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INVESTIGATING THE IMPACT OF OBSERVATIONAL LEARNING IN SKILL ACQUISITION AMONG LAGUNA INTER-SCHOOL ATHLETIC ASSOCIATION (LISAA) BASKETBALL PLAYERS

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ABSTRACT
The study reveals the effects of observational learning (OL) on skill acquisition among basketball players of the Laguna Inter-School Athletic Association (LISAA). The research explored assisting, shooting, and rebounding as primary skills in Basketball and how players can improve their performances using OL strategies. The results indicate that OL has a significant relationship with improvement in game functioning, with moderate to solid correlations for all three skills. Participants also agreed that OL was an avenue for developmental skills, emotional regulation, and execution assessment. OL was crucial in improving shooting technique, court awareness during assists, and rebounding. It corresponded with Bandura's social learning theory, which suggests that learning is achieved by observing and imitating the acts of others. The study concludes that implementing OL within the training sessions can highly accelerate the skill acquisition rate, performance improvement, and other facets of player development within Basketball. The use of the observational learning technique needs to be promoted in the practice methods of coaches and educators to instill mastery under pressure.
KEYWORDS: *Observational Learning, Basketball Skills, Skills Acquisition*

1. INTRODUCTION
In the changing world of sports, multiple matchmaking between tragedies and greatness amounts to understanding how complex skill development operates. Basketball is a game that has speed with its countable strategic complexities that can be played based on the ability of players to execute skills. It has become a global affair involving millions of fans, players, and organizations. Basketball originated in 1891 when the game was invented by Dr. James Naismith, a Canadian physical education teacher, in a small gym in Springfield, Massachusetts. Naismith made an indoor game to occupy his students during the severe New England winter by using a soccer ball and two peach baskets. His simple creation gave birth to one of the most popular games up to this day. From its small beginnings in a Massachusetts gymnasium to becoming an international phenomenon, this is a story of global appeal and cultural transcendence. Its influence transcends sports to shape societies, birth icons, and unite people worldwide.

As the enthusiasm for basketball performance increases, it becomes increasingly acknowledged who might influence gaining the skills. One such feature that needs to be considered includes learning, which will undoubtedly play a significant role in improving skills but still needs to be explored. Basketball skill improvement in colleges and universities builds on the previous set base and focuses on attaining higher levels of accomplishment and preparing an athlete for other collegiate-level matches.

In the Philippines, basketball skills development in colleges and universities is holistic, encompassing the game's technical, tactical, physical, and mental dimensions. Skills acquired through devoted training, coaching, and competitive exposure ensure collegiate and professional success for the athletes. Physical education professors and coaches formulate approaches for teaching basketball skills to students who later become athletes. One of the strategies currently being applied in skills acquisition is observational learning.

Observational learning has been described as learning what one observes, which results in the retention of such an experience and later in reciting the same actions one learned by observing.

In addition, Panganiban and San Miguel (2023) defined observational learning or modeling as a shared way by which a person learns to acquire motor skills. An individual learns through actual, symbolic, or electronically illustrated modeling by observing another person. Live observational modeling describes the observer seeing actions performed, such as another player satisfying similar goals. The live player generates a set of behaviors designed to be replicated. Symbolic or nonhuman modeling entails watching ball players do feats. The observer learns habits by reacting to the ball even when just one live player plays. Finally, electronic modeling represented by the computer

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includes the study of behavior by using computers or video recorders, such as an observer watching a video player.

Consequently, colleges and universities in Laguna participate in several basketball leagues in which they can export their basketball expertise. One of them is the Laguna Inter School Athletic Association or LISAA, which aims for a competitive development program with outstanding training in all the elements of Basketball, based on primary and skill development to be able to enhance every athlete's skill and better equip them for their short and long-time goals. At the same time, this opportunity will equip the athletes with the skills needed to win in Basketball and life, as well as in sportsmanship, respect, responsibility, leadership, and cooperation. (Basketball Academy, 2024).

Lastly, it looks for sports scholarships for athletes with the desire, athletic ability, and academic standing to play at the university level. Ninety-nine basketball teams, led by their PE professors and coaches from various colleges and universities in Laguna, joined LISAA during the school year 2023-2024. Indeed, Xu (2021) praised the hard work of professors and coaches in teaching the fundamental skills of Basketball, like dribbling, shooting, passing, and defense. They demonstrate the techniques and carefully explain the mechanics of each skill to the players.

However, it has been observed that skill acquisition in Basketball has become an issue for some players and coaches. There is an increase in skill difficulty and drill intensity. Coaches monitor the training program of every individual and modify it to ensure that all training is sound enough for maximizing development. Yet, it has been proven that acquiring basketball skills takes more work for some players and coaches. Although observational learning supplements direct instruction and practice in the acquisition of basketball skills, which offers opportunities for visual learning, imitation, feedback, and motivation, limited studies were done there to explore the impact of observational learning on the acquisition of basketball skills. Motivation and environmental factors play a crucial role in learning and skill acquisition. Caparas and Ferrer (2025) emphasized that personal factors such as self-discipline, time management, and motivation, along with a conducive learning environment, significantly influence an individual's ability to acquire and apply new skills. These findings align with the importance of fostering a supportive environment and intrinsic motivation in basketball skill development, where observational learning serves as a key strategy for enhancing performance and achieving athletic goals.

