, and balls were used in this test.

Scoring: - The score was counted as the total number of seconds from the command "go" until the subject returns to the start-finish line (Hussen, et al., 2020).

The AAHPERD Basketball Passing Test (chest passing test)

Purpose: - To measure the trainers' chest passing quickly and accurately while moving.

According's Ahmed, T (2013), this test was chosen since it is an appropriate test for assessing basketball passing skills. The test was validated by the American Alliance for Health, Physical Education, Recreation, and Dance in 1984.

Procedure: - The test also required participants to pass the ball quickly and accurately. The test required a smooth 30-foot wall surface. A restraining line 26 feet long was marked out on the floor 8 feet from and parallel to the testing wall. On the testing wall, six boxes measuring 2 feet by 2 feet were marked out, all 2 feet apart. Moving from the left side of the testing wall, targets A, C, and E have their bases 5 feet from the floor, while B, D, and F have their bases 3 feet from the floor. The participant was facing the far-left wall target while standing behind the 8-foot restraint line while carrying a basketball (A). Each students' chest pass to the first target square (A), recover the ball as they advance to the second target square (B), then chest pass to the second target (B). After that, the participant will continue until the students reach the end goal (F). They were throwing two chest passes while at the final target (F), and then repeat the pattern by going to the left and passing at targets E, D, C, and so on. The only modification to the test was continued for just thirty seconds. There were a total of three trials of 30 seconds each. The first trial is considered as a practice and the last two are recorded. The highest numbers of points scored in 30 seconds out of two trials were taken as test score. Only chest passes were allowed.

Scoring:

- Two points was awarded for each chest pass that hit the target or on the target lines.
- One point was awarded for every pass that hit between the targets.
- No point was awarded if a player's foot was on or over the restraining line, or if a pass other than a chest pass was used. The test result was obtained by totaling all the points scored over 30 s.

The Stationary Two-point shooting Test

Purpose: - to measure the students' proficiency in shooting from various angles and predetermined places.

According to Pojskić and Užičanin, (2014), stationary two-point shot assessments had greater absolute reliability than three-point assessments, demonstrating a higher degree of

consistency in individual shooting accuracy from closer ranges.

Procedure: - In one of three series, each participant executed two jump shots from five different positions, for a total of ten shots. The player would begin the test on the right wing. The shooting locations were placed five meters out from the center of the hoop's vertical floor projection. The shots were not having a time limit. Two additional players were intercepted the ball and return it to the test. There was a three-minute break in between each shooting series.

Scoring: - For every shot that was made successfully, athletes were awarded one point. The average % from all three trials was utilized for analysis (Boddington, 2019).

Data Quality Control

To ensure the quality of the data, only the most common basketball skills tests were used. The assistant skill test recorders were trained to collect the appropriate data in order to reduce errors during data collection. Furthermore, all of the aforementioned tests were videotaped and photographed for further verification of the test procedure. In order to obtain a true result, the data was managed by the researcher's prudence when gathering data. Even before the quality control stage, quality control was significantly improved data usability and helps reduce time and effort waste throughout the entire research work flow. To ensure data quality, all the test procedures, collection of data, and handling of information was carried out in accordance with standard protocols and measurements. And the researcher was used an assistant to collect data. The test measurements were taken with the same examines. The researcher was created awareness for subjects about the test and recommended preconditions, which they tried to do prior to taking the test. Furthermore, the researcher was tried to inform the control groups that they are not participating in training or exercises beyond their regular training given by their course instructor so as to control them and increase the validity and reliability of the test results. Finally, the data was coded and fed to the software twice, with different experts handling it to avoid errors in data feeding.

Ethical Consecrations

Ethical standards were required that researchers not put participants in a situation where they might be at risk of harm as a result of their participation. All of the participants have clear information about the purpose of the study and give a signed agreement to participate in it, and they were free from different diseases. The written consent/agreement form was given to and distributed to the relevant bodies. Each participant was allocated a number and alphabetical code to ensure that confidentiality and anonymity is maintained.

Data Analysis

The collected data were analyzed using statistical package software for social science (SPSS) version 20. Paired t-test and independent t-test were used for data analysis. The level of significant was set at $p<0.05$. The characteristics

of study participants mean and standard deviation (SD)of sex, age (yr.), weight (Kg), height (m) and basketball playing experience of the students 1.00±.000, 2.32± 1.278 ,1.89± .786, 2.46± .922 and 1.00±.000 respectively.

