

Enhancing Forearm Passing Skills in Mini Volleyball: A Comparative Study of Small-Sided Games and Drill Practice for Primary School Learners in Bangkok, Thailand

RRD Cruz^{*1} and ON Gomez²

¹Lourdes College, Inc., ²University of Management and Technology Hochiminh City, Vietnam

[*roxanne.delacruz@lccdo.edu.ph](mailto:roxanne.delacruz@lccdo.edu.ph)

Forearm passing is a critical skill in Volleyball, but young learners often face challenges in Physical Education (PE) classes due to inadequate instruction and reduced motivation. This study aims to compare the effectiveness of two interventions, small-sided games and drill practice, in enhancing forearm passing skills. Using a quasi-experimental design and complete enumeration sampling, a cohort of 26 Grade 1 learners in group 1 (engaged in small-sided games) and 26 Kindergarten 3 learners in Group 2 (participated in drill practice) have satisfactorily completed the protocol including pre-test, 6-week intervention, and post-test, out of 29 Grade 1 and 41 Kindergarten 3 population. The Mini Volleyball Forearm Passing Test was used to measure passing skills, and ethical considerations were followed considering the vulnerability of the participants. Both interventions elevated passing skills from Fair to Good levels for both Group 1 mean scores (pretest = 17.92, posttest = 22.54) and Group 2 mean scores (pretest = 18.88, posttest = 22.88). The groups engaged in small-sided games demonstrated a substantial improvement ($t[25]=7.11$, $p<0.001$), while those who participated in drill practice also showed significant enhancement ($t[25]=5.47$, $p<0.001$) in their passing skills post-intervention. Moreover, the mean increments (posttest minus pretest) in passing skills between the two groups ($t[50]=0.629$, $p=0.532$) suggest that both interventions are equally effective in elevating forearm passing abilities. Descriptive, paired samples t-test, and independent samples t-test were used respectively to determine these findings, underscoring the promising impact of both approaches on skill development, highlighting their potential for enhancing performance in passing techniques. In conclusion, this study highlights the efficacy of small-sided games and drill practice in enhancing forearm passing skills in young learners. Both interventions yielded significant improvements, indicating their value in skill development. The results support the theoretical frameworks of Flow Theory and Deliberate Practice Theory, providing valuable insights into effective teaching methods for forearm passing skills in Mini Volleyball among young learners.

Keywords: Forearm Passing, Mini Volleyball, Small-Sided Games, Drill Practice, Skill Development