CHAPTER - V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, and performance. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics). In addition to the basic training required for a trade, occupation or profession, observers of the labor-market recognize as of 2008 the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development.

Physical training concentrates on mechanistic goals: training-programs in this area develop specific skills or muscles, often with a view to peaking at a particular time. Some physical training programs focus on raising overall physical fitness.
Sports Training aims to prepare a sportsman for better performance through physical exercise. It is based on the scientific principles of aiming at education and performance enhancement. The improvement of physical fitness includes improvement of general health and organic functions as well as increasing the strength and stability of the muscle-skeletal system. Development of motor skill is also the objective of sports training. Sports activities consist of motor movement and action and their success depends largely on how correctly they are performed. Techniques of training and improvement of tactical efficiency play a vital role in the training process.

In this context, I as the investigator made an attempt to find out the effects of a low and a high intensity Interval Training programme on Selected Motor Ability Components, Physiological and Psychological Variables of male University Athletes.

To achieve the purpose of the study, Eighty (N=80) higher secondary school girls, hockey players who were studying in various schools in Tamilnadu who have been participating in inter school hockey tournaments during the year 2011-2012 were randomly selected as subjects. They were randomly divided into four groups of twenty each (n=20). Group I underwent Circuit training, Group II underwent Skill training, Group III underwent Combined Circuit and skill training and Group IV acted as Control. The Experimental groups underwent their respective trainings for twelve weeks of three days per
week in addition to the regular curricular activities as per the school curriculum and Group-III acted as Control.

Among the Hockey skill performance variables, physical variables and psychological variables, the following variables were selected as criterion variables Hockey Dribbling, Hitting, Trapping, Speed, Power, Endurance, Anxiety, Aggression and Self confidence. All the groups were tested on selected criterion variables prior to and immediately after the training periods. The data on Dribbling, Hitting and Trapping were assessed by subjective rating of performance ability, Speed was assessed by 50 meters run test, Power was assessed by Standing Broad Jump, Endurance was assessed by Cooper’s 12 Minutes Run/walk Test, Anxiety was assessed by SCAT Questionnaire, Aggression was assessed by Smith’s Aggressive Questionnaire and Self Confidence was assessed by Agnihotri’s Self Confidence Inventory (ASCI).

The collected data’s were analysed by using dependent ‘t’-test to find out significant improvements. Analysis of covariance (ANCOVA) was used to determine the differences, if any, among the adjusted post-test means. Whenever ‘F’-ratio for adjusted post-test mean was found to be significant, the Scheffe’s test was applied as post-hoc test to determine the paired mean differences. The level of significance was fixed at .05 level of confidence for all the cases.
CONCLUSIONS

From the analysis of the data, the following conclusions are drawn.

1. The Experimental groups namely, Circuit Training, Skill Training and Combined Circuit and Skill training Groups had significantly improved in Hockey skill performance variables such as Dribbling, Hitting and Trapping.

2. Significant differences in achievement were found among Circuit Training, Skill Training and Combined Circuit and Skill training Groups in all the Hockey skill performance variables such as Dribbling, Hitting and Trapping.

3. The Experimental groups namely, Circuit Training, Skill Training and Combined Circuit and Skill training Groups had significantly improved in Physical variables such as Speed, Power and Endurance.

4. Significant differences in achievement were found among Circuit Training, Skill Training and Combined Circuit and Skill training Groups in all the Physical variables such as Speed, Power and Endurance.
5. The Experimental groups namely, Circuit Training, Skill Training and Combined Circuit and Skill training Groups had significantly improved in Psychological variables such as Anxiety, Aggression and Self Confidence.

6. Significant differences in achievement were found among Circuit Training, Skill Training and Combined Circuit and Skill training Groups in all the Psychological variables such as Anxiety, Aggression and Self Confidence.

7. The Combined Circuit and Skill training Group was found to be better than the Circuit Training Group, Skill Training Group and Control Group in developing Hockey Dribbling, Hitting, Trapping, Speed, Power, Endurance, Anxiety, Aggression and Self Confidence.

RECOMMENDATIONS

1. From the Present Study, it may be concluded that Hockey Dribbling, Hitting, Trapping, Speed, Power, Endurance, Anxiety, Aggression and Self Confidence were improved by Combined Circuit and Skill training Group. Hence, trainers and Physical Educators could adopt such training to improve Hockey Dribbling, Hitting, Trapping, Speed, Power, Endurance, Anxiety, Aggression and Self Confidence among their players.
2. A similar study may be conducted by selecting other Motor Ability Components, Physiological and Psychological variables as criterion variables.

3. A similar study may be attempted by selecting the state or national level athletes or players as subjects.

4. A similar study may be conducted on male subjects.

5. A similar study may be conducted on College and University level subjects.

6. A similar study may be undertaken to analyze the Haematological parameters.