Chapter-5

Summary, Conclusions and Recommendations

The previous chapter described in detail the findings of this study after an analysis of the data gathered. This chapter presents the summary of the findings of this research, the conclusions derived from these findings and the researchers’ recommendations for future researches of similar concern.

The chapter is organized in sections covering:

i. Summary

ii. Conclusions of the study

iii. Recommendations of the study
SUMMARY

Physical fitness is one of the essential necessities of life. Extensively discussed, it is the capacity to complete our every day errands without undue tiredness. In the general circumstance, it is hard to characterize, since it can allude to mental, physiological or anatomical condition of the body. Most physical training instructors see it as an idea by measuring and assessing an individual's condition of fitness by utilizing a battery of tests. The idea of physical fitness in done athletic terms, implies the ability of the single person to meet the shifted physical and physiological requests made by a sporting movement, without exposing the individual to an exorbitantly exhausted state. Such a state would be one, in which individual can no longer perform the aptitudes of the action precisely and successfully. This is the hypothetical thoughts included in the examination on the framework that give the vital importants to human activity straightforwardly identified with everyday sporting activities. The thought is that we ought to utilize our insight into the experimental premise of activity to help us enhance execution in game and to do it in an orderly and unsurprising way.

Various studies give data with respect to physical wellness and anthropometric qualities in different games. The discoveries in the vast majority of these studies show significant differences in term of anthropometric and choosen physical tests (sprinting, agility, vertical jumping, and aerobic power) between young competitors of diverse levels or elite and non-elite competitors of soccer, handball, hockey and volleyball. Then again, recent studies have demonstrated no huge dissimilarity in vertical hop and speed of development in the contact amusement between exceedingly skilled and less talented rugby players, also in the winner, and defeated karate players in anthropometric information, quality and vertical hop stature, the fact that victors had a tendency to be all more intense in bench press and squat activities. The significance of evaluating sport-specific abilities, and also anthropometric and physiological attributes in distinctive games, is basic to comprehension of the sport performance, since the effect of high anthropometric and physical fitness qualities does not generally exchange to enhance playing performance. Studies have called attention to the significance of physical attributes for distinctive games, for example, volleyball, rugby, and
badminton. Notwithstanding, couple of studies have researched physical and physiological qualities of badminton.

The motor educability is “The ability to learn well, different motor skills quickly, and easily”. In other words, “motor educability refers to one’s level of ease with which one learns new motor skills”. As in insight testing in training, so is motor educability test in physical education. In spite of the fact that, the legitimacy of motor educability tests and their capacity to foresee motor skill learning has not been built, yet a substantial number of motor educability test batteries have been defined.

In 1958, “Franklin Henrys Memory-Drum theory of narrow muscular reaction advocated that motor learning ability is task specific rather than general to various motor skills. Improvement of the motor ability is an imperative piece of a youngster's physical advancement. In motor development, changes in activity can be observed through the physical progress. Motor development is an important prerequisite for man’s motor leaning. Along with other development, motor development continues during childhood and adolescence, much importance is attached to various physical movements and exercises.”

Therefore in modern colleges, academic teaching and training go along with various physical activities, games and numerous exercises, that oblige motor activity. It serves to grow in tyke numerous painstaking works, that support him in his embracing some specific vocation. Some such handiworks are stitching and sewing, wood work, typewriting, cooking, etc. Motor control is is vital in all handiworks. Motor development is a vital piece of general exhaustive improvement.

Understanding the physical, Motor Fitness Components, Anthropometric Characteristics and Motor Educability in every field is an imperativated, deciding and Calculating the performance of competitors. Being mindful of these qualities is critical for contrasting a competitor's outcomes with his past results and to the consequences of different competitors, notwithstanding discovering shortcomings and their evacuation, lastly choosing the right plan of exercise program. On the other hand, an absence of a more profound comprehension of the training of world class competitors, notwithstanding not paying consideration on their own disparities, may lead them to pick sports which are not good with their physical attributes and capacities.
Hence the purpose of this study an analytical study of motor fitness components, anthropometric characteristics and motor educability among foil, sabre and epee fencers. For the purpose of present study, an analytical study of motor fitness components, anthropometric characteristics and motor educability among foil, sabre and epee fencers. For the purpose of the present study, One Hundred Twenty Two (N=122), Male Inter-College Level Fencing Players between the age group of 18-25 years (Mean ± SD: Age 20.31±1.82 years, Body Height 160.62±7.61 m, Body Mass 55.07±8.13kg) were selected. The subjects were purposively assigned into three groups:

1. Group-A: Guru Nanak Dev University, Inter-College Fencers (n₁=38)
2. Group-B: Punjabi University, Inter-College Fencers (n₂=48)
3. Group-C: Panjab University, Inter-College Fencers (n₃=36)

The purposive sampling technique was utilized to accomplish the destinations of the study. All the subjects, in the wake of having been educated about the goal and convention of the study, gave their agree and volunteered to take part in this study.