3. Results

After collecting the reliable data through experimental methods such as pre and post-test of each variable, the researcher tabulated, analyzed and interpreted it. Tabulation is a way of arranging the same data in some kind of concise and logical order.

Experimental and control groups data analyzed within-groups by paired t-test and between-group effects analyzed by independent t-test design were applied during pre-test and post-test of training interventions'

Table 1. The mean and standard deviation value of selected basic basketball skills between experimental and control groups

Variables	Tests	Experimental group		Control group	
		Pre-test	Post –test	Pre-test	Post –test
		$\bar{x}$± SD	$\bar{x}$± SD	$\bar{x}$± SD	$\bar{x}$± SD
Dribblin	Speed dribble	2.71±1.139	1.14 ±.363	3.71 ±1.069	3.71 ±.726
Passing	Chest pass	3.57 ±1.158	4.71 ±.611	2.00 ±1.240	1.64 ±.497
Shooting	2-point stationary shoot	1.93 ±1.072	4.50 ±.760	1.43 ±.852	1.29 ±.469

The mean and standard deviation of the experimental and control groups of the speed dribbling test. The mean values of the speed dribbling Pre-test and Post-test results of the experimental groups were 2.71±1.139 and 1.14±.363. Whereas the mean values of the control group speed dribbling test, were 3.71±1.069 and 3.71±.726. After an eight-week basketball technical training intervention, the students' mean value of basketball speed dribbling skill test results was increased when compared to pre-test results. i.e., the mean of EG decreased from pre-test to post-test from 2.71 to 1.14 (since the trainers who can cover the given distance with a zigzag dribble in a short period of time have a good performance) due to the stated interventions. Thus, we can conclude that eight-week basketball technical training in

experimental groups shows a positive effect. But the students' basketball speed dribbling skill test results in the control group was not increased, as shown in the above result. i.e., the mean of CG was the same from pre-test to post-test, which is 3.71.

The mean and standard deviation of the experimental and control groups of the chest pass skill test. The mean values of the chest pass skill Pre-test and Post-test results of the experimental groups were 3.57±1.158 and 4.71 ±.611. Whereas the mean values of the control group speed dribbling test, were 2.00 ±1.240 and 1.64 ±.497. After intervention, the mean result of the students' basketball chest pass skill test was increased when compared to the mean value of pre-test results. i.e., the mean of EG increased from pre-test to post-test from 3.57 to 4.71 due to the programed eight-weeks basketball technical training. Thus, we can conclude that eight-week basketball technical training in experimental groups had a positive effect. But no change was observed in the control group, as shown in the above result.

The mean and standard deviation of the experimental and control groups of the stationery two-point shot skill test. The mean values of the chest pass skill Pre-test and Post-test results of the experimental groups were *1.93 ±1.072* and 4.50 ±.760. Whereas the mean values of the control group speed dribbling test, were 1.43 ±.852 and 1.29 ±.469. After eight-weeks of basketball technical training, the mean result of students' basketball stationery two-point shot skill test showed that there is an increment from pre to post-test results. i.e., the mean of EG increased from pre-test to post-test from 1.93 to 4.50 due to the programed eight-weeks of basketball technical training. Thus, anyone can conclude that eight-week basketball technical training in experimental groups shows a positive effect. But no change is observed in the control group, as shown in the above result.

Table 2: Comparing pre- and post-test results of basketball speed dribbling, chest pass and Stationery two-point shooting skills of students in controlled and experimental groups.

Variables	Group	Pre-test to Post-test	t	p
		$\bar{x}$± SD		
Sped dribbling	Experimental group	-1.571±-1.284	4.580	.001
	Control group	.000±1.519	.000	1.000
Chest passing	Experimental group	1.143±1.167	3.663	.003
	Control group	.357±1.082	1.235	.239
Stationery two-point shooting	Experimental group	2.571±1.284	7.494	.000
	Control group	.143±.864	.618	.547

The above table 2 demonstrates that the pre and post-test results of selected basic basketball skill variables showed a statistically significant difference in the experimental group because the p value is less than 0.05, which is 0.01. But there was no significant change in the control group as shown in the table above, i.e., the p value is greater than 0.05, which is 1.000. From this, the researcher concluded that eight-weeks programed basketball technical training had statistically significant improvement in the experimental group. But the control group does not. This training plays a great role in students' selection of basic basketball skill variables. Due to this reason the alternative hypothesis was accepted.

