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The impact of education through proposed quasi-sport games based on basketball on the development of basic basketball skills among students of the Higher School of Teachers in Bouzareah

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Abstract:

This study aimed to identify the impact of education through quasi-sports games based on basketball on the development of basic basketball skills among students of the Higher School of Teachers in Bouzareah. The sample consisted of 64 male and female students. We used the experimental method with a single sample. We proposed some quasi-sports games to develop the basic skills in basketball. We concluded that there are statistically significant differences between the pre-test and post-test measurements, in favor of the post-test, in the development of basic skills (dribbling the basketball between cones – passing and receiving the basketball between peers – shooting skill) in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sports games.

Keywords: Semi-sports games; ball dribbling skill; passing and receiving skill; shooting skill

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1. INTRODUCTION

Basketball is a fast-paced, exciting popular sport that enjoys widespread popularity around the world and across different cultures. It is characterized by its dynamic style of play, team spirit, and rapid offensive and defensive transitions. Its thrilling moments captivate fans of all ages, and its fast movements, impressive skills, and strategic teamwork provide a delightful experience. Its wide popularity reflects a vibrant sports culture that unites communities and enhances team spirit, fostering a strong sense of belonging and enthusiasm worldwide.

Basketball is considered a team sport that requires high physical attributes from its practitioners to reach a high level and allows participation in local and international championships. This is because the nature of play and performance in basketball demands quick and precise execution of basic skills. The game requires individuals who practice it to have specific performance skills and technical tactics characterized by speed in physical, skillful, and mental performance. (Alawi and Radwan, 2008, p. 74)

Basketball requires players to have good physical and skillful preparation characterized by firmness, accuracy, and agility. Therefore, coaches are compelled to increase players' skillful and physical preparation due to the natural changes in the game and the different types of players who practice basketball. Also, penetrating the basket area is difficult without mastering some basic basketball skills well. (Al-Nimr and Medhat, 1998, p. 17)

There is an urgent need to search for the latest modern methods in education and training, which require the use of highly accurate tests and measures to study how to improve the performance of some basic basketball skills, including shooting, passing, and dribbling, as they are considered basic skills for beginners. Passing, dribbling, and shooting are fundamental skills and the backbone of teamwork in basketball. (Abu Obaia, 1981, p. 11)

As Zidan (1986) pointed out, the high levels of basic skills of a basketball player work to raise the player's morale during the match. (Zidan, 1986, p. 29)

Basketball is also present in programs, institutes, and colleges worldwide, and is considered one of the essential compulsory courses in universities. Basketball is one of the main pillars in the physical education program alongside other team games, including at the Higher School of Teachers in Bouzareah.

From the above, the following questions arise in our minds:

Are there statistically significant differences at the significance level (0.05) between the pre-test and post-test in developing basic basketball skills among the students of the Higher School of Teachers in Bouzareah attributed to the proposed quasi-sport games?

Sub-questions:

Are there statistically significant differences at the significance level (0.05) between the pre-test and post-test in developing the dribbling skill in basketball among the students of the Higher School of Teachers in Bouzareah attributed to the proposed quasi-sport games?

Are there statistically significant differences at the significance level (0.05) between the pre-test and post-test in developing the passing and receiving skill in basketball among the students of the Higher School of Teachers in Bouzareah attributed to the proposed quasi-sport games?

Are there statistically significant differences at the significance level (0.05) between the pre-test and post-test measurements in developing shooting skills in basketball among the students of the Higher School of Teachers in Bouzareah attributed to the proposed quasi-sports games?

2. Hypotheses:

There are statistically significant differences at the significance level (0.05) between the pre-test and post-test measurements, favoring the post-test, in developing dribbling skills in basketball among the students of the Higher School of Teachers in Bouzareah attributed to the use of the proposed quasi-sports games.

There are statistically significant differences at the significance level (0.05) between the pre-test and post-test measurements, favoring the post-test, in developing passing and receiving skills in basketball among the students of the Higher School of Teachers in Bouzareah attributed to the use of the proposed quasi-sports games.

There are statistically significant differences at the significance level (0.05) between the pre-test and post-test measurements, favoring the post-test, in developing shooting skills in basketball among the students of the Higher School of Teachers in Bouzareah attributed to the use of the proposed quasi-sports games.