These ideas allowed the researcher to conceive his study to determine the average statistics of basketball players in basic basketball skills, such as dribbling, shooting, defense, rebounding, and passing. It will also test basketball athletes' perceptions of observational learning as a method to acquire basketball skills about skill, strategy, and performance and the significant relationship between observational learning and the acquisition of skills in the basketball context among college and university athletes.

From the study, the researcher will develop a Sports Program for Physical Education teachers and coaches that includes strategies and interventions to maximize the influence of observational learning on basketball skills acquisition.

1.1. Purpose of the Research

The study aims to determine the impact of observational learning on the acquisition of skills in the context of Basketball among athletes. Specifically, it will seek to answer the following questions:

1. What is the demographic profile of the LISAA basketball players in terms of:
   1.1. Age;
   1.2. School; and
   1.3. Position?
2. What is the assessment of the LISAA basketball players' skills based on their game performance concerning:
   2.1. Assisting (Passing) skill;
   2.2. Shooting skill; and
   2.3. Rebounding skill?
3. What is the assessment of the basketball athletes on observational learning in terms of the acquisition of basketball skills?
4. Is there a significant relationship between skills based on game performance and using observational learning for basketball skills acquisition by athletes within the Laguna Inter School Athletic Association (LISAA)?
5. What are the most effective strategies and interventions utilized by Physical Education professors and coaches in Sports Programs to enhance observational learning and skill acquisition in Basketball?

1.2. Significance of the Research

The findings of the study will significantly help the following:

Organization. The study will serve as a resource that aids in teaching new techniques to organizations. Learning techniques in sports is an effective way of training athletes, coaches, and trainers.

Coaches. If the organization adopts and materializes, it will also benefit the coaches in strategic training when they apply learning techniques in Basketball during training.

Physical Education Teachers. The study will give them a deeper understanding of how observational Learning influences skill acquisition, enabling them to design more effective teaching strategies, create positive learning environments, enhance student confidence, and promote peer learning and leadership.

Players. This study will be highly beneficial to the players because it will make them more responsible and give them more control over their learning and decisions.

Researcher. This study will enable the researcher to apply his skills in the field, gain more knowledge, and develop critical

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thinking in creating strategic methods in basketball training to improve skills.

Future Researchers. The study's outcome will guide and reference upgrading and advancing their following study. Using the proposed research, future researchers will gain more knowledge and be the basis for improvement on the learning techniques.

2. METHODOLOGY

2.1. Research Design/Research Instrument/Data Gathering Procedures

This study utilized the descriptive correlational research Design. Descriptive correlational research design is a type of quantitative research design that involves gathering data through surveys or observational methods to examine the relationships between variables (Seeram, 2019).

A descriptive type of research was used in determining the average statistics of the LISAA basketball players on the basic skills in Basketball, such as dribbling, shooting, defense, rebounding, and passing, which will be determined using the research instrument as the prime source of data. The secondary data source was the assessment of the basketball athletes on observational learning as a strategy to acquire basketball skills in terms of skill, strategy, and performance.

Descriptive-correlational analysis was used to identify the relationship between variables such as observational learning and skills acquisition in Basketball among Laguna Inter School Athletic Association (LISAA) athletes. Based on the findings, the researcher developed a Sports Program for Physical Education professors and coaches, which included strategies and interventions that may be used to maximize the influence of observational learning on the acquisition of basketball skills.

In gathering the data needed for the study, the research instrument used was a modified survey questionnaire based on the **Functions of Observational Learning Questionnaire** (FOLQ; Cumming, Clark, Ste-Marie, McCullagh, & Hall, 2005) with a 17-item questionnaire to assess functions of observational learning. Surveys effectively gather information on people's experiences, beliefs, and attitudes, whereas observation entails watching video recordings or using the experience sampling method to acquire real-time data on participants' experiences (Seeram, 2019). This design style did not manipulate the core area of interest being investigated. It was utilized personally and given to the respondents. The instrument determined their perception of observational learning and how they acquired various basketball skills. Hence, the researcher used modified survey questionnaires; therefore, validation from research expertise is needed to approve the survey.

Table 1. Determined the weight, scale, and verbal interpretation used in the survey answered by the respondents.

Weight	Range	Verbal Interpretation
4	3.50- 4.00	Always
3	2.50 -3.49	Frequently
2	1.50- 2.49	Sometimes
1	1.00 - 1.49	Never

Before conducting the study, the researcher obtained approval of the research title and permissions from the LISAA, university administrators, and coaches. Once approved, he distributed the survey questionnaire but ensured the respondents understood the instrument, research ethics, and confidentiality. Respondents personally answered the survey and were given enough time to respond.

At the same time, the researcher gathered the respondents' performance statistics, which their coaches and game coordinators provided. After completing the survey, a graduate school statistician entered the data into the material for statistical treatment. The researcher summarized, studied, evaluated, and interpreted the data to obtain meaningful results.

2.2. Respondents of the Study

The research included a group of collegiate basketball athletes from the nine teams that have joined LISAA.

As the study focused on the effects of observational learning among these players, including people who actively participated in Basketball within the Laguna Inter-School Athletic Association (LISAA) was necessary. The following criteria were applied in selecting the respondents in the study:

a. School students participate in LISAA basketball competitions and actively play for their school's basketball team.
b. Male basketball players across different age groups within the LISAA association.
c. Players who attend a minimum percentage of team practices and games over a specified period.
d. Players who are willing to participate in the study.