The experimental group's chest pass skill has been significantly improved (P = 0.003) by the stated eight-week basketball technical training. So that the experimental group shows a statistically significant difference (P = 0.003) between pre and post measurements, this means that the eight-weeks basketball technical training intervention was vital for the improvement of chest pass skill since the p value of the experimental group is less than 0.05. But the control group has not significantly improved (p = 0.239) on the students chest pass skill, as shown in the above table. This indicates that without programed basketball technical training; it is difficult to get the desired improvement from students. In this case, the alternative hypothesis was accepted.

The experimental group has been significantly improved (P = 0.000) on the students stationary two-point shoot skill by the stated eight-weeks basketball technical training. So that the experimental group shows a statistically significant difference (P = 0.00) between pre and post measurements, this means that the eight-weeks basketball technical training intervention was vital for the improvement of the trainers stationary two-point shoot skill since the p value of the experimental group is less than 0.05. But the control group has not significantly improved (p = 0.547) on the students stationary two-point shoot skill, as shown in the above table. This indicates that without programed basketball technical training; it is difficult to get the desired improvement from students. Due to this reason, the alternative hypothesis was accepted.

Table 3: The results of Levine's Test for Equality of Variances Levine's for post-test results of experimental and control group of students

Variables	Group	Pre-test to Post-test	t	P

		$\bar{x}$± SD		
Sped dribbling	Experimental group	-2.571±.217	-11.849	.000
	Control group	-.684±. 1.079	-.634	.532
Chest passing	Experimental group	3.071±.211	14.585	.000
	Control group	3.357±1.892	1.774	.088
Stationery two-point shooting	Experimental group	3.214±.239	13.474	.000
	Control group	1.893± 1.714	1.105	.279

The results of Levine‘s Test for Equality of Variances from Table 9 showed that there is a significant difference (P = 0.000) between the experimental and controlled groups for the speed dribbling skills of the students. So, the intervention of programmedeight-weeks basketball technical training showed a statistically significant difference between the experimental and controlled groups on the students basketball speed dribbling skill, since the p value between the two groups is less than 0.05.

The results of Levine‘s Test for Equality of Variances from Table 8 showed that there is no significant difference (P = .532) between the experimental and controlled groups for the pre-test results of students speed dribbling skills, since the p value between the two groups is greater than 0.05.

There is a significant difference (P = 0.000) in the chest pass skill test between the experimental and controlled groups for basketball passing (chest pass kills). So, the intervention of eight-weeks programed basketball technical training showed a statistically significant difference between the experimental and controlled groups on the students’ basketball chest pass skill, since the p value between the two groups are less than 0.05.

There was no significant difference (P = .088) in pre-test results of chest pass skill test between the experimental and controlled groups. So, before starting programed eight-weeks basketball technical training showed a statistically insignificant difference between the experimental and controlled groups on the students basketball chest pass skill, since the p value between the two groups was greater than 0.05.

There is a significant difference (P = 0.000) in basketball shooting (stationary two-point shot skill) between the experimental and controlled groups. So, the intervention of programed basketball technical training showed that there is a statistically significant difference between the experimental and controlled groups on students shooting (stationary two-point shot skill), since the p value between the two groups is less than 0.05.

There was no significant difference (P = .279) in pre-test result of basketball shooting (stationary

two-point shot skill) between the experimental and controlled groups. So, before participating programed basketball technical training showed that there was no statistically significant difference between the experimental and controlled groups on students shooting (stationary two-point shot skill), since the p value between the two groups was greater than 0.05.

4. Discussion

The presented study investigated the effects of basketball technical training on students' performance on selected basic basketball skills of young male sport science students at Madda Walabu University. The scientific management of basketball is a very important development trend, according to the current level of basketball in China (Xiao, 2020**)**. In order to raise the level of Chinese basketball, both coaches and athletes should take advantage of the chance for growth and study. According to research by Kassem, (2010), a training program that includes technical training for the development of skills improves players' skill levels and increases the precision and speed of their performance. So that in order to build basketball performance skill, a regular technical physical training program should be beneficial.

A high level of basketball skill is required for match play, which involves passing, dribbling, and shooting.

From the data, one can understand that programed basketball technical training had a significant positive effect on the experimental group when compared to the control group. So that one can understand that eight-weeks programed basketball technical training has a positive effect on trainers selected basic basketball skills. (P= 0.05), indicating that the group members who had basketball technical training programs (experimental groups) significantly outperformed than those in control groups.

