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Effectiveness of Small-Sided Games in Improving Passing Skills in Basketball in Grade 8 Students in Physical Education

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ABSTRACT

This study examined changes in basketball passing skills following a small-sided games (SSGs) intervention among Grade 8 students and used the findings to develop an enhanced instructional lesson guide. A sequential explanatory mixed-method design was employed with 50 students (25 boys and 25 girls) at Tungasan High School, Lapu-Lapu City, Philippines. A researcher-made four-point performance rubric assessed chest, bounce, and overhead passes before and after the intervention; an expert-validated interview questionnaire documented learning experiences. Descriptive statistics, paired-samples t-tests, and thematic analysis were applied. Overall passing performance increased from a Developing pretest mean of 2.18 to an Advanced post-test mean of 3.32, a gain of 1.14 points ($t = 37.31$, $p < .001$). Significant improvements were reported across all three passing skills (all $p < .001$), although bounce passing remained the lowest-performing skill at post-test. Participants described increased engagement, enjoyment, confidence, and practice opportunities, while identifying difficulties with force control, accuracy, and timing and valuing teacher demonstration and feedback. The findings suggest that SSGs are a promising supplementary approach for passing instruction in this setting. Physical Education teachers are encouraged to use progressive modified games, targeted bounce-pass practice, and corrective feedback through the proposed enhanced lesson guide. The single-school, one-group design precludes causal attribution and limits generalizability and assessment of long-term skill retention. The study contributes classroom-based evidence for more engaging, adaptable Physical Education instruction, principally supporting SDG 4 (Quality Education) and potentially SDG 3 (Good Health and Well-Being) through active participation, without demonstrating health outcomes.

Keywords: *Basketball Passing, Grade 8, Mixed Methods, Physical Education, Small-Sided Games, Skill Development*

1. INTRODUCTION

Physical Education (PE) supports adolescents' development of motor competence, physical fitness, cognitive functioning, and participation in meaningful movement activities. Recent systematic reviews associate motor competence with physical activity and psychosocial characteristics and identify relationships between movement competence and executive functions (Burton et al., 2023; Bao et al., 2024). Within PE, basketball provides opportunities to integrate movement skills with cooperation, spatial awareness, and tactical decision-making. Passing is especially important because successful chest, bounce, and overhead passes require coordinated technique, accuracy, timing, and appropriate responses to teammates and defenders. Small-sided games (SSGs) modify player numbers, playing space, and game rules to offer repeated, contextualized opportunities for technical and tactical actions. Recent basketball reviews indicate that smaller or appropriately constrained games can increase player involvement and the frequency of ball-related actions, including passing (López-Pérez et al., 2024; de Souza et al., 2024; Li et al., 2025). Building on this evidence, the present study examines whether a structured SSG intervention improves the basketball passing performance of Grade 8 students at Tungasan High School, Lapu-Lapu City, Philippines, and informs the development of an enhanced lesson guide for regular PE instruction.

Research Problem

Basketball skills practiced through isolated technical drills may not consistently transfer to situations that require learners to select and execute passes while opponents and teammates are moving. A recent meta-analysis found that game-based approaches improved decision-making and performance on motor-skill tests, although improvements in motor skills during actual game situations were less conclusive (Manninen et al., 2025). Thus, the effectiveness of game-centered instruction should be evaluated using clearly defined skills and school-based assessments rather than assumed from general benefits of gameplay. Basketball-specific evidence is promising but not directly interchangeable with ordinary secondary PE instruction. Experimental studies have reported benefits of structured SSG interventions for selected technical or performance outcomes in youth players (Arslan et al., 2022; Hassan et al., 2023), while systematic reviews have examined predominantly basketball training contexts and technical–tactical responses (Li et al., 2024; López-Pérez et al., 2024). The extent to which these findings apply to mixed-ability Grade 8 classes and to the three fundamental passing techniques remains insufficiently established in the local school setting. This study therefore addresses a context-specific instructional question: whether SSGs are associated with measurable changes in chest-pass, bounce-pass, and overhead-pass performance among Grade 8 learners at Tungasan High School.

Assumptions of the Study

The study assumes that Grade 8 students enter basketball lessons with differing levels of prior experience and technical competence, that passing performance can be assessed consistently using the same performance rubric before and after instruction, and that modified games offer opportunities for purposeful practice and interaction. It further assumes that students can meaningfully report their experiences of engagement, confidence, and learning during the intervention. These are methodological and pedagogical premises, not predetermined findings. Consistent with the original research problem, the null hypothesis states that there is no statistically significant difference between students' pretest and post-test basketball passing performance following the implementation of SSGs.