On the other hand, individuals who were excluded were those individuals who did not actively participate in Basketball was not relevant to the study objectives; players with significant injuries or health conditions that prevented them from participating fully in basketball activities; players with considerable language barriers that impeded their ability to understand instructions or complete study assessments; and players who declined participation or express disinterest in being part of the study.

2.3. Sampling Design and Procedures

The researcher used total population sampling, which, according to Sugiyono (2014), *involves treating all population members as samples.* In the study, 120 athletes served as respondents. This set of

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respondents was oriented on the study's objectives, ethical considerations, and procedures.

2.4. Research Locale

The research was conducted in Pamantasan ng Cabuyao in the City of Cabuyao Laguna, where the LISAA games are held every Saturday and Sunday. It was undertaken throughout the school year 2024-2025. Cabuyao had several compelling reasons to choose it for the site study, which makes such a study feasible and practical.

The City of Cabuyao was the better choice because, close to it, many athletes and sports enthusiasts made the research possible in the first place. Its easy access to participants made recruitment easy, reduced many logistical challenges, and enabled participants to be active and consistent in completing the research. Most importantly, one can recruit the subjects through LISAA games conducted every Saturday and Sunday in the city because they provide an organized competitive setting for collecting performance and skill acquisition data. These events yield great observational possibilities that will expressly inform the study.

Furthermore, Cabuyao City was perfect for studying because of its easy access and infrastructure. It is located 42 kilometers southeast of Metro Manila. As such, it would be accessible for researchers and participants to travel to and from Cabuyao to conduct the study since the transportation network is generally reliable. Also, there are facilities, such as sports courts and training spaces, at Pamantasan ng Cabuyao that provide physical structures to house research activities more effectively.

Still, another important factor was that the researcher was affiliated with Pamantasan ng Cabuyao. The potential respondents already referred to the educator, many of them being university student-athletes. Thus, the respondents trust the researcher and feel comfortable revealing their thoughts and feelings. This relationship enabled accessible communication and cooperation in data gathering, resulting in accurate and comprehensive data.

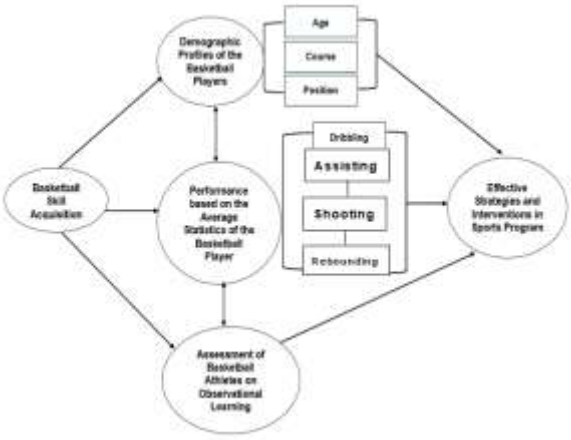
2.5. Research Paradigm/Conceptual Framework

Figure 1 presents the conceptual framework showing the relationships of the variables. It shows the relationship between the demographic profile and the average statistics of the basketball players, which served as the skill performance and the assessment of the basketball athletes on observational learning in basketball skill acquisition.

The researcher determined the impact of observational learning on the basketball skill acquisition of athletes. It was pursued by determining the demographic profiles of the athletes, precisely their age, course, and position in Basketball. On the other hand, the player's performance was assessed based on their average statistics in assisting, shooting, and rebounding. Lastly, the respondents answered a survey questionnaire that will evaluate their assessment of how observational learning helps them acquire skills in playing Basketball.

Arrows pointing to the three variables showed a relationship with basketball skill acquisition. As an output, an arrow pointing to the end box, practical strategies and interventions in the Sports Program were crafted that enhanced students' and athletes' skill acquisition through observational learning.

Figure 1. ***Conceptual Framework of the Study***



3. Results and Discussion

Part 1 Profile of the LISAA Basketball Players

The profile distribution of LISAA basketball players was determined in terms of age, school, and position. The results were as follows:

As shown in Table 2, LISAA basketball players are distributed from age 20 and below to age 21. Such age concentration may imply that participants are overrepresented in the prime range of athletic years, perhaps both in terms of physical maturity and in that, they have experienced playing as long as possible at prime levels. The age also generally follows the common age trends usually seen for college-apt athletes, as graduation in schools follows ages like these.

In the Philippines, collegiate basketball athletes are a unique cohort. Despite having a tight age window of 18 to 22, maturity levels can vary significantly, as can the exposure and education they have had around training and nutrition (Spriet, 2013).

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Moreover, Table 2 shows the balanced distribution of players from the schools included in the study and in playing positions. A balanced representation ensures that data reflects a fair cross-section of each school's basketball program and that the different roles within the team are equally accounted for. This equality implies an equilibrated dataset without biases in positions or institutes that would better allow the analysis of performance or demographic trends within the league. The balance also indicates the strategic structuring of teams, where everyone gets an even amount of talent in the lineup so that the balance is brought out in both team structures and game outcomes, resulting in more coordinated and competitive contests among the league teams.

Furthermore, according to a Mancha-Triguero et al. (2021) study on the strength and speed profiles based on age and sex differences in young basketball players, the number of members of each basketball team ranges from 10 to 12. Traditionally, Basketball has five specific positions on the court: two guards—pointing guard and shooting guard; two forwards—small and power forward; and a center (Russell et al., 2021).