3. Research Objectives:

Main Objective:

To investigate the extent of the impact of the proposed quasi-sports games based on basketball on the development of basic basketball skills among the students of the Higher School of Teachers in Bouzareah.

Specific Objectives:

To investigate the extent of the impact of the proposed quasi-sports games based on basketball on the development of dribbling skills in basketball among the students of the Higher School of Teachers in Bouzareah.

To investigate the extent of the impact of the proposed quasi-sports games based on basketball on the development of passing and receiving skills in basketball among the students of the Higher School of Teachers in Bouzareah.

Examining the Impact of Proposed Semi-Sports Games Based on Basketball on Developing Shooting Skills in Basketball among Students of the Higher School of Teachers in Bouzareah

4. Research Terms:

4.1. Semi-Sports Games:

These are games organized in a simple manner, easy to perform, and do not require significant motor skills during execution. They have no fixed rules or specific regulations, but the teacher can set rules suitable for the players' age, readiness, and the goal to be achieved. They can be practiced anywhere and can be performed using simple tools or without any tools. They do not require precise or complex organization. (Faraj, 2002, p. 26)

They are considered an important means of developing the child's physical fitness and social interaction, as well as a preparatory step for team games, providing an opportunity for training and developing various basic motor skills that are fundamental for daily life, advanced teams, and individual sports in which the child participates as they grow older. (Kamel & Al-Sayeh, 2008, p. 27)

4.2. Basketball:

It is a game or sporting activity played inside the court by two teams, each consisting of five players on the court who compete to try to deliver the ball to the opponent's basket and put it inside the basket to score points and achieve victory or to prevent scoring by using physical and mental abilities through individual, skillful, collective, and tactical performances. (Jassim & Hilal, 2014, p. 21)

Basketball, like any other sport, has multiple basic principles that depend on mastering it by following proper behavior in correct training methods. One shoots accurately towards the basket, moves lightly and decisively, handles the ball skillfully when necessary, and uses pivoting to the fullest extent for deception and trickery. (Al-Jawad, 1987, p. 6)

It is a team sport practiced by all categories, played between two teams each consisting of 5 players, played with the hands using an open ball on a rectangular court and does not end in a draw. (Dakhia, 2024, p. 799)

Medhat Saleh sees basketball as a fast-paced game in which the player quickly switches from offense to defense and from defense to offense. It is a game of agility whether with or without the ball. The performance in this game is characterized by sudden rapid bursts, unexpected stops, jumping, turning, changing direction and speed, and the use of deception moves. (Medhat, 2004, p. 28)

4.3. Basic Skills:

Defined as the ability to achieve a result by performing a motor task with the highest degree of perfection while exerting energy in the shortest possible time. (Mufti, 1991, p. 130)

These are the movements that the player must perform in all the different situations required by the game, requiring voluntary movement of the body to perform the movements correctly. (Hassanein & Hamdi, 1997, p. 135)

4.3.1. Passing Skill:

Passing is a primary linking method between two or more players, allowing to avoid opponents and place a teammate in the preferred position to perform a specific motor action. (Shaalan & Afifi, 2001, p. 56)

4.3.2. Dribbling Skill:

It is the process of pushing the ball with the wrist and fingers to the ground and receiving it to push it again so that the ball's movement is continuous and connected between the ground and the hand. It is a coordinated and harmonious movement between the arm, wrist, fingers, legs, eyes, and the ball. (Ben Smisha, 2021, p. 10)

It is the only technical means that allows us to walk and run on the court while possessing the ball. (Muawad, 1995, p. 83)

4.3.3. Shooting Skill:

It is the process of pushing the ball towards the target in the form of a throwing motion using one arm or both arms together. (Boukhalfa, Nasser, and Abdi, 2022, p. 967)

The result of a basketball game is determined by the number of successful shots scored in the opponent's basket. Likewise, all the offensive skills performed by players such as passing, dribbling, offensive foot movements, and other individual and team game skills like screen plays and cooperative plays with the

pivot player, all of these are merely preparation and creating suitable and safe conditions for the shooting process at the basket. (Zidan, 1997, p. 24)

5. Previous and Similar Studies:

5.1. Study by Abbas Israa (2013)

Titled: The Effect of Using Some Auxiliary Exercises with Competitive Methods in Teaching Some Basic Skills in Basketball

It aimed to identify the effect of using some auxiliary exercises with competitive methods in teaching some basic skills in basketball. The study was conducted on a sample of first-stage students at the College of Physical Education at the University of Basra during the academic year 2012-2013. Self-assisting exercises and group comparison were used in teaching basketball skills. The researcher reached the following conclusions: the necessity of using auxiliary educational exercises in the teaching process as they are engaging means characterized by encouragement and acceleration in the learning process, and the use of competitive methods of various types in teaching the basic skills in basketball.