Objectives of the Study

This study aims to determine the effectiveness of SSGs as an instructional strategy for basketball passing among 50 Grade 8 students at Tungasan High School during School Year 2026–2027. Specifically, it seeks to describe students' pretest and post-test performance in chest passing, bounce passing, and overhead passing; determine whether differences between the two assessment periods are statistically significant; explore students' experiences of participation, engagement, confidence, decision-making, and perceived learning during SSG activities; and use the integrated quantitative and qualitative findings to develop an Enhanced Lesson Guide in Teaching Basketball Passing Skills Using Small-Sided Games.

Theoretical or Conceptual Basis

The study adopts a game-centered instructional perspective, principally Teaching Games for Understanding (TGfU), supported by a contextual or situated view of skill learning and an ecological, constraints-led interpretation of game design. TGfU emphasizes learning technical skills together with tactical understanding and decision-making in modified game situations. Recent syntheses support its relevance to decision-making in sport learning, including secondary education, while a basketball intervention has reported benefits for tactical learning in a college setting (González-Valero et al., 2024; Li & Chano, 2024). A situated perspective treats passing as a functional response to interactions among learners, teammates, opponents, and the playing environment, rather than solely as a movement performed in isolation. This interpretation is consistent with recent evidence on game-based approaches and context-dependent skill performance, although improved performance on a technical assessment does not by itself demonstrate transfer to actual gameplay (Manninen et al., 2025). The ecological, constraints-led perspective explains how changing player numbers, space, and rules can shape learners' opportunities to pass, receive, scan, and choose actions. Basketball reviews have documented changes in technical action frequency and tactical behavior under different SSG configurations (de Souza et al., 2024; Li et al., 2025). Accordingly, the conceptual relationship examined is between the SSG instructional intervention and students' assessed performance in three passing skills, supplemented by qualitative accounts of their experiences. Clear task objectives, progressive practice, and teacher feedback are important implementation conditions; a recent meta-analysis supports the contribution of appropriately designed feedback to motor-skill learning in PE (Han et al., 2022). In the Philippine context, the Department of Education's MATATAG Curriculum implementation guidelines provide a contemporary policy basis for competency-oriented, context-responsive instruction (Department of Education, 2024).

The study is most directly aligned with Sustainable Development Goal (SDG) 4—Quality Education—because it evaluates an instructional approach intended to strengthen learner participation, competency development, and the practical teaching of foundational sport skills. The proposed enhanced lesson guide may support more responsive PE instruction if its activities are adapted to students' abilities and available school resources. This constitutes a contribution to educational and institutional sustainability through evidence-informed teaching practice, rather than a demonstrated system-wide educational outcome (Department of Education, 2024; United Nations Department of Economic and Social Affairs, 2024). The study also has an indirect connection to SDG 3—Good Health and Well-Being—because engaging PE experiences can support participation in movement and positive attitudes toward physical activity. Reviews have documented health-related relevance of school-based PE and benefits of game-based PE for enjoyment (Rocliffe et al., 2024; Mo et al., 2024). However, the present study measures basketball passing performance and students' experiences, not health indicators or long-term

physical activity behavior; therefore, its potential health and community-sustainability contributions should be interpreted as prospective, not established, impacts.

2. METHODOLOGY

Research Design

The study utilized a sequential explanatory mixed-method design, beginning with a quantitative phase followed by a qualitative phase. The quantitative component employed pretest and post-test assessments to determine changes in students' chest pass, bounce pass, and overhead pass performance following the SSG intervention. The qualitative component examined students' experiences, engagement, confidence, perceived benefits, challenges, and participation in the activities. Both sets of findings were integrated to provide a comprehensive understanding of the instructional strategy and guide the development of an enhanced lesson guide.

Research Locale or Study Setting

The study was conducted at Tungasan High School, a public secondary school in Tungasan, Lapu-Lapu City, Cebu, Philippines, during School Year 2026–2027. The school provided an appropriate research environment because of its established Physical Education program, available basketball facilities, and scheduled instructional activities. The intervention was integrated into regular Physical Education classes under supervised conditions, allowing students to participate in structured basketball activities within an authentic school setting. Coordination with school administrators and Physical Education teachers ensured the proper scheduling and implementation of the activities without disrupting regular academic instruction.