Further, Bianchi, Facchinetti, & Zuccolotto (2017) cited that each of these basketball positions has their roles and responsibilities. The center and power forward would dominate 90% of the rebounding but rarely dribble the Basketball. The guards would dribble the Basketball up and down the court but seldom enter the critical area.

Table 2. ***Profiles of LISAA Basketball Players***

Profile	Details	Frequency (n = 120)	Percentage
Age	18 – 19 years old	48	40
	20 – 21 years old	50	42
	22 – 23 years old	22	18
School	PNC	15	13
	MCL	15	13
	CDMUN	15	13
	UPHSL	15	13
	LOA	15	13
	CMSI	15	13
	SPCBA	15	13
	PLMUN	15	13
Position	PG	24	20
	SG	24	20
	SF	24	20
	PF	24	20
	C	24	20
Total		**120**	**100%**

Part 2 LISAA Basketball Player's Skills

The skills based on LISAA players were assessed concerning assisting, shooting, and rebounding. The results are as follows.

The descriptive analysis of the LISAA Basketball Players' skills yielded a mean of 4.44 for assists, 9.53 for shootings, and 3.93 for rebounds. Further descriptive results of skills data revealed a median of 4 for assists, 10 for shootings, and 3.5 for rebounds, while the mode is three for assists, 10 for shootings, and two for rebounds.

Assisting is a gauge of the ability to achieve team scores by helping other teammates to score, as well as passing and playmaking abilities. Studies show that a point guard in a collegiate setting should reach about 4-5 assists in one game to become effective playmakers (Paulauskas et al., 2019). So, having 4.4 assists puts a college athlete in a good place, especially when putting it together with shooting capability.

Furthermore, shooting, through points scored from field goals, is one of a player's contributions to the offense. According to NCAA statistics, collegiate players can score 8-15 points per game depending on their position and skill level (De Rose, 2021). A mean shooting score of around 9.53, equivalent to 10 shooting points, suggests reasonable scoring consistency, fitting within the lower end of typical college benchmarks. The more consistent the scoring, the better it would be for the team's performance.

Lastly, in rebounding, both offense and defense heavily rely on rebounds. According to the NCAA (2023), forwards and centers usually average 5-10 rebounds a game in most instances, while the guards gain a smaller number. An average of 3.93 rebounds has been considered the standard for college athletes. However, there are many times that players need to meet such criteria, and this is when observational learning comes in handy.

The findings of the study by Senthil Kumaran and Vallimurugan (2023) emphasize the importance of specific drills in improving basketball skills such as dribbling, passing, and shooting. These skills are critical components of team performance, aligning with the interpretation that assists gauge a player's ability to contribute to team scores through passing and playmaking. Similarly, the study by Vallimurugan, Pavithra, and Senthil Kumaran (2022) highlights the impact of skill training on performance variables, including dribbling,

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passing, and shooting, further supporting the idea that achieving 4.4 assists places a college athlete in a good position as an effective playmaker. Additionally, the research by Senthil Kumaran and Vallimurugan (2023) on grassroots-level basketball players underscores the role of specific drills in enhancing shooting consistency, which is a vital contribution to a team's offensive performance. These studies collectively validate the interpretation that a mean shooting score of 9.53, equivalent to 10 points, reflects reasonable scoring consistency within the lower end of typical collegiate benchmarks. Furthermore, the emphasis on skill training in these studies supports the notion that observational learning can play a significant role in addressing gaps in rebounding performance, particularly when players fall short of the standard average of 3.93 rebounds.

According to Albert Bandura's theory, observational learning emphasizes an individual's learning process through observing another. High rebounding performance could be accredited to having maximum practice time and an excellent rebounding technique. Players who do not have a solid role-model basis on which to observe or study may find developing those instincts and skills necessary for rebounding quite tricky. They may also need to understand how effort, position, and timing bring success in this.

Perfecting or polishing rebounding ability requires deliberate observational learning on the part of the athlete. The athlete should be able to see those good rebounders in action on the game video, live, or practice. Players should pay particular attention to how they position themselves under the basket, box out their defenders, and anticipate where the ball will travel. It can then be enhanced by applying video analysis so that it becomes visible and discussed during the team training session.

On practice days, it is also possible to form nooks where less-experienced players can pair with a strong rebounder and observe before they copy the actions. Participation from coach-witnessed theory-conceptualized practice coaching feedback would help internalize and mimic these behaviors. High and continuous form improvement is instilled by personalized observation training routines across team rosters for all positions. Low average rebounds might result from insufficient exposure to good models and techniques. However, through this technique of observational learning, players may learn skills and mindsets necessary to meet or exceed personal goals in rebounding and be part of team efforts to improve team performance.

In conclusion, such statistics show that the players participating in the LISAA show standard acceptability regarding shooting and rebounds for college athletes with a potential for improvement, specifically in rebounding for players at certain positions. Additionally, the study's findings provide relevance to theoretical understandings of college athletes' skill levels and performance management in contexts like LISAA leagues. Evidence suggests that targeted interventions may help address specific skill deficiencies (Smith & Bar-Eli, 2021). For coaches and trainers, these findings imply that there must be focused conditioning and skills training on rebounding, especially in the forwards and centers, who tend to be the leading players in this skill. Research shows that individual drills, position-specific training, and reviewing game tapes can help increase proficiency in specific skills (Martens, 2018). Adopting these approaches may improve the intra-competitiveness of the team in the LISAA league.