5.2. Study by Mostafa Mohamed Gomaa and Hani Abdel Ghani (2022):

Title: The effect of using a hierarchical educational mini-games system on improving and mastering the performance of some offensive skills for beginner female basketball players under 12 years old in Aswan.

The study aimed to identify the effect of a hierarchical educational mini-games system on some basic offensive skills for female basketball players. The researcher used the experimental method, and the study was conducted on a sample consisting of 15 beginner female players. The researcher used growth rate tests (age, height, weight), physical attribute tests related to offensive basketball skills, as well as skill tests (chest pass test, shoulder pass test, shooting from under the basket test, free throw shooting test).

The study results showed the following: Using the hierarchical educational mini-games system has a positive effect on improving and mastering the performance of some offensive skills for beginner female basketball players under 12 years old in Aswan.

5.3. Study by Mahmoud Hussein Mahmoud et al. (2021):

Title: The effect of using mini-games on some physical variables and passing accuracy among basketball players under 12 years old.

The study aimed to identify the effect of hierarchical mini-games on some physical variables and passing accuracy among basketball players. The researcher used the experimental method, and the study was conducted on a sample consisting of 15 basketball players. The researcher used the following tests: passing accuracy test, wall passing test, motor organization and direction ability test, and standing vertical jump test.

The study yielded the following results: The effect of hierarchical mini-games on some physical variables and passing accuracy among basketball players.

5.4. Study by Belaroussi Suleiman (2009):

Titled: Employing preparatory games within a training program to develop some physical attributes and basic skills for youth football players

The study aimed to design a training program using preparatory games and to determine its effect on some physical attributes and basic skills among youth football players. The researcher used the experimental method relying on control and experimental groups with pre- and post-measurements. The study was conducted on a sample consisting of 30 youths divided into experimental and control groups.

The study yielded the following results: Employing preparatory games during the proposed program had a positive effect on developing and improving physical attributes and basic skills.

5.5. Study by Abdelmalek Chtioui (2016):

Titled: The effect of a proposed training program based on mental and physical training methods to develop set pieces and some basic skills in football

The study aimed to propose a new training program to develop the skill aspect in football, to review the extent of coaches' interest in developing the skill aspect in football, and to highlight the importance of mental training and its uses in football. The researcher used the experimental method through an experimental design with control and experimental samples. The study was conducted on a sample consisting of 20 players from the under-18 intermediate team of the Biskra Union.

The study yielded the following results: there are statistically significant differences in some skills such as passing, shooting, and penalty kicks between the control and experimental groups, in favor of the latter. Also, physical training for some skill-related variables is sufficient to develop these skills, and mental

training after physical training adds effectiveness in developing skill-related variables in football.

6. Research Fields:

6.1. Human Field:

The research sample consisted of physical education and sports students, totaling 64 male and female students.

6.2. Time Field:

The time field was represented by the academic year 2024-2025.

6.3. Spatial Field:

The field study was conducted at the University of Algiers 3.

7. Field Procedures of the Study

7.1. Research Method:

The scientific research method means a set of rules and principles established to reach the truth. (Hassanein, 1999, p. 120)

We used the experimental method with a single sample and two tests: a pre-test, then the application of the program, followed by a post-test.

7.2. Research Sample:

The sample is a group of individuals on which the researcher bases his work, taken from an original population and representing it truthfully. (Jallato, 1998, p. 05)

The sample was chosen randomly and consisted of physical education and sports students, totaling 64 students: 32 males and 32 females.

7.3. Proposed Semi-Sport Games:

7.3.1. Dribbling the Ball Through Cones

Equipment used: Basketball court, basketballs - cones – stopwatch - whistle

The examinee holds the ball, and upon hearing the whistle, runs while dribbling the ball between cones arranged in a zigzag pattern.

The time taken for a correct attempt without losing the ball is recorded for the examinee.