Participants or Data Sources

The participants consisted of 50 Grade 8 students, comprising 25 boys (50%) and 25 girls (50%), representing approximately half of the eligible Grade 8 student population. Participants were selected according to predetermined inclusion and exclusion criteria. Eligible students were physically fit to participate in basketball activities, had no municipal- or provincial-level competitive sports involvement, and were available throughout the intervention and assessments. Students with advanced competitive experience or physical conditions preventing safe participation were excluded to minimize differences in prior basketball experience and ensure participant safety. Participation was voluntary and subject to informed consent and assent requirements.

Research Instruments or Materials

Two researcher-made instruments were utilized: a basketball passing performance assessment rubric and an interview questionnaire. The performance rubric assessed the technical execution, accuracy, coordination, control, timing, and consistency of chest passes, bounce passes, and overhead passes. It employed a four-point rating scale consisting of Advanced (4), Proficient (3), Developing (2), and Needs Improvement (1). Mean scores were interpreted using the following ranges: 3.26–4.00 for Advanced, 2.51–3.25 for Proficient, 1.76–2.50 for Developing, and 1.00–1.75 for Needs Improvement. The corresponding performance descriptions distinguished consistent execution without observable errors, minor inconsistencies involving one to two errors, developing execution with three to four errors, and substantial difficulty involving five or more errors. The same rubric and assessment criteria were applied during the pretest and post-test to ensure consistency in evaluating students' performance. The interview questionnaire gathered qualitative information regarding students' engagement, participation, confidence, understanding of basketball passing situations, perceived benefits, and challenges encountered

during the intervention. The questionnaire underwent expert validation to establish its clarity, appropriateness, and alignment with the research objectives.

Data Gathering Procedure

Data collection followed preliminary, intervention, and post-data-gathering stages. Initially, the researcher secured permission from the appropriate school authorities, coordinated with school personnel, identified eligible participants, and explained the study objectives and procedures. After obtaining the required consent and assent, the researcher administered the pretest to establish students' baseline performance in chest passing, bounce passing, and overhead passing using the standardized performance rubric. Following the pretest, structured SSG activities were implemented during regular Physical Education sessions. The intervention involved modified basketball games with adjustments to player numbers, playing areas, rules, and task conditions to provide repeated opportunities for passing, movement, communication, spatial awareness, and decision-making. The researcher supervised the activities, demonstrated appropriate techniques, monitored performance, and provided instructional feedback. After the intervention, students completed the post-test using the same performance indicators, scoring criteria, and assessment procedures applied during the pretest. The interview questionnaire was subsequently administered to obtain students' reflections on their experiences, participation, confidence, perceived learning, and challenges. The completed assessment sheets and interview responses were reviewed for completeness, organized, and prepared for quantitative and qualitative analysis. The integrated findings were used to develop the Enhanced Lesson Guide in Teaching Basketball Passing Skills Using Small-Sided Games.

Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics. Frequency and percentage were employed to describe participants' characteristics, while mean scores were used to determine their performance levels in chest passing, bounce passing, and overhead passing during the pretest and post-test. A paired-samples t-test was applied to determine whether a statistically significant difference existed between the two assessments. The significance level was set at 0.05, with the null hypothesis rejected when the computed p-value was below 0.05. Qualitative responses were examined through thematic analysis following the six-phase approach of Braun and Clarke. The process involved familiarization with participants' responses, generation of initial codes, identification of potential themes, review and refinement of themes, definition and naming of themes, and preparation of the final interpretation. The analysis focused on recurring experiences related to engagement, enjoyment, passing opportunities, confidence, decision-making, and game understanding. The qualitative findings were integrated with the quantitative results to explain students' learning experiences and support the development of the proposed instructional guide.

Ethical Consideration

The researcher secured the necessary permission from school authorities before conducting the study. Participants were informed about the research objectives, procedures, and participation requirements, and the necessary informed consent and assent were obtained before data collection. Students were assured that participation was voluntary, their responses would remain confidential, and they could withdraw without penalty. Eligibility screening excluded students whose physical conditions could prevent safe participation in basketball activities. The intervention and assessments were conducted under appropriate school supervision to promote participant safety and protect students' rights throughout the research process.

