Man after his creation, was very fit naturally due to his way of life. He had to be fit for securing his food. He had to run after animals for hunting them for food for his family and himself. At the same time, he had to be fit to keep his family and himself safe from wild animals. So, entire humanity had to be fit for living a life with food and free from dangers of his environment. When they were living in jungles as society and they had two primary tasks of earning a livelihood and being safe. The lame, old and unfit died. Only the fittest survived. They were using spears and blunt weapons for hunting and saving themselves from the threat of their life. They were agile, flexible, fast and stronger to run away from the chasing animals and climb trees and rocks.

Ancient man tamed animals for his convenient way of working on the field when he learnt farming. Even with the help of animals, he had to work along with animals. So, the whole family was working in the farms and they produced grains and stored. So he had a lot of time and his usual fitness level slowly declined and he became lazy since he was not compelled to hunt animals. The change of life style primarily made busy humanity into a lazy lot and they faced all problems of laziness caused sedentary life.

When they were exposed into modern life with fire and weapons, they were depending more on the machinery. Slowly, they learnt to adopt themselves into the modern world. They became attracted towards easy way of life due to inventions of modern gadgets. They became dependant of transport and forgot the original way of reaching places by self locomotion, walking. Still, when the science and technology advanced, the humanity became dependant on so many other mechanisms for their daily needs. Grinding on stones turned into grinding with
grinders. Pounding became nonexistent and rice mills came into existence. Washing became mechanized. Like this, the sedentary life style crept into the lives of originally fit humans.

In the leisure time, ancient humanity indulged in competitions with their spears as to how far and how accurate they could throw. They ran to find out who was the fastest. Their leisure time was decided by them and the activities were multifarious. The diverse skills of humans are today being exhibited in the modern forms of games and athletics. The activities have incarnated into the modern forms of Olympic games. The first demonstration game of mintonette or the modern volleyball was played at Springfield College after one year of the inception. After four years of the first game played, a special ball was designed. From then on, the game had grown in leaps and bounds to the level of very competitive international game involving a set of special skills and tactics and is being played throughout the world with the adopted rules. It is today a game of talent, tactics and special powers and is being competed by almost all the countries of the world. The game had become very competitive and fast. The reason behind the change in the style of the game is due to the change of rules and the techniques. The change of rules in this game demand very specific and excellent skills with every player.

5.1 Summary

The purpose of the study was to critically analyze and compare resistance training, mental training and combined training groups on selected motor, psychological and volleyball skill related variables among college men volleyball players of age groups between 19 and 24 years. To achieve this purpose, 120 male volleyball players were selected at random from among the players who had participated in some form of competitive volleyball representing Velammal engineering college, Chennai city who expressed their willingness to participate in the study. They were explained about their role in the study and they were requested to extend their best cooperation in making the purpose of the study meaningful and useful to other public at large. They were informed of the purpose of the study and that they had to be in the experiment for a period of 12 weeks and follow the guidelines of the scholar.
The selected players were divided into 4 groups randomly with 30 members in each group. The first group was the resistance training group. This group consisted of 30 men volleyball players who performed a set of 7 resistance training exercises, three times daily for 45 minutes for 2 days (Mondays and Fridays) in a week under the supervision of the scholar in the school auditorium between 5 and 6 pm. The schedule is given below. The same group walked on sand track for 100 metres and ran back as fast as they can for 3 days (Tuesdays, Wednesdays and Thursdays) in a week. They were asked to take complete rest for two days. They also played volleyball with the other groups regularly.

The second group was mental training group and it was trained with the Mental Skills and to insist that these mental skills were necessary for performing well in sport as well as in non-sport performance situations. At the psychological training sessions,

- It was believed that these skills were learned and can be improved through instruction and practice.
- The work was begun with each individual by assessing his current proficiency in each of the skills.
- A plan was developed for teaching and enhancing the specific skills that needed improvement for the individual.
- The member’s proficiency was periodically reassessed in each of the skills in order to evaluate the progress.

The third group was the combined training group and this group was having the following weekly schedule:

- **Monday:** Weight training for 1 hour with resistance training group
- **Tuesday:** Mental Training session with mental training group
- **Wednesday:** Sand running programme for 1 hour with the resistance training group
- **Thursday:** Mental Training session with mental training group
- **Friday:** Weight training for 1 hour with resistance training group
This schedule was followed for 12 weeks and the group also played volleyball with the other groups regularly.

The fourth group was the control group and the control group with 30 members was instructed that they should not indulge in any type of organized physical training programmes or some other types of psychological counseling. But they were allowed to play usual volleyball practice sessions with the other group members.

The scholar in his present study, decided to experiment the following motor behaviour after a due consideration and experimentation,

1. Agility
2. speed
3. leg explosive power

Taking into consideration of the previous studies, the researcher decided as important the following psychological variables:

1. Sports Competition Anxiety
2. Achievement Motivation
3. Self Confidence

For the present study, the researcher selected the following volleyball playing skills:

1. Serving
2. Volleying and
3. Spiking

5.2 Conclusions

Based on the results obtained after administering each variable with statistical technique (ANCOVA), the following conclusions were drawn.