7.3.2. Passing and Receiving the Ball Among Teammates

Equipment used: Basketball court, basketballs - cones – stopwatch – whistle

Passing is done between the examinee and his teammates, with correct passes counted during movement and changes of direction, and the examinee's reception of the ball is also counted.

15 passes are made, and the number of correct passes and receptions during movement is recorded.

7.3.3. Shooting Towards the Basket While Moving

Equipment used: Basketball court, basketballs - cones – stopwatch - whistle

The ball is passed to the examinee while running between cones, then an attempt is made to shoot from a specific distance towards the basket.

The number of successful shots out of 15 attempts is recorded.

7.4. Validity and Reliability of the Test:

For the purpose of determining the validity and reliability of the test, the test was applied and then reapplied on the exploratory experiment sample. The simple correlation coefficient (Pearson) was used to extract the reliability coefficient.

Table 1: Represents the means, standard deviations for the first and second application, and the correlation value R

Test	Unit	First Measurement		Second Measurement		Value R	Sig	Decision
		Second Measurement	Second Measurement	Second Measurement	Second Measurement			
Basketball Dribbling Skill	sec	10.18	0.41	10.12	0.46	0.844	0.002	Function
Passing and Receiving	Degree	10.19	1.36	1.36	1.31	0.915	0.001	Function
Shooting Skill	Degree	8.20	0.40	8.15	0.43	0.901	0.003	Function

Validity coefficient

The validity coefficient is calculated by taking the square root of the reliability coefficient using the following equation:

Validity coefficient = √Reliability coefficient

Table 2: Shows the validity coefficient for the research

Test	Reliability coefficient	Validity coefficient
Cone dribbling test	0.844	**0.918**
Basketball throwing and catching selection	0.915	**0.956**
Basketball shooting test	0.901	**0.949**

8. Presentation and Analysis of Results:

8.1. Presentation of the results related to the first hypothesis which states:

There are statistically significant differences at the significance level (0.05) between the pre-test and post-test measurements, in favor of the post-test measurement, in developing the dribbling skill in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sports games.

Table 3: Shows the arithmetic means, standard deviations of the pre-test and post-test measurements, and the t-test for independent samples in the basketball dribbling skill.

Variables	Sample	Unit	Pre-test		Post-test		t-test	DF	Sig	Decision
			Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation				
Basketball Dribbling Skill	Males	s	8.07	0.262	7.85	0.161	0.849	31	0.001	Function
	Females	s	9.69	0.398	9.33	0.317	0.887		0.001	Function

From the results of Table No. 3, we find

First, the results related to males

We find that the mean value in the pre-test measurement reached 8.07 with a standard deviation of 0.262, while the mean value in the post-test measurement

was 7.85, and the standard deviation in the post-test measurement was 0.161. The t-test value for independent samples reached 0.849.

From the table, we find that the value of df = 31, and the value of sig = 0.001 at the significance level α = 0.05. Since the sig value is less than the α value, there is a statistically significant relationship between the pre-test and post-test measurements, favoring the post-test measurement in developing the dribbling skill in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sport games.

Second: the results related to females

We find that the mean value in the pre-test measurement reached 9.69 with a standard deviation of 0.398, while the mean value in the post-test measurement was 9.33, and the standard deviation in the post-test measurement was 0.317 The t-test value for independent samples reached 0.887.

From the table, we find that the value of df = 31, and the value of sig = 0.001 at the significance level α = 0.05. Since the sig value is less than the α value, there is a statistically significant relationship between the pre-test and post-test measurements, favoring the post-test measurement in developing the dribbling skill in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sport games.

8.2. Presentation of the results related to the second hypothesis, which states:

There are statistically significant differences at the significance level (0.05) between the pre-test and post-test measurements, favoring the post-test measurement in developing the passing and receiving skills in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sport games.

Table 4: Shows the arithmetic means and standard deviations of pre-measurements and post-measurements and the t-test for independent samples in the skill of passing and receiving in basketball.

Variables	Sample	Unit	Pre-test		Post-test		t-test	DF	Sig	Decision
			Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation				

Passing and receiving skill	Males	s	10.06	1.813	12.31	1.857	0.809	31	0.002	Function
	Females	s	9.13	2.044	11.25	2.185	0.946		0.001	Function

From the results of Table No. 4, we find

First, the results related to males

The mean value in the pre-test measurement reached 10.06 with a standard deviation of 1.813, while the mean value in the post-test measurement was 12.31, and the standard deviation value in the post-test measurement was 1.857. Also, the t-test value for independent samples reached 0.809.