3. RESULTS AND DISCUSSION

3.1 Pretest Performance in Basketball Passing Skills

3.1.1 Chest Pass Performance

The pretest results revealed that chest-pass performance was generally at the Developing level, with a mean score of 2.20 (SD = 0.34). Among the 50 students, 35 (70%) were classified as Developing, 10 (20%) as Proficient, and five (10%) as Needs Improvement. No student achieved the Advanced level. These findings indicated that most students possessed basic chest-passing abilities but had not consistently demonstrated accuracy, coordination, control, and proper technical execution. The findings suggest that students required additional instructional support to strengthen fundamental passing techniques. Recent research emphasizes the importance of structured skill acquisition and meaningful practice among novice basketball players. Tannoubi et al. (2023) demonstrated that appropriately supported basketball instruction can improve technical skill performance, including passing. Similarly, López-Pérez et al. (2024) highlighted the potential of small-sided basketball games to develop fundamental technical and tactical skills through active participation. These findings support the need for instructional activities that combine correct technique with repeated opportunities for skill application.

3.1.2 Bounce Pass Performance

The pretest results showed that bounce passing was the least developed among the three passing skills, with a mean score of 2.06 (SD = 0.42), interpreted as Developing. Most students, comprising 44 respondents (88%), were classified as Developing, while three students (6%) were Proficient and another three (6%) were at the Needs Improvement level. None achieved the Advanced category. These results indicated difficulties in controlling passing force, direction, timing, and accuracy. The relatively lower performance suggests that bounce passing requires careful coordination between ball movement, floor contact, and the receiving teammate's position. Research by de Souza et al. (2025) demonstrated that player configurations and court dimensions influence passing effectiveness and technical–tactical behavior in basketball small-sided games. Likewise, Li et al. (2025) found that different basketball game formats influence the frequency of technical actions, including passing. These studies indicate the instructional relevance of adjusting game conditions to provide appropriate opportunities for practicing challenging basketball skills.

3.1.3 Overhead Pass Performance

The overhead pass obtained the highest pretest mean of 2.30 (SD = 0.38), although performance remained within the Developing category. Of the 50 participants, 30 students (60%) were classified as Developing, 15 (30%) as Proficient, and five (10%) as Needs Improvement. No respondent achieved the Advanced level. The results indicated that students demonstrated relatively stronger initial performance in overhead passing than in the other passing techniques, although consistent mastery had not been established. The findings suggest that familiarity with the overhead-pass movement does not necessarily indicate proficiency in execution. Effective overhead passing requires accuracy, appropriate force, coordination, and awareness of available passing options. López-Pérez et al. (2024) emphasized that small-sided games provide meaningful opportunities to develop basketball techniques through game-related situations. Similarly, de Souza et al. (2025) identified the importance of manipulating game conditions to influence technical performance among novice basketball players. These findings support the integration of technical practice with contextualized basketball activities.

3.1.4 Overall Pretest Performance

The overall pretest mean was 2.18 (SD = 0.22), interpreted as Developing. Overhead passing recorded the highest mean (M = 2.30), followed by chest passing (M = 2.20), while bounce passing obtained the lowest mean (M = 2.06). All three passing techniques were classified as Developing, indicating that the students had acquired basic basketball passing abilities but had not consistently demonstrated higher levels of technical proficiency. The findings established the students' initial performance level and identified areas requiring further instructional attention, particularly bounce passing. Souza et al. (2024) reported that basketball small-sided games can influence technical and tactical behavior through modifications in player numbers and playing conditions. Furthermore, Li et al. (2025) demonstrated that game formats influence basketball players' technical involvement. These findings provide a relevant basis for considering structured SSG activities as opportunities to strengthen fundamental passing skills.

3.2 Post-test Performance in Basketball Passing Skills

3.2.1 Chest Pass Performance

Following the implementation of SSGs, the chest-pass mean increased from 2.20 to 3.35 (SD = 0.24), representing a mean improvement of 1.15 points and an Advanced performance classification. Thirty students (60%) achieved the Proficient level, while 20 students (40%) reached the Advanced category. No student remained in the Developing or Needs Improvement categories. The results demonstrated a substantial improvement in chest-passing performance after the intervention. The improvement indicates that students demonstrated stronger chest-pass execution following repeated participation in modified basketball activities. Li et al. (2025) reported that smaller basketball game formats generally provide more frequent opportunities for technical actions, while López-Pérez et al. (2024) identified the instructional potential of game-based practice for developing basketball skills. Arslan et al. (2022) also reported improvements in selected technical performance measures following structured SSG training among young basketball players. These studies support the relevance of repeated and contextualized skill practice, although the present study's one-group design does not establish that SSGs alone caused the improvement.

