



## Effect of Specific Skill Training Package with and without Computer Assisted Training on Selected Performance Variables among College Women Kabaddi Players

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### Abstract

*The purpose of the study was to investigate the effect of specific skill training package with and without computer assisted training on selected performance variables among college women kabaddi players. To achieve the purpose of the study, sixty students studying in under the jurisdiction of Manonmaniam Sundaranar University Tirunelveli, Tamilnadu were randomly selected as subjects. The age of the subjects ranged from 18 to 20 years. The subjects selected for this study were randomly divided into three experimental groups of twenty in each. The groups I, II and III were named as specific skill training group, specific skill training with computer assisted training group and control group respectively. All the subjects in the experimental groups were given their respective training programme for 12 weeks duration. The control group did not get any type of training through this study. The pre test and post test scores were subjected to statistical analysis using Analysis of Covariance (ANCOVA) to find out the significance among the mean differences, whenever the 'F' ratio for adjusted test was found to be significant, scheffe's post hoc test was used. In all cases 0.05 level of significance was fixed to test hypotheses. The specific skill training package with computer assisted training group showed significant improvement in selected performance variables than the specific skill training package group and control groups.*

**Keywords:** Specific Skill Training, Computer Assisted Training, Kabaddi.

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### Introduction

Computer assisted instruction, as the name suggests, is the use of a computer to provide instruction. The format can be from a simple program to teach typing to a complex system that uses the latest technology to teach new keyhole surgery techniques. Computer assisted instruction draws on knowledge from the fields of learning cognition, human computer interaction among others. Many of the major themes in all are reflected in the field of computer assisted instruction. Computer assisted instruction brings with it several potential benefits as a teaching learning medium. These include self placed learning the exercising of various senses and the ability to represent the content in a victory of media. As these topics will be explored in greater detail throughout this document, a brief overview is given here. Although computer assisted instruction has an overview in all community situations, many of the benefits in the general computer assisted instruction context should also be available with self-placed learning, learners can move slowly or as quickly as they like through a program. If one wants to repeat some task

or review some material again, they can do so as many times as they choose.

In simulation mode, the learner works with a simulation of the real world. Simulation is used when it is not practical or feasible to provide the learning in "real life" (for example, pilot training). In games mode, there is generally a competitive element. The idea is to reinforce knowledge that the learner is assumed to have. While it is often more difficult to develop the computer assisted instruction programs in the simulation games modes, learners bend to find them entering and challenging. The response shown by players after seeing computer assisted instruction will be much more than involving in the regular teaching process. All this help the educator in planning the instruction and providing the relevant materials. The use of the computer in physical education is primarily as a teaching device. We are learning to design lesson that may be taught effectively with the computer and to evaluate commercially available computer assisted instruction (Qayumi, 2004).

### Methodology

The purpose of the study was to investigate the effect of specific skill training package with and without computer assisted training on selected performance variables among college women kabaddi players. To

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achieve the purpose of the study, sixty students studying in under the jurisdiction of Manonmaniam Sundaranar University Tirunelveli, Tamilnadu were randomly selected as subjects. The age of the subjects ranged from 18 to 20 years. The subjects selected for this study were randomly divided into three experimental groups of twenty in each. The groups I, II and III were named as specific skill training group, specific skill training with computer assisted training group and control group respectively. All the subjects in the experimental groups

were given their respective training programme for 12 weeks duration. The control group did not get any type of training through this study. The pre test and post test scores were subjected to statistical analysis using Analysis of Covariance (ANCOVA) to find out the significance among the mean differences, whenever the 'F' ratio for adjusted test was found to be significant, scheffe's post hoc test was used. In all cases 0.05 level of significance was fixed to test hypotheses.

## Results

Table 1

*Computation of analysis of covariance of mean of specific skill training package group, specific skill training package with computer assisted training and control groups on toe touch*

	SSTPG	SSTPCATG	Control Group	Source of Variance	Sum of Squares	df	Means Squares	F-ratio
<b>Pre-Test Means</b>	3.60	3.65	3.69	<b>BG</b>	0.09	2	0.04	0.29
				<b>WG</b>	8.70	57	0.15	
<b>Post-Test Means</b>	4.85	6.62	3.71	<b>BG</b>	85.96	2	42.98	181.48*
				<b>WG</b>	13.50	57	0.23	
<b>Adjusted Post-Test Means</b>	4.84	6.62	3.72	<b>BG</b>	85.32	2	42.66	185.17*
				<b>WG</b>	12.90	56	0.23	