On speed Dribbling

Hussen, et al, (2020), used the experimental approach, which resulted in the most important results showing that technical training leads to improvement of the basic skill, while adapting the technical training with the direction of speed dribbling skills leads to improvement of the ball-handling rate. The previous study by Meeuseen et al., (2006) supported the effect of technical training on basketball speed dribbling skills. Kassem, (2010) also found that the training program, which contains basketball technical training for the development of ball handling drills, led to the improvement of the skillful performance of the students and increased basketball speed dribbling skills.

The findings of the study showed that in the case of speed dribbling, the experimental group's significant improvement was observed after the intervention of eight-week technical training, but there was no significant improvement in the control group. So that significant differences could be observed, the alternative hypothesis was accepted.

The training program that includes technical training for the development of ball handling drills leads to an improvement in the student's

skill sets overall performance and an increase in dribble speed, according to Kassam, 2010). The results clearly showed that regular participation in basketball technical training could improve basic basketball skills of the students.

The supporting study by Kalidasan, (2015) looked into how basketball technical training affected dribbling performance and found that dribbling speed improved significantly. Additionally, Meeuseen et al., (2006) looked into how technical basketball training affected the execution of a few fundamental basketball skills and enhanced the students' performance.

On Chest Passing

The findings of the study showed that, in the case of the chest pass, the mean value of students chest pass results were increased when compared to pre-test results. It indicates that programed basketball technical training plays a positive role on students' chest pass skill. Based on the results of the data analysis, in the case of chest passing skills, statistically significant improvement was observed in the experimental group from pre-test to post-test after the intervention of eight-weeks basketball technical training, but no improvement was observed in the control group. Therefore, this study showed that there was a significant difference in passing skills in experimental group participants when compared with the control group participants. Because a significant difference was observed, the alternative hypothesis was accepted. Thus, it can be concluded that basketball technical training that enhances chest pass ability was successful.

On stationery two-point shooting

In the case of stationery two-point shot, the findings of the study showed that significant improvement was observed in the experimental group from pre-test to post-test after eight-weeks of technical training, but no significant improvement was observed in the control group from pre-test to post-test. Therefore, this study showed that there was a significant difference in shooting skill from different stationary spots and from different angles in the experimental group participants compared with the control group participants. Because a significant difference was observed, the alternative hypothesis was accepted.

The most significant findings from the earlier study by Mazumdar et al., (2012), which employed an experimental methodology, show that basketball shooting accuracy training improves shooting skills, while adapting technical training to the direction of shooting skills improves students shooting skills. The most significant findings from Mazumdar et al., (2012), s experimental study, which led to the most important findings, demonstrate that technical accuracy training improves shooting skills while adapting technical training to the direction of shooting skills improves shooting rate.

The jump shot is the most frequently used shot in basketball competition, accounting for 67% of all shots attempted in the 2014–15 National Basketball Association (NBA) regular season (Erculj & Strumbelj, 2015). Basketball's most

popular shot type is the jump shot, according to statistics culled from two of the biggest leagues in the world: the NBA and Euro League. Each NBA game featured 154 total shots attempted, according to earlier research (Erculj & Strumbelj, 2015). Over 104 jump shots are routinely attempted during game play because the jump shot makes up 67% of all shots attempted (Erculj & Strumbelj, 2015). The accuracy of jump shots, which is equally important, is a factor in game outcome in addition to the frequency with which each side attempts them.

5. Conclusions

In light of the results of the study, the limits of the sample, and the frame work of statistical treatments used, basketball technical training like fundamentals of ball handling training (vital for dribble, pass, and shoot), dribbling drills (that improve speed dribbling skill), passing drills (that improve chest pass skill), and shooting drills (that improve stationary two-point shot skill) had a significant effect on the improvement of students selected basic basketball skills.

Regular participation in basketball technical training had a significant effect on the improvement and enhancement of selected basic basketball skills and performances. The performance and skills of speed dribbling, chest passing, and stationary two-point shooting were improved due to well-planned and well-designed basketball technical training among students. This study also concluded that the technical training intervention program carried out during eight-weeks intervention period is conducive, effective, and has a positive influence on improving dribbling (speed dribble), passing (chest pass), and shooting (stationary two-point shot) skills.

In general, the researcher concluded that providing systematic and gradual increment of both duration and intensity of basketball technical training after eight-weeks intervention, statistically significant improvements and changes were observed in the students' speed dribbling, chest passing, and stationary two-point shooting skills.

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