3.2.2 Bounce Pass Performance

The post-test mean for bounce passing increased from 2.06 to 3.17 (SD = 0.34), representing an improvement of 1.11 points and a Proficient performance classification. Thirty-nine students (78%) achieved the Proficient level, 10 students (20%) reached the Advanced category, and one student (2%) remained at the Developing level. No participant was classified as Needs Improvement. Thus, 98% of the respondents demonstrated Proficient or Advanced performance following the intervention. The findings indicate substantial improvement in bounce-pass execution, although this skill continued to obtain the lowest post-test mean among the three passing techniques. de Souza et al. (2025) found that passing effectiveness varies according to player configurations and playing conditions, highlighting the importance of appropriately structured basketball tasks. Similarly, Li et al. (2025) demonstrated that SSG formats influence the frequency of technical actions. These findings suggest that bounce-pass instruction may benefit from continued opportunities to practice accuracy, passing trajectory, timing, and control under varying game conditions.

3.2.3 Overhead Pass Performance

The overhead-pass post-test mean increased from 2.30 to 3.41 (SD = 0.34), representing an improvement of 1.11 points and an Advanced performance classification. Twenty-five students (50%) achieved the Advanced level, while the remaining 25 students (50%) were classified as Proficient. No respondents remained in the Developing or Needs Improvement categories. Overhead passing obtained the highest post-test mean among the three assessed passing skills. The findings indicate improved overhead-pass performance following participation in structured SSG activities. López-Pérez et al. (2024) reported that small-sided basketball games can support technical and tactical learning among children and adolescents. However, Nikolic et al. (2025) demonstrated that modifications in defensive styles and court dimensions do not necessarily produce significant differences in every technical performance measure. Consequently, the present improvement should be understood in relation to the instructional activities implemented rather than as evidence that all small-sided-game conditions produce identical skill-development outcomes.

3.2.4 Overall Post-test Performance

The overall post-test mean reached 3.32 (SD = 0.17), interpreted as Advanced, compared with the pretest mean of 2.18 (SD = 0.22), interpreted as Developing. This represented an overall mean improvement of 1.14 points. Overhead passing obtained the highest post-test mean of 3.41, followed by chest passing at 3.35, while bounce passing recorded 3.17. The findings demonstrated improvement across all three fundamental basketball passing techniques. The overall improvement suggests that students demonstrated stronger basketball passing skills after participating in structured SSG activities. Souza et al. (2024) emphasized that appropriately designed basketball small-sided games influence technical participation and tactical behavior, while Li et al. (2025) demonstrated that smaller game formats can increase the frequency of technical actions. Manninen et al. (2025) also reported positive effects of game-based approaches on decision-making and motor-skill test performance, although improvements in actual game-situation motor skills were less consistent. These findings support the educational relevance of game-based learning while emphasizing the importance of interpreting performance improvements within the limitations of the research design.

3.3 Significant Difference Between Pretest and Post-test Performance

The paired-samples t-test results indicated statistically significant improvements in all three basketball passing skills. Chest passing increased from 2.20 to 3.35, with a mean difference of 1.15 and a reported t-value of 31.12 ($p < .001$). Bounce passing improved from 2.06 to 3.17, with a mean difference of 1.11 and a t-value of 20.63 ($p < .001$). Overhead passing increased from 2.30 to 3.41, with a mean difference of 1.11 and a t-value of 24.94 ($p < .001$). Overall performance improved from 2.18 to 3.32, with a mean difference of 1.14 and a t-value of 37.31 ($p < .001$). Since all reported p-values were below the 0.05 significance level, the null hypothesis of no significant pretest–post-test difference was rejected. The statistically significant results indicate measurable improvement in students' basketball passing performance following the SSG intervention. These findings are consistent with research demonstrating the instructional potential of structured basketball games for developing technical performance (Arslan et al., 2022; López-Pérez et al., 2024). Souza et al. (2024) further explained that manipulating game conditions may increase opportunities for technical actions and tactical decision-making. Nevertheless, the absence of a control group limits causal interpretation because other

influences, including practice, teacher guidance, and repeated assessment, cannot be independently excluded. The results therefore demonstrate significant improvement following the intervention rather than definitive proof that SSGs were the sole cause.