“A feasibility analysis as to which of the variables could be taken up for the present investigation, keeping in view the availability of tools, adequacy to the subjects and the legitimate time that could be devoted for tests and to keep the entire study unitary and integrated, was made, in consultation with experts. With the above criteria’s in mind, the following variables were selected for the present study:”

**Motor Fitness Components**

i. Flexibility
ii. Explosive Strength
iii. Balance
iv. Agility
v. Speed

**Anthropometric Characteristics**

i. Leg Length
ii. Upper Leg Length
iii. Lower Leg Length
iv. Arm Length
v. Upper Arm Length
vi. Lower Arm Length
vii. Hip Width
viii. Shoulder Width
ix. Chest Width
x. Calf Girth
xi. Thigh Girth
xii. Chest Girth
xiii. Upper Arm Girth
xiv. Lower Arm Girth

**Motor Educability**

i. Front Roll
ii. Back Roll
iii. Jumping Half-Turns
iv. Jumping full-Turns

"SPSS version 14.0 was utilized for all examinations. In all the examinations, the 5% critical level (p<0.05) was considered to demonstrate statistical significance. The differences in the mean of each group for selected variable were tested for the significance of difference by ANOVA. For further analysis Post-Hoc Test (Scheffe’s Test) was applied."

**CONCLUSIONS OF THE STUDY**

*In light of the discoveries of this study, the accompanying conclusions were drawn:*

1. Significant differences were found with regard to Motor Fitness Components among Inter-College level Foil, Sabre and Epee Fencers of Guru Nanak Dev University on the sub-variable of Motor Fitness Components; Explosive Strength. However, no significant differences have been observed the sub-variables Flexibility, Balance, Agility and Speed.

2. Significant differences were found with regards to Anthropometric Characteristics among Inter-College level Foil, Sabre and Epee Fencers of Guru Nanak Dev University on the sub-variable Leg Length, Arm Length, Upper Arm Length and Lower Arm Length. However, no significant differences have been observed on the sub-variables; Upper Leg Length, Lower Leg Length, Hip Width, Shoulder Width, Chest Width, Calf Girth, Thigh Girth and Chest Girth.

3. No significant differences were found with respect to Motor Educability among Inter-College level Foil, Sabre and Epee Fencers of Guru Nanak Dev
University on the sub-variable Front Roll, Back Roll, Jumping Half Turn and Jumping Full Turn.

4. Significant differences were found with regards to Motor Fitness Components among Inter-College level Foil, Sabre and Epee Fencers of Punjabi University on the sub-variable Balance and Speed. However, no significant differences have been observed on the sub-variables; Flexibility, Explosive Strength and Agility.

5. No significant differences were found with regard to Anthropometric Characteristics among Inter-College level Foil, Sabre and Epee Fencers Punjabi University on the sub-variable Leg Length, Upper Leg Length, Lower Leg Length, Arm Length, Upper Arm Length, Lower Arm Length, Hip Width, Shoulder Width, Chest Width, Calf Girth, Thigh Girth and Chest Girth.

6. Significant differences were found with regard to Motor Educability among Inter-College level Foil, Sabre and Epee Fencers Punjabi University on the sub-variable Jumping Full Turn. However, no significant differences have been observed on the sub-variables; Front Roll, Back Roll and Jumping Half Turn.

7. Significant differences were found with regard to Motor Fitness Components among Inter-College level Foil, Sabre and Epee Fencers of Panjab University on the sub-variable Flexibility, Explosive Strength and Speed. However, no significant differences have been observed on the sub-variables; Balance and Agility.

8. Significant differences were found with regards to Anthropometric Measurement among Inter-College level Foil, Sabre and Epee Fencers of Punjabi University on the sub-variables; Leg Length, Upper Leg Length, Lower Leg Length, Arm Length, Upper Arm Length, Lower Arm Length, Hip Width, Shoulder Width, Chest Width, Calf Girth, Thigh Girth, Chest Girth.

9. No significant differences were found with regard to Motor Educability among Inter-College level Foil, Sabre and Epee Fencers of Panjab University on the sub-variable Front Roll, Back Roll, Jumping Half Turn and Jumping Full Turn.
10. Significant differences were found with regard to Motor Fitness Components among Foil, Sabre and Epee Fencers on the sub-variables; Flexibility, Explosive Strength, Agility and Speed. However, no significant differences have been observed on the sub-variable; Balance.

11. Significant differences were found with regards to Anthropometric Measurement among Foil, Sabre and Epee Fencers on the sub-variables; Upper Arm Length and Lower Arm Length. However, no significant differences have been observed on the sub-variables; Leg Length, Upper Leg Length, Lower Leg Length, Arm Length, Hip Width, Shoulder Width, Chest Width, Calf Girth, Thigh Girth, Chest Girth.

12. No significant differences were found with regard to Motor Educability among Foil, Sabre and Epee Fencers on the sub-variables; Front Roll, Back Roll, Jumping Half Turn and Jumping Full Turn.

**RECOMMENDATIONS OF THE STUDY**

*Although the investigator has put in his best efforts on the present study, still the topic has a wide scope for further research. Thus, for future research and in the light of the results and conclusions of the study, the following recommendations are made:*

1. Physical education teachers and coaches may utilize the findings of the present study by preparing or modifying the existing training schedules for Foil, Sabre and Epee Fencers.
2. The information in regards to physical variables will help the coaches to conform the training programme for Foil, Sabre and Epee Fencers.
3. The present study may be replicated with other physical and physiological variables that not employed in this study.
4. Similar study may be attempted with other variable in particular, physical, physiological, anthropometrical, biomedical and biomechanical in addition to the variables chosen in the present study.
5. “Factors like daily routine, home environment, family background, and socio-economic status which could not be controlled in the present study may be controlled.”
6. The study can be broadened by involving players of other games and other performance levels i.e. National, International.
7. A similar study may be undertaken with female Foil, Sabre and Epee Fencers as subjects.

8. It is recommended that the present study may be repeated by selecting subjects belonging to lower age groups.