Table 3. ***LISAA Basketball Player's Skills***

Game Performance / Skills	Mean	Median	Mode
Assisting	4.44	4	3
Shooting	9.53	10	10
Rebounding	3.93	3.5	2

Part 3 Acquiring Basketball Skills Through Observational Learning Strategy

The study determined respondents' perceptions of acquiring basketball skills through an observational learning strategy.

Table 4 reveals that respondents of this study rated the statement "I use OL to assess my progress in basketball skills" highest with a weighted mean of 3.8083, interpreted as "always" and with a standard deviation of .39526, which can be construed as a narrow response variation. It is followed by the statement "I use OL to improve my basketball skills" with a weighted mean of 3.7833 (i.e., always) and with a standard deviation of .45251 (i.e., narrow response variation) and the statement "I use OL to assist me in staying positive in tough situations" with a weighted mean of 3.7500 and standard deviation of .47190 (i.e., narrow response variation).

The two least rated statements are "I use OL to understand how to get psyched up" (WM = 3.3917 "always"; SD = .77020 "moderate response variation") and "I use OL to learn how to cope with anxiety" (WM = 3.3583 "always"; SD = .88684 "moderate response variation").

Overall, the respondents manifested strong agreement on statements describing the acquisition of basketball skills through an observational learning strategy, with a general weighted mean of 3.6642.

The data indicates that the study participants highly rated the value of observing other players actively practicing as an additional training method for improving their skills in Basketball. The statement "I use OL to assess my progress in basketball skills" attracted the highest weighted mean of 3.8083, 'always' ascribed, with a slight variation of responses (SD = 0.39526). Such a tendency indicates that one of the significant approaches of OL is measuring the enhancement of performance in different skills, which supports the findings that OL plays an integral part in monitoring and improving the performance

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of sports skills among athletes (Moradi & Ziaee, 2018; Williams et al., 2019).

The following highest-rated statement, "I use OL to improve my basketball skills," was rated with a weighted mean of 3.7833, also interpreted as "always," with an SD of 0.45251, demonstrating low response variability. It indicates that learning OL focuses mainly on developing performance skills for most players. In agreement with this recent work, simply gazing at the other athletes benefits the athletes in practicing such a skill, primarily when the skill consists of complex parts (Parsons & Rizzo, 2018; Ste-Marie et al., 2019).

The statement "I use OL to assist me in staying positive in tough situations" also scored high, with a weighted mean of 3.7500 and a standard deviation of 0.47190. This proves that OL helps athletes remain positive, one factor of resilience and high performance under pressure. Recent studies have shown that athletes often use OL in emotional regulation by understanding how others handle high-stress situations with composure (McGarry & Franks, 2019; Williams et al., 2020).

In contrast, the lowest rated two statements were "I use OL to understand how to get psyched up" (weighted mean of 3.3917, SD = 0.77020) and "I use OL to learn how to cope with anxiety" (weighted mean of 3.3583, SD = 0.88684). Both declarations revealed "moderate response variation," suggesting that OL might not be utilized to cope with mental preparedness and stress. Recent literature shows that while OL promotes skill building significantly, specific mental preparation and stress may be addressed more using personalistic strategies such as visualization and mindfulness (Weinberg & Gould, 2019; Bredemeier & Shields, 2020).

Overall, the respondents of this study highly agreed on the items describing the acquisition of basketball skills through observation-based learning strategies, with a general weighted mean of 3.6642. Thus, these findings confirm Bandura's Observational Learning Theory (1986), which posits that one of the essential ways by which learning occurs is through observation of others. Bandura propounded that people learn new skills and behaviors by watching others perform them, which is appropriate in sports like Basketball. The study findings reveal that players valued observation learning (OL) to assess and enrich their basketball skills. The statement rated most was: "I use OL to assess my progress in basketball skills." It reflects the importance of self-monitoring within which skill acquisition takes place. Thus, by observing peers or professional athletes, their performances can be compared, and areas for improvement can be identified while strengthening cognitive mechanisms central to Bandura's theory.

The very high score of the item, "I use OL for improving my basketball skills," illustrates the practical demonstration of Bandura's theory, which states that imitating seen behavior can aid in skill acquisition. When athletes observe the performance of great players on complex movements or techniques, they can better take those actions apart to reconstruct them, leading, in the end, to mastering them. It supports Ste Marie et al.'s research (2019), which showed that observational Learning speeds skills acquisition and is particularly effective when underlying precision and coordination processes are required.

The theory's emotional regulation aspect is further supported by the statement, "I use OL to assist me in staying positive in tough situations." It places such observations in the model's imitation aspect. Players observed how other factors manage their emotional states in very tense situations so that they could implement these behaviors, thus developing their hardiness and consequent ability to perform under pressure. It agrees with studies conducted by McGarry and Franks (2019) on the role of observational learning in the emotional and psychological preparation of the athlete.

However, relatively paying out lower ratings, the statements consider "understand how to get psyched up" and "cope with anxiety," thus revealing the intersectionality of OL in skills-based and emotional aspects of Basketball. But most likely, it is not as effective as it could be when used about how to prepare mentally and divert anxiety. This configuration matches the arguments in research by Weinberg and Gould (2019), which shows that visualization and mindfulness might work well with psychological readiness and stress.