3.4 Implementation of Small-Sided Games Activities

The intervention incorporated structured basketball activities designed to provide repeated opportunities for passing practice. These included 2v2 and 3v3 basketball games, keep-away activities, and modified scrimmages using reduced player numbers, limited playing areas, and simplified game conditions. Students performed chest passes, bounce passes, and overhead passes while responding to teammates, opponents, and changing game situations. Teacher demonstrations, monitoring, and corrective feedback were provided throughout the activities. The use of progressively modified games allowed basketball passing to be practiced within interactive situations rather than exclusively through isolated technical drills. de Souza et al. (2025) demonstrated that player numbers and court dimensions influence the effectiveness and appropriateness of technical–tactical actions among novice basketball players. Similarly, Abade et al. (2025) found that changes in basketball SSG reward rules affected physical demands, perceived exertion, and enjoyment among young players. These findings emphasize the importance of purposeful game design in providing appropriate learning conditions for technical practice and student participation.

3.5 Students' Learning Experiences in Small-Sided Games

3.5.1 Challenges in Performing Basketball Passing Skills

The qualitative findings revealed that students experienced difficulties in controlling passing force, direction, timing, and accuracy, particularly when passing to moving teammates. Participant P4 reported difficulty controlling the amount of force needed to pass the ball, while P9 described challenges in passing accurately to teammates in motion. Participant P5 also identified difficulties in controlling ball direction. These responses demonstrated that students encountered technical challenges while performing passing skills under changing game conditions. The findings suggest that accurate basketball passing requires the integration of movement execution and situational awareness. de Souza et al. (2025) found that variations in playing conditions influence passing effectiveness among novice basketball players. Likewise, Li et al. (2025) reported that different SSG formats create different technical demands. These studies support the interpretation that passing difficulties may become more apparent when students must adjust their movements and passing decisions during active gameplay.

3.5.2 Increased Engagement and Enjoyment

Students described the small-sided games as enjoyable and engaging because they could practice basketball skills while actively playing with classmates. Participant P10 expressed enjoyment in learning passing through gameplay, while P6 emphasized that everyone had opportunities to participate and handle the ball. Participant P8 appreciated learning through actual practice rather than listening only to instructions. These responses reflected positive experiences of participation, interaction, and enjoyment during the activities. The findings indicate that students perceived game-based instruction as an engaging approach to learning basketball passing skills. Mo et al. (2024), through a systematic review and meta-analysis, examined the positive role of game-based Physical Education programs in promoting enjoyment among children and adolescents. Abade et al. (2025) likewise demonstrated that selected SSG

rule modifications can influence enjoyment among young basketball players. These studies support the relevance of enjoyable and participatory game experiences in Physical Education instruction.

3.5.3 Improvement Through Repeated Practice

Students reported that repeated participation in basketball activities helped them become more comfortable and confident in executing passing techniques. Participant P4 associated practice with improved passing accuracy, while P11 described becoming less nervous after repeated practice. Participant P9 also reported improvements in performance speed and ball control. These experiences indicated that students perceived continued practice as contributing to their development of basketball passing skills. The findings suggest that repeated opportunities to perform skills within meaningful game situations supported students' perceived learning progress. Arslan et al. (2022) demonstrated that structured basketball SSG training can improve selected technical performance outcomes among young players. Tannoubi et al. (2023) also identified improvements in basketball passing performance through structured instruction incorporating video modeling. Although the instructional approaches differed, both studies emphasize the relevance of organized skill-development activities for novice basketball players.

3.5.4 Teacher Demonstration and Corrective Feedback

Students identified teacher demonstrations and corrective feedback as important aspects of their learning experiences. Participant P2 reported that teacher demonstration helped clarify the correct execution of the chest pass, while P3 explained that corrections from the teacher helped improve passing technique. Participant P12 also emphasized that feedback helped identify mistakes during performance. These responses showed that students valued instructional guidance in recognizing and correcting errors. The findings highlight the perceived importance of teacher support during basketball skill acquisition. Han et al. (2022) found that appropriately designed feedback interventions can improve students' motor-skill learning in Physical Education. Treschman et al. (2024) further emphasized that the effectiveness of feedback depends not only on its delivery but also on how students interpret and use the information. These studies support the integration of clear demonstrations, constructive feedback, and opportunities for corrective practice within basketball instruction.