From the table, we find that the value of df=31, and the value of sig=0.00 at the significance level α=0.05, and we have a sig value less than α. Therefore, there is a statistically significant relationship between the pre-test and post-test measurements in favor of the post-test measurement in developing passing and receiving skills in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sports games.

Second: the results related to females

We find that the mean value in the pre-test measurement reached 9.13 with a standard deviation of 2.044, while the mean value in the post-test measurement was 11.25, and the standard deviation value in the post-test measurement was 2.185. Also, the t-test value for independent samples reached 0.946.

From the table, we find that the value of df=31, and the value of sig=0.00 at the significance level α=0.05, and we have a sig value less than α. Therefore, there is a statistically significant relationship between the pre-test and post-test measurements in favor of the post-test measurement in developing passing and receiving skills in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sports games.

8.3. Presentation of the results related to the third hypothesis, which states:

There are statistically significant differences at the significance level (0.05) between the pre-test and post-test measurements, in favor of the post-test measurement, in developing the shooting skill in basketball among the students of

the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sport games.

Table 5: Shows the arithmetic means, standard deviations of the pre-test and post-test measurements, and the t-test for independent samples in the basketball shooting skill.

Variables	Sample	Unit	Pre-test		Post-test		t-test	DF	Sig	Decision
			Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation				
Shooting Skill	Males	s	9.00	1.586	11.34	1.557	0.829	31	0.001	Function
	Females	s	8.46	1.585	10.96	1.425	0.735		0.002	Function

From the results of Table No. 5, we find:

First, the results for males:

We find that the mean value in the pre-test measurement reached 9.00 with a standard deviation of 1.586, while the mean value in the post-test measurement was 11.34, and the standard deviation value in the post-test measurement was 1.557. Also, the t-test value for independent samples reached 0.829.

From the table, we find that the value of df=31, and the sig value=0.001 at the significance level α=0.05. We have a sig value less than α, hence there is a statistically significant relationship between the pre-test and post-test measurements, in favor of the post-test measurement in developing the shooting skill in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sports games.

Second: the results for females:

We find that the mean value in the pre-test measurement reached 8.46 with a standard deviation of 1.585, while the mean value in the post-test measurement was 10.96, and the standard deviation value in the post-test measurement was 1.425. Also, the t-test value for independent samples reached 0.735.

From the table, we find that the value of df=31, and the sig value=0.002 at the significance level α=0.05. We have a sig value less than α, hence there is a

statistically significant relationship between the pre-test and post-test measurements, in favor of the post-test measurement in developing the shooting skill in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sports games.

9. Analysis, Discussion, and Interpretation of Results:

9.1. Analysis, Discussion, and Interpretation of the Results of the First Hypothesis, which states:

There are statistically significant differences at the significance level (0.05) between the pre-test and post-test measurements, in favor of the post-test, in developing the dribbling skill in basketball among the students of the Higher School of Teachers in Bouzareah. This is attributed to the use of the proposed quasi-sports games.

From the results of Table No. (3): The results of the t-test for independent samples showed a value of 0.849, with a significance level of 0.001 for males, and 0.887 with a significance level of 0.001 for females. From the obtained results, we find that the sig value is less than the significance level α=0.05, which indicates that there is a statistical significance between the pre-test and post-test measurements, in favor of the post-test. This indicates that the proposed quasi-sports games have affected the development of the dribbling skill variable in basketball among the students of the Higher School of Teachers in Bouzareah.

The researcher attributes this improvement in the basketball dribbling skill to the basketball dribbling exercises between cones. The quasi-sports games exercises are considered qualitative and purposeful, and the exercise achieved what it was designed for, which is the development of the basketball dribbling skill.

The researcher believes that these exercises are suitable for the sample and serve the game of basketball and its objective, as they enable students to run between cones while dribbling the ball, which grants the students a high ability to control motor paths. These exercises contribute to the development of neuromuscular coordination and motor harmony, enabling the student to maneuver quickly while dribbling the ball, and granting them the ability to effectively confront opponents in the game and retain possession of the ball while respecting the rules of the game.

By inferring from the results obtained from Table 3, we find that the first hypothesis has been confirmed.