An examination of table 1 indicated that the pre test means of specific skill training package, specific skill training package with computer assisted training and control groups were 3.60, 3.65 and 3.69 respectively. The obtained F-ratio for the pre-test was 0.29 and the table F-ratio was 3.15. Hence the pre-test mean F-ratio was insignificant at 0.05 level of confidence for the degree of freedom 2 and 57. This proved that there were no significant difference between the experimental and control groups indicating that the process of randomization of the groups was perfect while assigning the subjects to groups. The post-test means of the specific skill training package, specific skill training package with computer assisted training and control groups were 4.85, 6.62 and 3.71 respectively. The obtained F-ratio for the post-test was 181.48 and the table F-ratio was 3.15. Hence the post-test mean F-ratio

was significant at 0.05 level of confidence for the degree of freedom 2 and 57. This proved that the differences between the post test means of the subjects were significant. The adjusted post-test means of the specific skill training package, specific skill training package with computer assisted training and control groups were 4.84, 6.62 and 3.72 respectively. The obtained F-ratio for the adjusted post-test means was 185.17 and the table F-ratio was 3.16. Hence the adjusted post-test mean F-ratio was significant at 0.05 level of confidence for the degree of freedom 2 and 56. This proved that there was a significant difference among the means due to the experimental trainings on toe touch. Since significant differences were recorded, the results were subjected to post hoc analysis using Scheffe's post hoc test. The results were presented in Table 2.

Table 2

The scheffe's test for the differences between the adjusted post test paired means on toe touch

Adjusted Post-test means			Mean Difference	Required CI
SSTPG	SSTPCATG	Control Group		
4.84	6.62	---	1.78*	0.38
4.84	---	3.72	1.12*	
---	6.62	3.72	2.90*	

\* Significant at 0.05 level of confidence

The multiple comparisons showed in Table 2 proved that there existed significant differences between the adjusted means of specific skill training package and specific skill training package with computer assisted training (1.78), specific skill training package and

control group (1.12), specific skill training package with computer assisted training and control group (2.90) at 0.05 level of confidence with the confidence interval value of 0.38.

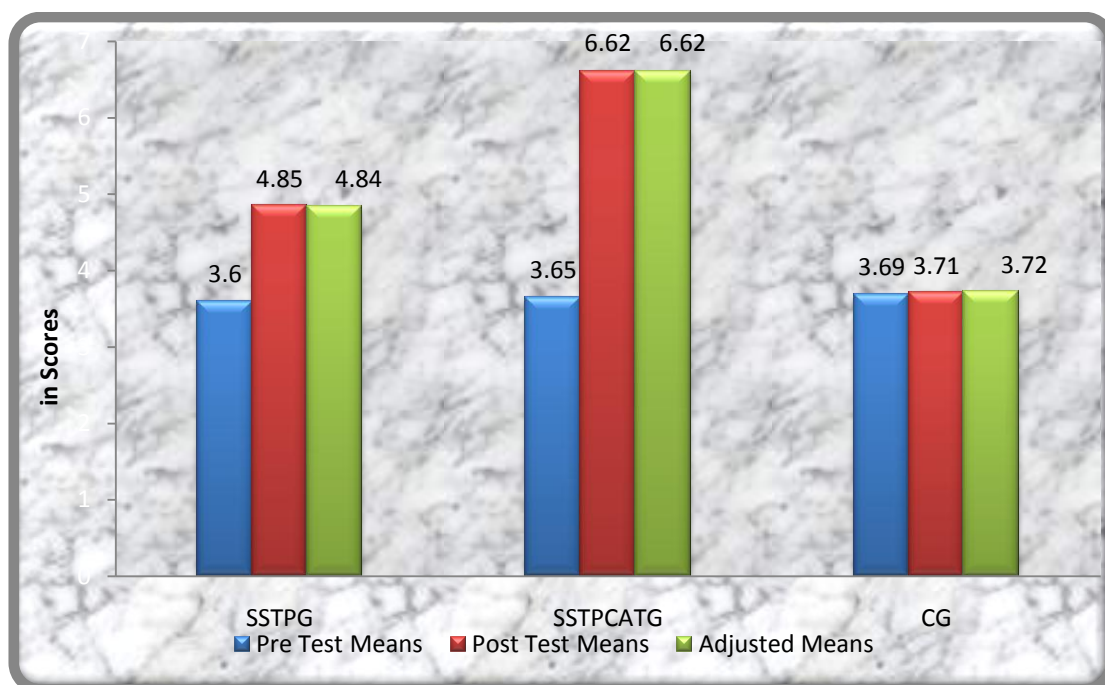


Figure 1

Pre post and adjusted post test differences of the specific skill training package group, specific skill training package with computer assisted training and control groups on toe touch

Table 3

Computation of analysis of covariance of mean of specific skill training package group, specific skill training package with computer assisted training and control groups on jump over the chain

	SSTPG	SSTPCATG	Control Group	Source of Variance	Sum of Squares	df	Means Squares	F-ratio
Pre-Test Means	3.71	3.74	3.75	BG	0.02	2	0.01	0.04
				WG	13.13	57	0.23	
Post-Test Means	4.92	6.47	3.78	BG	72.94	2	36.47	111.80*
				WG	18.59	57	0.32	
Adjusted Post-Test Means	4.91	6.47	3.78	BG	72.91	2	36.45	109.92*
				WG	18.57	56	0.33	