3.5.5 Increased Confidence and Participation

The participants reported greater confidence, motivation, and willingness to participate after becoming more familiar with basketball passing techniques. Participant P1 associated increased confidence with improved skill execution, while P5 described becoming more willing to participate after practice. Participant P12 reported reduced hesitation in attempting passes, and P10 expressed greater motivation after observing personal improvement. These responses demonstrated positive perceptions of confidence and participation following the SSG activities. The findings suggest that perceived skill improvement was accompanied by more positive learning experiences and greater willingness to engage in basketball activities. Mo et al. (2024) identified the relevance of enjoyable game-based learning experiences in Physical Education, while Abade et al. (2025) demonstrated that selected basketball game conditions can positively affect enjoyment. Although these studies do not directly establish the causes of the participants' reported confidence, they provide relevant evidence regarding the motivational and experiential dimensions of game-based learning.

3.6 Integration of Quantitative and Qualitative Findings

The integration of quantitative and qualitative findings demonstrated improvement in basketball passing performance alongside positive student perceptions of the instructional activities. Quantitatively, the overall mean increased from 2.18 (Developing) to 3.32 (Advanced), with statistically significant differences across the three passing techniques. Qualitatively, students described greater enjoyment, increased practice opportunities, improved confidence, and valuable instructional feedback, while also reporting difficulties involving passing accuracy, force control, coordination, and timing. Together, these findings provided a broader understanding of students' performance and experiences following the SSG intervention. The combined findings indicate that structured game-based practice, supported by teacher demonstration and corrective feedback, is a relevant instructional approach for basketball passing development. Manninen et al. (2025) emphasized the potential of game-based instruction for motor-skill test performance and decision-making, while López-Pérez et al. (2024) identified its value in teaching technical and tactical basketball skills. Based on the observed improvements and students' reported learning needs, the findings supported the development of an Enhanced Lesson Guide in Teaching Basketball Passing Skills Using Small-Sided Games. The guide provides an instructional basis for integrating progressive passing activities, modified game situations, and teacher feedback into Grade 8 Physical Education.

4. CONCLUSIONS AND RECOMMENDATIONS

The findings demonstrate that Grade 8 students at Tungasan High School exhibited significant improvements in basketball passing performance following the implementation of Small-Sided Games (SSGs). Students progressed from an overall Developing level during the pretest to an Advanced level during the post-test, with statistically significant differences observed in chest passing, bounce passing, and overhead passing. Although all three skills improved, bounce passing remained relatively less developed, indicating the need for continued instructional attention. Qualitative findings further revealed that students experienced increased engagement, enjoyment, confidence, and opportunities for repeated practice while participating in modified basketball activities. Teacher demonstrations and corrective feedback were also identified as important components of students' learning experiences. Collectively, these findings suggest that SSGs represent a promising instructional approach for developing fundamental basketball passing skills within regular Physical Education classes. The study provides a practical basis for developing an enhanced lesson guide that integrates technical instruction, contextualized practice, and active student participation.

Physical Education teachers are encouraged to integrate structured Small-Sided Games into basketball instruction as a supplementary strategy for strengthening students' passing accuracy, coordination, timing, and control. Particular attention should be given to bounce passing and passing to moving teammates, as these were identified as areas requiring continued improvement. Teachers should progressively modify player numbers, playing spaces, and game rules according to students' abilities while providing clear demonstrations, timely corrective feedback, and sufficient opportunities for repeated practice. School administrators should support the implementation of these activities through appropriate basketball facilities, equipment, and instructional resources. The proposed Enhanced Lesson Guide in Teaching Basketball Passing Skills Using Small-Sided Games should be utilized as a supplementary teaching resource and further refined through teacher and student feedback. Future researchers are encouraged to examine SSG interventions involving larger samples, different grade levels,

additional basketball competencies, and longer implementation periods to determine whether similar improvements can be observed across varied educational contexts.

The study involved 50 Grade 8 students from a single public secondary school, limiting the generalizability of the findings to other grade levels, institutions, and educational settings. Its one-group pretest–post-test design did not include a comparison group, preventing definitive attribution of the observed improvements solely to the SSG intervention. Performance was assessed through a researcher-made rubric covering three fundamental basketball passing skills, while qualitative findings reflected students' reported learning experiences. The assessments also did not establish long-term retention of the acquired skills. Future studies may address these limitations through larger, more diverse samples, comparison groups, and extended performance assessments.

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