The findings of the study by Senthil Kumaran and Vallimurugan (2023) emphasize the role of specific drills in improving basketball skills, which aligns with the interpretation that observational learning (OL) is a valuable strategy for assessing and enhancing basketball performance. The statement "I use OL to assess my progress in basketball skills," which received the highest weighted mean of 3.8083, reflects the importance of self-monitoring and performance evaluation, a concept supported by the study's findings that skill-specific training significantly enhances performance variables such as dribbling, passing, and shooting. Similarly, the study by Vallimurugan, Pavithra, and Senthil Kumaran (2022) highlights the impact of skill training on performance, further validating the idea that OL is an effective method for improving basketball skills through observation and practice.

The statement "I use OL to improve my basketball skills," which was also highly rated, demonstrates the importance of OL in skill development. This aligns with the findings of Senthil Kumaran and Vallimurugan (2023), who emphasized that specific drills and training programs are essential for improving game-specific skills like shooting and passing. These findings support the interpretation that observing others actively practicing can help players refine their skills, particularly when the skills involve complex components.

Furthermore, the statement "I use OL to assist me in staying positive in tough situations" highlights the role of OL in emotional regulation and resilience. This is consistent with the broader implications of skill training discussed by Senthil Kumaran and Vallimurugan (2023), which emphasize the holistic benefits of training, including mental preparedness and composure under pressure. While the lowest-rated statements, "I use OL to understand how to get psyched up" and "I use OL to learn how to cope with anxiety," suggest that OL may not be the primary strategy for addressing mental preparedness, the

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studies still underscore the importance of OL in fostering overall skill development and performance improvement.

Overall, the findings of these studies confirm the value of OL as a strategy for acquiring and enhancing basketball skills, supporting Bandura's Observational Learning Theory. By observing peers or professional athletes, players can assess their progress, identify areas for improvement, and strengthen their cognitive and physical performance, as reflected in the study's results.

In practice, OL effects are observed in coaches and educators, who bring it into their programs through video analysis, peer observation, and modeling techniques as learning enhancers. The athlete can watch either his games or those of others to find strengths and weaknesses, thus supporting Bandura's theory of performance improvement through observation and imitation. Over time, exposure to teammates and opponents in drills or games enriches the understanding of techniques.

Physical education has incorporated out-of-school learning opportunities. Research has shown that out-of-school education improves motor skill development and inclusivity. According to Bredemeier and Shields (2020), observational strategies enable children of different abilities to learn via visual and kinesthetic experiences. By applying Bandura's theory, coaches and educators can set up environments for athletes that promote skills development while developing their confidence and resilience.

These findings are consistent with previous research showing that OL helps athletes monitor and learn proper actions and techniques, facilitating the gradual acquisition of abilities in various sports scenarios (Ste-Marie et al., 2019; Bredemeier & Shields, 2020).

The presented results align with the theoretical concept, which holds that providing athletes with exemplary motions helps them acquire athletic abilities. In other words, physical and cognitive patterns are stored more efficiently. Observational Learning theories are used in this study, such as the social learning theory, which holds that people act in specific ways because they have seen others act in such ways. The study's findings contribute to our knowledge of how learning is seen and how skill development improves retention of abilities acquired in sports like Basketball (Bandura, 1986).

From another perspective, coaches and educators may use OL techniques to improve basketball players' training. Research indicates that adding gadgets such as a video camera, practicing with a partner, and watching oneself before learning a new skill speeds up learning new skills (Ste-Marie et al., 2019). Such an aspect of OL benefits team games since athletes can learn by looking at their team players and opposing members.

Lastly, in the PE domain, enabling OL's participation in the syllabus has proved immensely beneficial in coaching different sports and activities. It is indicated that OL helps engage children and assists children with varying abilities in progressing by using images and observations (Bredemeier & Shields, 2020). Using OL techniques in PE aligns with promoting essential movement skills development and deepening.

Table 4. ***Perceptions of Respondents on Acquiring Basketball Skills through Observational Learning Strategy***

Statements	Weighted Mean	Standard Deviation	Narrative Descriptions
I use OL to assess my progress in basketball skills	3.81	.40	Strongly Agree
I use OL to improve my basketball skills.	3.78	.45	Strongly Agree
I use OL to assist me in staying positive in tough situations	3.75	.47	Strongly Agree
I use OL to change how I perform basketball skills.	3.75	.42	Strongly Agree
I use OL to form alternative plans/strategies.	3.73	.46	Strongly Agree
I use OL to understand what it takes to be mentally tough.	3.73	.48	Strongly Agree
I use OL to determine how a strategy will work in a basketball game.	3.73	.45	Strongly Agree
I use OL to help me improve my game/event strategies.	3.72	.51	Strongly Agree
I use OL to know how to respond to the excitement of playing a basketball game.	3.71	.49	Strongly Agree
I use OL to reinforce learning through repetition	3.70	.48	Strongly Agree
I use OL to understand how to perform a basketball perfectly	3.70	.48	Strongly Agree
I use OL to try to incorporate observed techniques into my playing style actively	3.69	.49	Strongly Agree
I use OL to help me properly perform a physical basketball skill.	3.68	.55	Strongly Agree
I use OL to develop game plans and routines.	3.68	.50	Strongly Agree
I use OL to learn how to be focused during a challenging situation.	3.66	.57	Strongly Agree
I use OL to help me learn new basketball skills.	3.63	.58	Strongly Agree
I use OL to help me fine-tune my basketball skills.	3.55	.56	Strongly Agree
I use OL to make up new plans/strategies in my head.	3.53	.62	Strongly Agree
I use OL to understand how to get psyched up.	3.39	.77	Strongly Agree
I use OL to learn how to cope with anxiety.	3.36	.89	Strongly Agree
General Weighted Mean	3.66 (Strongly Agree)		

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Part 4 Relationship Between Game Performance and Observational Learning

The following results established whether there are significant relationships between game performance and the perceived level of observational learning strategy.

