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Effect of Different Intensities of Specific Sprint Training Programme on Speed among School Athletes

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Abstract

The aim of the study was to find out the effect of different intensities on specific Sprint Training Programme on speed among school Athletes. For this purpose forty five (45) male students (n-45) were selected as subject ranged from 15-17 years. The selected subjects were divided in to three equal groups of fifteen subjects each (N-15) namely experimental group I - low intensity specific sprint training group (LISSTG), Group (II) underwent high intensity specific sprint training group (HISSTG) and Group III acted as control group (CG). During the training period the experimental group underwent their respective training programme for 12 weeks, 5 days per week. Speed was selected as dependent variable. Analysis of convince (ANCOVA) was used to analysis the data. Scheffes test was used as a post hoc test to determine which at the paired mean difference significantly. The result of the study revealed that both the groups produced significant improvement on speed (0.05) as compared to control group.

Keywords: Different Intensity Training (DTG) Specific Sprint Training (STG) speed.

Introduction

Physical increase is the Performance of some activity in order to develop or maintain physical fitness and overall health. It is often directed towards also having athletic ability or skill. Physical exercise is extremely important for maintaining physical fitness. Sports training as basically doing Physical exercise. Several terms used in training, for example strength training interval training, technical training etc. Larry G. Shover (1981) said that the general principles of training such as specify and overload, Apply to all Physical conditioning programme. Training is a process of preparation of Sportsman based on Scientific and pedagogy principles for higher performance (Donneman Mallavi, 1974). Regular and frequency works out may be extended to more than four days per week. The performance will increase. Training involves periodic assessment of the athletes status and progress. Training usually varies regular increase in the difficulty of task performance. Training suggests gradual increase in performance output over an extended period of time. Training is used to improve and maintain the physical strength, endurance and so on. Training efficiently in body adaptability which enhances body's adjustment while performing an activity requiring maximum or near normal performance over a considerable period of time.

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Methodology

The study was designed to find out the effect of different intensities and specific training programme on speed among school athletes. For this purpose Forty Five (45) male students from Holy Family Higher Secondary School, Rajapuram, Kerala were selected as a subject and their age ranged from 15-17 years. The selected subject were randomly divided in to three equal groups of fifteen subjects each (N-15). The groups were Group 1 (Low Intensity Specific Sprint Training) Group II and High Intensity Specific Sprint Training Group and control Group. During the training period, the experimental group underwent their respective training programme for 12 weeks, five days per week. Speed was selected as depended variable. It was measured by (using stop watch).

Data Analysis

Mean and standard deviation were calculated for speed for each training group and the data were analyzed by using analysis of covariance (ANGOVA). If the 'F' Value was found to be significant for adjusted post test mean. Scheffe's test was applied as post hoc test to determine the significant difference between the paired mean. Statistical significance was set to priority at 0.05 level.

Table 1
Analysis of co-variance of experimental groups and control groups on speed

Test	LISSTG	HISSTG	CG	SV	SQ	DF	MS	Obtained 'E' Ratio
Pretest								
Means	7.,66	7.67	7.59	between	0.0493	2	0.0247	0.381
SD	0.28	0.24	.20	within	2.7187	42	0.0647	
Post Test								
Means	7.39	7.42	7.61	between	0.;4053	2	0.2027	4.087
SD	0.20	0.23	0.22	within	2.0827	42	0.0496	
Adjusted Post Test								
Means	7.38	7.40	7.64	between	0.5959	2	0.2979	13.069*
				within	0.9346	42	0.02228	

*Significant at 0.05 level (The table value required for significant at 0.05 level of confidence for 2 and 42 and 3.22.

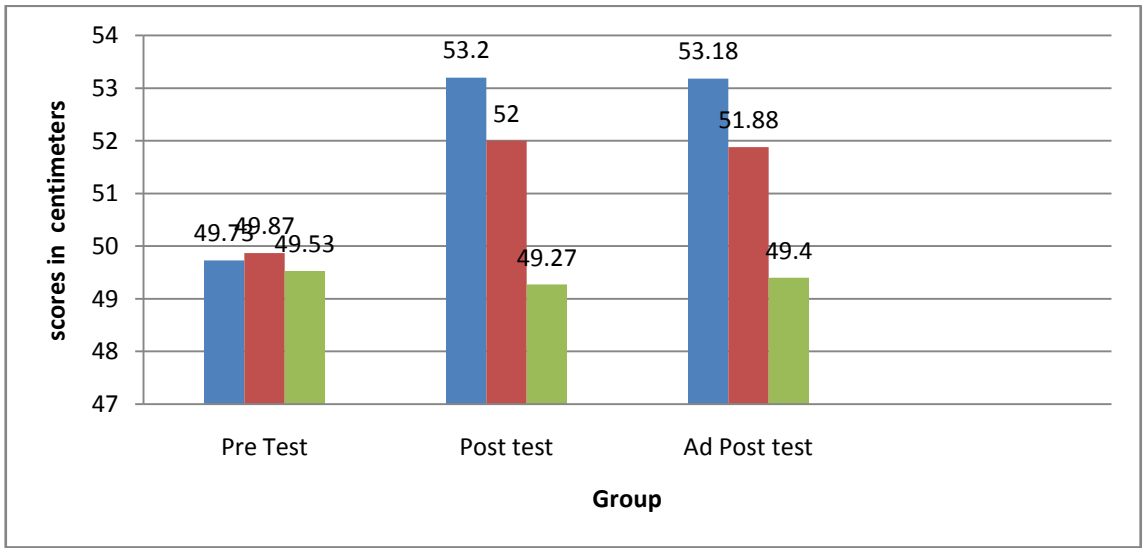
Table 2
Scheffe's post hoc test value of paired mean differences on speed

LISSTG	HISSTG	CG	MD	CI
7.38	7.40		0.02	0.14
7.38		7.64	0.26*	0.14
	7.40	7.64	0.23*	0.14

Results

Table 2 showed that there was a significant difference in low intensity specific sprint training and high intensity specific sprint training programme on speed. The mean of adjusted post test speed scare Gr. I, Gr. II and Gr. III was 7.,38, 7.40 and 7.64 respectively. The obtained adjusted Post test 'F' value 0 to 13.069 was greater than the table value of 3.22. For the significance of adjusted post test means was tested by post hoc test. The comparison between the low intensity specific sprint training and high intensity specific sprint training group obtained means difference values 0.02 was less than the confidential interval value of 0.14, hence this comparison was not significant. The comparison between low intensity specific sprint training group and control group then obtained mean difference value 0.26 was greater than the (CI) value of 0.14. Hence its company was significant. The comparison between high intensity specific sprint training group and control group obtained mean difference value of 0.23 was greater than the confidential interval value of 0.14. Hence this comparison was significant. Further it was concluded that both the training groups improved speed better than control group.

Figure I
The pre-test post test and adjusted post test mean value of experimental groups and control group in speed is graphically represented in figure I



Discussions and Conclusion

Many research studied revealed that the use of different intensity training leads different training adoptions and further it indicate that it also includes the values of specific adaption in speed variable. The various training components (sets, representing intervals) could be manipulated the training loads used from the most important factor that determined the stimuli and the consequent training adaption (Myer et.al, 2006) from the result of the present study and literatures it is concluded that the dependent variable such as speed was significantly improved due to the both the training methods..

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