

EFFECTIVENESS OF DFC IN ENHANCING BASKETBALL BASIC SKILLS OF GRADE-11 HUMSS STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study investigated the effectiveness of Digital Flip Charts (DFCs) as a modern instructional tool for enhancing the basketball skills of Grade 11 Humanities and Social Sciences (HUMSS) students at Bestlink College of the Philippines. With the growing integration of technology in education, The research aimed to evaluate how multimedia-rich and interactive platforms like DFCs influence student engagement, motivation, and performance in physical education. Focusing on the core fundamentals of basketball—passing, dribbling, shooting, and rebounding—The study examined whether incorporating DFCs into sports instruction promotes a more dynamic, learner-centered, and effective approach to skill development compared to traditional teaching methods. This study adopted a descriptive, quasi-experimental research design to evaluate the effectiveness of Digital Flip Charts (DFCs) in enhancing the basketball skills of Grade 11 Humanities and Social Sciences (HUMSS) students at Bestlink College of the Philippines. The intervention's impact was determined by comparing students' pre-test and post-test scores in four key basketball fundamentals: passing, dribbling, shooting, and rebounding. A purposive sample of 48 students was selected based on availability and compliance with the study's criteria. Data were gathered through face-to-face surveys and direct observation of skill performance. Statistical tools—including frequency distribution, percentage analysis, ranking, and Likert scale interpretation—were used to analyze the results, with the Statistical Package for the Social Sciences (SPSS) employed to process the data and generate insights into the effectiveness of DFCs in fostering skill development and engagement in physical education. The demographic profile revealed that most respondents were 18 years old and below, with a slightly higher proportion of female students than male, and the majority being regular enrollees in the HUMSS strand. Pre-intervention assessments indicated limited proficiency in core basketball skills—particularly in passing, dribbling, shooting, and rebounding. After the intervention, post-test results demonstrated significant improvements in all skill areas, with the most notable gains in the previously weakest competencies. These Findings highlighted the effectiveness of Digital Flip Charts (DFCs) as a pedagogical tool for promoting individualized, skill-focused learning. By integrating interactive and visually engaging content, DFCs were shown to enhance student engagement and facilitate the mastery of fundamental basketball techniques, reinforcing their value in technology-enhanced physical education instruction. The study also identified key challenges in traditional physical education instruction, including low student engagement and the limited effectiveness of static, often unclear visual aids in conventional flip charts. These shortcomings were found to impede students' comprehension, interest, and overall skill development. To address these issues, the researchers recommend the integration of interactive, technology-enhanced instructional materials—such as Digital Flip Charts (DFCs)—to create a more dynamic and learner-centered environment. With their multimedia capabilities, DFCs provide clearer demonstrations and sustain student attention more effectively. The study further emphasizes the essential role of school administrators in institutionalizing the use of digital tools by embedding them into the physical education curriculum. Administrative support is crucial for advancing innovative teaching practices, enhancing student engagement, and improving overall performance.

RECOMMENDED CITATION

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