9.2. Analysis, discussion, and interpretation of the results of the second hypothesis, which states:

There are statistically significant differences at the significance level (0.05) between the pre-test and post-test measurements, in favor of the post-test measurement, in developing passing and receiving skills in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sports games.

From the results of Table No. (4): The results of the t-test for independent samples showed a value of 0.809, with a significance level of 0.002 for males, and 0.946 with a significance level of 0.001 for females. From the obtained results, we find that the sig value is less than the significance level α=0.05, which indicates that there is a statistical significance between the pre-test and post-test measurements, in favor of the post-test measurement, and indicates that the proposed quasi-sports games have influenced the development of the basketball passing and receiving skill variable among the students of the Higher School of Teachers in Bouzareah.

The results showed the students' superiority in the post-test measurements in the skill of passing and receiving basketball, and the researcher attributes this development to passing and receiving exercises among peers during movement, changing paths, and passing and receiving in various positions. These exercises affected the students' various abilities due to their elements of excitement and creativity.

The researcher attributes this development to the fact that quasi-sport games are purposeful and qualitative games that contain elements of excitement and enjoyment, are suitable for the sample, and serve the objectives of basketball. They enable students to focus and be precise in passing and receiving the ball while moving, as they give students a high ability for smooth movement, motor coordination, ball control during movement, the ability to pass and receive the ball in various positions, the ability to compete, adopt appropriate postures, and maintain balance.

By referring to the results obtained from Table 4, we find that the second hypothesis has been confirmed.

9.3. Analysis, discussion, and interpretation of the results of the second hypothesis, which states:

There are statistically significant differences at the significance level (0.05) between the pre-test and post-test measurements, in favor of the post-test, in developing the shooting skill in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sport games.

From the results of Table No. (5): The results of the t-test for independent samples showed a value of 0.829, with a significance level of 0.001 for males, and 0.735 with a significance level of 0.002 for females. From the obtained results, we find that the sig value is less than the significance level α=0.05, which indicates that there is a statistical significance between the pre-test and post-test measurements, in favor of the post-test. This indicates that the proposed quasi-sport games have affected the development of the shooting skill variable in basketball among the students of the Higher School of Teachers in Bouzareah.

The results of Table 5 showed the students' superiority in the post-test measurements in the basketball shooting skill and a significant development in the basketball shooting skill. The researcher believes that this noticeable development is the result of repeated practice of shooting at the basket in various positions.

The researcher also attributes this development to the fact that shooting exercises on the basket during movement and from a stationary position, in various postures, have achieved the goal for which they were designed. Repetition of basketball shooting exercises has led to the improvement of students' abilities in the shooting skill in basketball.

The researcher believes that this development in shooting skill is the result of repeated, purposeful, qualitative, and regulated exercises that have influenced various physical abilities, thereby enhancing concentration, balance, the ability to control the ball in different postures, the ability to shoot while moving, stationary, and jumping, as well as reaction abilities.

Based on the results obtained from Table 5, we find that the third hypothesis has been confirmed.

10. Conclusion:

The study results showed that there is an effective and positive impact of the proposed quasi-sport games in developing and enhancing dribbling skills, passing and receiving skills, and shooting skills in basketball. At the end of the study, we concluded the following results:

- There are statistically significant differences between the pre-test and post-test measurements, favoring the post-test, in developing the basic skills in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sport games.

- There are statistically significant differences between the pre-test and post-test measurements, favoring the post-test, in developing the dribbling skill in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sport games.

- There are statistically significant differences between the pre-test and post-test measurements, favoring the post-test, in developing the passing and receiving skill in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sport games.

- There are statistically significant differences between the pre-test and post-test measurements, favoring the post-test in developing shooting skills in basketball among the students of the Higher School of Teachers in Bouzareah, attributed to the use of the proposed quasi-sport games.

11. Recommendations:

- ✓ Work on generalizing the quasi-sport games curriculum in faculties and institutes of physical education and sports.
- ✓ Work on enhancing the status of basketball among university sports and organizing tournaments to encourage basketball.
- ✓ Pay attention to studies in the field of basketball and try to strengthen its status in institutes of physical education and sports.
- ✓ Work on generalizing the study results in faculties and institutes of physical education and sports.
- ✓ Encourage conducting studies in the field of quasi-sport games in departments of physical education and sports.

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