5.2.1 Agility

The differences between adjusted agility means of control group had significantly lower mean than the means of combined group and resistance training group at .01 level while applying Scheffe S post-hoc test with F-ratio of 23.65 and 15.30. The difference between the
means of and mental training group and control group was significant at .05 levels with F-ratio of 6.41. It was inferred that the combined group had improved the agility level than the resistance training group and the mental training group. The agility had been improved better by the combined training group, resistance training group and the mental training group.

5.2.2 Speed

The differences between adjusted speed means of control group had significantly lower mean than the means of combined group and resistance training group at .01 level while applying Scheffe S post-hoc test with F-ratio of 23.78 and 15.77. The difference between the means of and mental training group and control group was not significant at .05 levels with F-ratio of 8.05. It was inferred that the combined group had improved the speed level than the resistance training group and the mental training group. The speed had been improved better by the combined training group, resistance training group and the mental training group.

5.2.3 Explosive power

The differences between adjusted leg explosive power means of control group had significantly lower mean than the means of combined group and resistance training group at .01 level while applying Scheffe S post-hoc test with F-ratio of 39.24 and 26.80. The difference between the means of and mental training group and control group was also significant at .05 levels with F-ratio of 11.09. It was inferred that the combined group had improved the leg explosive power level than the resistance training group and the mental training group. It may be due to the nature of training they had during the experimental period.

5.2.4 Sports competition anxiety

The differences between adjusted sports competition anxiety means of control group had significantly higher mean than the means of mental training group and combined training group, and resistance training group at .01 level while applying Scheffe S post-hoc test with F-ratio of 28.45 and 13.67. The difference between the means of and resistance training group and control group was significant at .05 levels with F-ratio of 3.46. It was inferred that the mental training group had improved the sports competition anxiety level than the combined training group and the resistance training group. Since this group did not participate
in rigorous physical activity other than playing regularly and attending the mental training. Hence, this group might have exhibited their mental balance in the training.

5.2.5 Achievement motivation

The differences between adjusted achievement motivation means of control group had significantly lower mean than the means of combined group and resistance training group at .01 level while applying Scheffe S post-hoc test with F-ratio of 27.73 and 14.71. The difference between the means of and mental training group and control group was significant at .01 levels with F- ratio of 5.31. It was inferred that the combined group had improved the achievement motivation level than the resistance training group and the mental training group. Since this group did not participate in rigorous physical activity other than playing regularly and attending the mental training, this group might have exhibited their level of achievement motivation.

5.2.6 Self confidence

The differences between adjusted self confidence means of control group had significantly lower mean than the means of combined group and mental training group at .01 level while applying Scheffe S post-hoc test with F-ratio of 18.00 and 11.26. The difference between the means of and resistance training group and control group was significant at .01 levels with F- ratio of 3.20. It was inferred that the combined group had improved the self confidence level than the resistance training group and the mental training group. Here again, the combined training group had improved in the psychological variable of self confidence. It may be due to the physical training they had and the psychological training they underwent. More studies might be under taken to establish the factor of self confidence.

5.2.7 Volleyball service skill

The differences between adjusted volleyball service skill means of control group had significantly lower mean than the means of combined group and resistance training group at .01 level while applying Scheffe S post-hoc test with F-ratio of 24.15 and 11.53. The difference between the means of and mental training group and control group was significant
at .05 levels with F- ratio of 5.24. It was inferred that the combined group had improved the volleyball passing skill level than the resistance training group and the mental training group.

5.2.8 Volleyball volleying skill

The differences between adjusted volleyball service skill means of control group had significantly lower mean than the means of combined group and resistance training group at .01 level while applying Scheffe S post-hoc test with F-ratio of 24.15 and 11.53. The difference between the means of and mental training group and control group was significant at .05 levels with F- ratio of 5.24. It was inferred that the combined group had improved the volleyball passing skill level than the resistance training group and the mental training group.

5.2.9 Volleyball spiking skill

The differences between adjusted volleyball spiking skill means of control group had significantly lower mean than the means of combined group and resistance training group at .05 level while applying Scheffe S post-hoc test with F-ratio of 11.24 and 4.25. The difference between the means of and mental training group and control group was insignificant at .05 levels with F- ratio of 0.92. It was inferred that the combined group had improved the volleyball spiking skill level than the resistance training group and the mental training group.

5.3. Recommendations

On the basis of the conclusions made, the following recommendations were made.

1. This study may be conducted for college women volleyball players and new interpretations could be made.
2. The same study might me conducted with different motor fitness variables.
3. The same study could be made with addition of physiological variables with the existing variables.
4. The same study with a different set of psychological variables could be of importance to the coaches and trainers.
5. The study with motor fitness, physiological and psychological variables with a different skills of volleyball could be studied with a larger population.

6. The same study might be of greater value if it is done with novice men or women.

7. This study with motor, physiological, psychological and biochemical variables with aerobic training, plyometric training, yoga training and resistance training may be conducted.