An examination of table 3 indicated that the pre test means of specific skill training package, specific skill training package with computer assisted training and control groups were 3.71, 3.74 and 3.75 respectively. The obtained F-ratio for the pre-test was 0.04 and the table F-ratio was 3.15. Hence the pre-test mean F-ratio was insignificant at 0.05 level of confidence for the degree of freedom 2 and 57. This proved that there were no significant difference between the experimental and control groups indicating that the process of randomization of the groups was perfect while assigning the subjects to groups. The post-test means of the specific skill training package, specific skill training package with computer assisted training and control groups were 49.06, 49.53 and 43.40 respectively. The obtained F-ratio for the post-test was 111.80 and the table F-ratio was 3.15. Hence the post-test mean F-ratio

was significant at 0.05 level of confidence for the degree of freedom 2 and 57. This proved that the differences between the post test means of the subjects were significant. The adjusted post-test means of the specific skill training package, specific skill training package with computer assisted training and control groups were 48.96, 49.42 and 43.61 respectively. The obtained F-ratio for the adjusted post-test means was 109.92 and the table F-ratio was 3.16. Hence the adjusted post-test mean F-ratio was significant at 0.05 level of confidence for the degree of freedom 2 and 56. This proved that there was a significant difference among the means due to the experimental trainings on jump over the chain. Since significant differences were recorded, the results were subjected to post hoc analysis using Scheffe's post hoc test. The results were presented in Table 4.

Table 4

The scheffe's test for the differences between the adjusted post test paired means on

Adjusted Post-test means			Mean Difference	Required CI
SSTPG	SSTPCATG	Control Group		
4.91	6.47	---	1.56*	0.45
4.91	---	3.78	1.13*	
---	6.47	3.78	2.69*	

\* Significant at 0.05 level of confidence

The multiple comparisons showed in Table 4 proved that there existed significant differences between the adjusted means of specific skill training package and specific skill training package with computer assisted training (1.56), specific skill training package and

control group (1.13), specific skill training package with computer assisted training and control group (2.69) at 0.05 level of confidence with the confidence interval value of 0.45.

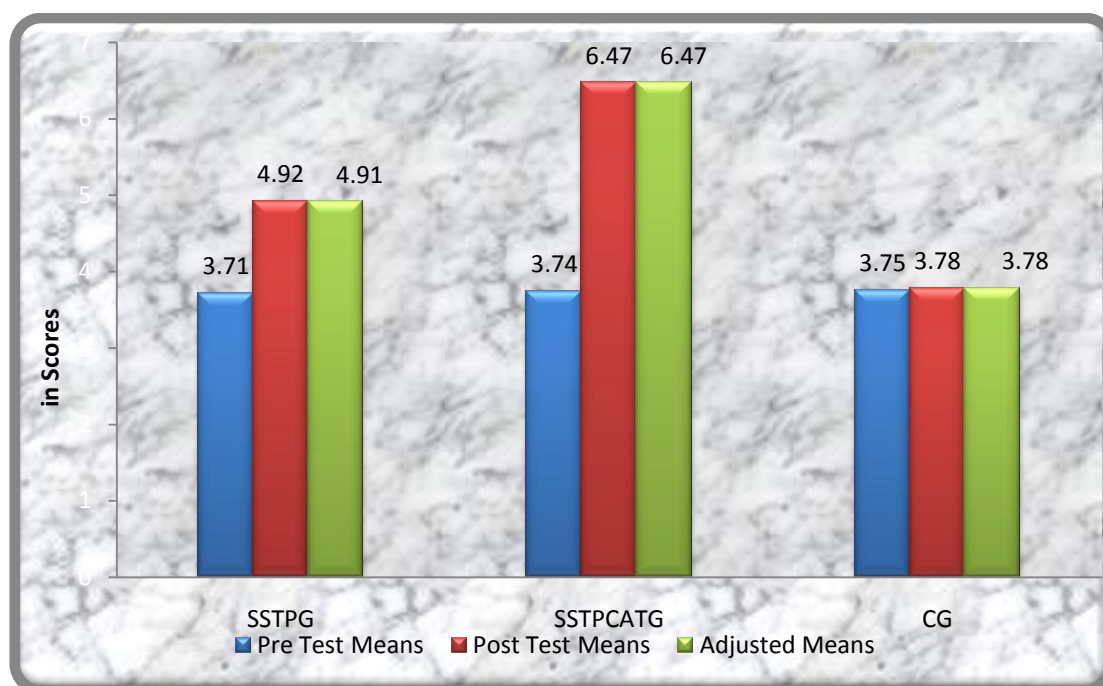


Figure II

Pre post and adjusted post test differences of the specific skill training package group, specific skill training package with computer assisted training and control groups on jump over chain

## Conclusions

From the analysis of the data, the following conclusions were drawn:

1. The specific skill training package with computer assisted training group had shown significant improvement in all the selected performance variables among kabaddi players after undergoing specific skill training package with computer assisted training for a period of twelve weeks.
2. The specific skill training package group had shown significant improvement in all the selected performance and performance variables among kabaddi players after undergoing specific skill training package for a period of twelve weeks.
3. The specific skill training package with computer assisted training group showed significant improvement in selected performance variables than the specific skill training package group and control groups.

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