Ho: There is no significant relationship between game performance and observational learning strategy.

Ha: There is a significant relationship between game performance and observational learning strategy.

The correlation analysis, explicitly using Pearson R-Correlation, implicated a significant relationship between observational learning strategy and gamer performance—namely assisting ($r = .333$; p-value = .009), shooting ($r = .534$, p-value = .012), and rebounding ($r = .411$; p-value = .007), as all the computed p-values are less than the 0.05 level of significance.

These findings imply frequent observational learning strategies may improve game performance in assisting, shooting, and rebounding basketball skills.

The correlation analysis using Pearson's r-correlation reveals a statistically significant relationship between observational learning (OL) strategies and basketball game performance across critical skills: assisting, shooting, and rebounding. Specifically, the correlation values indicate a moderate to strong positive relationship for shooting ($r = 0.534$, $p = 0.012$), followed by rebounding ($r = 0.411$, $p = 0.007$), and assisting ($r = 0.333$, $p = 0.009$). With all p-values below the 0.05 threshold, these results suggest that players who engage more frequently in observational learning tend to perform better in these skill areas.

This finding matches Bandura's Observational Learning Theory (1986), which states that people learn new skills and behaviors from observing others. Observational learning comprises the following four processes, as identified by Bandura: attention, retention, reproduction, and motivation. In the case of Basketball, players observing the very desirable body movement actions of some skilled teammate or professional athlete, e.g., shooting, rebounding, or assisting, are likely to internalize these performance moves more effectively during attention and retention than, say, having that information transferred to them through mere instruction. They then demonstrate those behaviors in gameplay, as shown in the data from this study, having found strong correlation values tested.

The strong relationship between offensive line strategies and shooting performance ($r = 0.534$) indicates that imitation is essential for skill mastery in a highly complex motor skill. Seeing how other successful shooters perform in the placement of their feet and hand positions and where they follow through directs the players into adjusting the shots with their techniques. On the other hand, a moderate correlation with rebounding ($r = 0.411$) supports this because players learn how to improve their engagement in this area by studying others' positioning, timing, and effort to get their rebounds. Positive correlation with assists ($r = 0.333$) shows how observing effective passing and playmaking strategies enhances court vision and decision-making skills.

From the classroom to the world of sports, evidence of the practical applicability of Bandura's theory can be seen in sports training. Coaches can incorporate OL through video analysis, peer observation, or live demonstrations into their training programs. For example, use slow-motion footage of elite athletes to teach players about specific subtle details, which may improve the replication of successful strategies. Another example is letting colleagues observe each other as they play; they will be able to learn from the situation, strengthening the coherence of their skills with those of the whole group.

Current investigations into OL's role in acquiring and perfecting skills corroborate this. Studies by Ste-Marie et al. (2019) and Bredemeier and Shields (2020) show that watching skilled models helps athletes better understand tactics and techniques, enhancing performance metrics such as shooting performance, rebound positioning, and playmaking. Performance enhancements happen because OL enables the athletes to see and mentally store important performance-related information they use while playing.

The relationship between OL and shooting was relatively high ($r=0.534$), indicating that OL could contribute significantly to the performers' ability to make accurate and effective shots. It aligns with the findings of McGarry and Franks (2019), who stated that athletes improve shot correctness and mechanics by watching the correct performance several times and changing their shooting technique. Referring to Parsons et al. (2020), there was a correlation of 0.411 on the effects of OL on rebounding, indicating that watching other players' heights, angles, and timing of balls enables players to predict and consequently capture better the court dynamics.

Lastly, in addition to the above, assisting has a relationship with OL ($r = 0.333$), suggesting that OL aids in playmaking by training athletes on the movements and timing involved, which are critical in effective passing and opportunity creation. It aligns with Hodges and Ford (2020), who noted that such a strategy helps players work together because their aerial movements can be synchronized.

Based on the discussion, practicing observational Learning (OL) is often expected to enhance basic basketball abilities and raise performance scores in various game areas. Research indicates that OL can enhance athletic skills, enabling the athlete to learn externally presented strategies or techniques while observing someone else execute those strategies successfully (Ste-Marie et al., 2019; Bredemeier & Shields, 2020).

These results confirm the principles of observational learning and skills acquisition, such as Bandura's Social Learning Theory, which states that a person can observe and imitate other people's actions, adding this behavior to their repertoire. The enhancement in the performance indices in Basketball demonstrates the contribution of OL to integrating motor learning and cognitive processing, which are vital in acquiring skills (Bandura, 1986). This behavior aligns with

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the principle that OL can help fix the ideal patterns of movement and techniques repeating several times, thus supporting the models that stress the value of visual learning in games.

Further, these results suggest that coaches and trainers should use peer modeling, live modeling, and video modeling, among other observational learning strategies, to integrate fundamental basketball skills into training sessions. Using OL approaches helps athletes understand how the skills and game tactics are executed correctly, which improves their performance during practice and competition (Ste-Marie et al., 2019). Because of this, OL is a crucial part of practice sessions to help players who learn more quickly improve their skills.

Hence, including OL as an add-on content in the PE curriculum may result in better skill acquisition and participation, particularly in team sports. Literature supports that OL helps teach students delusionary skills because they can see, think, and imitate the actions of instructors or fellow students (Bredemeier & Shields, 2020). Thus, by incorporating OL into teaching practices in PE classes, the teachers can help children develop their skills, build up their self-esteem, and promote safe participation in physical activity regardless of one's ability or skill level such that all learners can access learning strategies that are visual and beneficial.

The correlation analysis using Pearson's r-correlation reveals a statistically significant relationship between observational learning (OL) strategies and basketball game performance across critical skills, including assisting, shooting, and rebounding. These findings align with the study by Senthil Kumaran and Vallimurugan (2023), which emphasizes the role of specific drills and training in improving basketball performance. The moderate to strong positive correlation for shooting ($r = 0.534$, $p = 0.012$) supports the idea that imitation and observation are essential for mastering complex motor skills, such as shooting. This is consistent with the findings of Vallimurugan, Pavithra, and Senthil Kumaran (2022), who highlighted the importance of skill-specific training in enhancing shooting accuracy and consistency.

The moderate correlation with rebounding ($r = 0.411$, $p = 0.007$) further supports the role of OL in improving players' engagement in this area. Observing others' positioning, timing, and effort during rebounds allows players to internalize these strategies and apply them effectively in gameplay. This aligns with the findings of Senthil Kumaran and Vallimurugan (2023), who demonstrated that specific drills targeting performance variables, such as rebounding, can significantly enhance players' skills.

The positive correlation with assists ($r = 0.333$, $p = 0.009$) highlights the importance of OL in developing court vision and decision-making skills. Observing effective passing and playmaking strategies enables players to improve their ability to contribute to team performance. This finding is consistent with the emphasis on passing and playmaking in the studies by Senthil Kumaran and Vallimurugan (2023), which underscore the value of skill training in enhancing assists and overall team dynamics.

Overall, these findings support Bandura's Observational Learning Theory (1986), which posits that learning occurs through attention, retention, reproduction, and motivation. In basketball, players who frequently engage in OL by observing skilled teammates or professional athletes are more likely to internalize and reproduce effective performance moves, as evidenced by the significant correlations between OL strategies and game performance in assisting, shooting, and rebounding. These results confirm the importance of OL as a strategy for improving basketball skills and overall game performance.

Table 5. ***Significant Relationship Between Game Performance and Observational Learning***

Variable		Coefficient of Correlation (r)	p-value	Conclusion
Observational Learning Strategy	Assisting	.333	.009**	Significant Therefore, there is a significant relationship between observational learning strategy and assisting a basketball player's skill
	Shooting	.534	.012**	Significant Therefore, there is a significant relationship between observational learning strategy and shooting as a basketball player's skill.
	Rebound	.411	.007**	Significant Therefore, a significant relationship exists between observational learning strategy and rebound as a basketball player's skill.

4. CONCLUSIONS

From the gathered information, the following conclusion can be drawn:

1. Most of the basketball players who were a part of the study are aged between twenty and twenty-one. Such an age group is large, indicating when skills are still being built. In addition, players from schools and positions are evenly represented among players, ensuring a balanced and unbiased dataset.
2. The descriptive statistics show that average players have 4.4 assists, 9.53 shooting points, and 3.93 rebounds per game. The

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median values are close to the averages, indicating that the skill levels were evenly distributed. As shown by the mode, the most common performance statistics were three assists, ten shooting points, and two rebounds. Shooting was the most excellent skill, while rebounding needed improvement, being in line with average collegiate standards.

3. The players strongly agreed that OL practice would improve their skills and allow them to track their performance and honor the better side of themselves when the pressure gets high. Compared to levels of agreement in other areas, that of using OL for managing anxiety and mental conditioning was moderate. Observational learning seems naturally well practiced with the players to enhance their skills and maintain a healthy mindset. On the other hand, coping strategies and psyching up statements related to OL were rated slightly lower and showed moderate response variation, indicating that OL is appreciated for skills acquisition purposes. Still, these players may only apply it slightly for preparatory or coping aspects.
4. The findings of the Pearson correlation analysis indicate that Observational Learning and three critical basketball skills—assisting, shooting, and rebounding—were positively and significantly correlated. This means that OL contributes to improving game performance.
5. Based on recent findings, strategies, and interventions such as observational Learning (OL), skill-specific training, psychological preparedness, and inclusive coaching methods have emerged as highly effective in sports programs.

5. RECOMMENDATIONS

The following are the recommendations offered by the researcher based on the findings of the study:

1. PE professors and coaches are encouraged to incorporate observational learning, specifically integrating video analysis and encouraging players to observe skilled teammates to improve their techniques and strategies.
2. It is recommended that rebounding, shooting, and assisting drills be prioritized and tailored to players' positions and performance gaps in training and drills.
3. Training for mental toughness is also encouraged. Mindfulness, visualization, and resilience exercises will help athletes handle pressure and anxiety.
4. Athletes and coaches should receive personalized feedback using video reviews and performance analytics to address specific player needs.
5. Coaches and PE professors are encouraged to design training sessions that cater to all skill levels and foster teamwork through peer support and collaborative drills.

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