



Category: sports of socialization



THE IMPORTANCE OF SPORTS AND SOCIALIZATION (A study on Circuit Training abilities of Selected Handball Players)

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INTRODUCTION

Physical Education is an educational process that has its aim for the improvement of human performance, through the medium of physical activities selected to realize this outcome. The content of sports sociology comes directly from the parent discipline of sociology. Sociology is concerned with the social and cultural context in which behavior occurs and the connection between that behavior and the setting, and sports sociology specifically focuses on the relationship between sports and society. It gives us a closer look at human social behavior within the sports context. It is within sports sociology that the issues surrounding the relationships between individuals, groups, and sports are considered, explored, analyzed, and explained. Since 1970 that sports sociology has gained significant attention as a serious area of study. This is in part owing to the increasing major role sports play in our lives and the intellectual traditions in both physical education and sociology. In 1978, the North American Society for the Sociology of Sport was organized as a professional association; and its scholarly outlet for research, the *Sociology of Sport Journal*, was established in 1984. The International Committee for Sociology of Sport is acknowledged within the International Sociological Association, and both groups co-sponsor the *International Review for the Sociology of Sport*. Sociology of sports poses critical and controversial issues. Because sports are considered a microcosm of society, the same social issues that exist in larger society also exist in sports. Sociology uses critical and conflicting approaches that force us to explore alternative ways to view the place and organization of sports in society as well as how issues and problems presented by sports in society affect individuals.

Objectives of the Study:

1. The results of the study about the effect of circuit training will be useful to know, how far the circuit training will be helpful in improving the skills and motor ability among Handball players
2. The results of the study may be helpful in providing quantum of knowledge about benefits of circuit training.
3. The results of the study will help the coaches and physical education teachers to understand the effect of circuit training on selected skills among Handball players.

Methodology and Reliability of the Data

For the purpose of this study 45 Handball players (Boys) from Kendriya Vidyalaya NAD and private Vikas school in Visakhapatnam, Andhra Pradesh, were selected as Subjects. The subjects were divided into three groups, such as **Control group (15 subjects)**, from both KV and Private School) and **Experimental group-I (kv-15 Subjects)** **Experimental group-II (Private School-15 Subjects)** total 45 subjects. The age of the subjects were ranged between 14 to 16 years (Boys). The **Experimental group-I & II** underwent training for three days per week on alternate days for eight weeks. The control group did not participate in any special training

programme. All the subjects were healthy, normal and obliged in participating in the training programmes effectively using 50 mts. dash, shuttle run, standing broad jump and Handball Skill Tests tested the selected criterion variables such as speed, explosive power, and agility, Goal shooting, passing, and dribbling skills respectively.

Circuit Training Programme: Circuit training was given for eight weeks on three alternate days in a week. Training was given in the morning session. The training session included warming up and limbering down processes. During the experimental period, the control group did not participate in any of the special training programmes. The criterion variables were assessed for two groups before the experimentation (pre-test) and after the experimentation (post-test). For circuit training, four exercises and four Handball skills were selected and arranged alternatively in the order of 1. Passing, 2. Hurdle Jumping, 3. Goal Shooting Drill, 4. Jump & Roll Drill, 5. Dribbling Drill, 6. Power Lay-ups and 7. Shuttle Run

Table.1: The Circuit Training Schedule

| Weeks | Duration of Exercise/ Per Station(Min/Secs) | Number of Sets | Number of Exercises and Hand ball drills | Per Day (Min.) |
|--------------|---|----------------|--|----------------|
| I and II | 20 | 3 | 8 | 4.80 Min |
| III and IV | 25 | 3 | 8 | 6 Min |
| V and VI | 30 | 4 | 8 | 9.6 Min |
| VII and VIII | 35 | 4 | 8 | 11.2 Min |

Circuit training exercises:



FIG. 1 PASSING DRILL



FIG. 2 HURDLE JUMPING



FIG.3 GOAL SHOOTING DRILL



FIG. 4 JUMP & ROLL DRILL



FIG. 5 POWER LAY-UP DRIVE



FIG. 6 DRIBBLING DRILL



FIG. 7 SHUTTLE RUN

Analysis of the Data and Results

The level of significance was to analyze the pre and post test mean difference by applying Paired-T test and the inter group variability by applying Anova with Scheffe's post hoc test, the level of significance was 0.05. T-test and Anova analyzed the mean difference of initial and final scores of the two experimental groups and one control group. The difference exhibited by these groups after the experimental period of eight weeks, under different training conditions, the six criterion measures to each school.

The pre and post test Means of the two Experimental and one Control Group for 50 Mts Dash (Sec) and their Paired -T values are presented in Table 2 for KV- NAD, Visakhapatnam.

Table 2 - Paired 'T' Ratio for the 50 Mts Dash (Sec) scores in Hand ball players (Boys) for all the three groups

| 50Mts Dash (Sec) | TEST | N | MEAN | S.D | T-VALUE | P-VALUE |
|------------------------------------|------------|----|---------|---------|---------|---------|
| CONTROL GROUP | PRE | 15 | 7.8853 | 0.383 | 5.48 | 0.000 |
| | POST | 15 | 7.838 | 0.381 | | |
| | Difference | 15 | 0.04733 | 0.0335 | | |
| EXPERIMENTAL GROUP-I (KV) | PRE | 15 | 7.652 | 0.3709 | 10.13 | 0.000 |
| | POST | 15 | 6.5807 | 0.3149 | | |
| | Difference | 15 | 1.0713 | 0.40968 | | |
| EXPERIMENTAL GROUP-II (Pvt.School) | PRE | 15 | 7.672 | 0.3212 | 7.54 | 0.000 |
| | POST | 15 | 6.9347 | 0.4174 | | |
| | Difference | 15 | 0.7373 | 0.3787 | | |

The Researcher intended to find out the difference in the output of the subjects with respect to the 50 Mts dash event, before and after the training. As such, paired T-test was conducted and it is observed from Table (2) that the T-value (5.48) of control group was less than that of the remaining two groups i.e.,



Experimental Groups Circuit training. Further, it was found from the data that the T-value (10.13) of the Experimental Group-I(KVS) greater than Control Group and Experimental Group-II(Pvt.School.).

The average mean of 50 Mts dash showed less in Experimental Group-I(KV) compared with Control Group and Experimental Group-II(Pvt.School). So it was concluded that the Experimental Group-I(KV) was significant in improving the subject's performance after the circuit training. The diagrammatic representation is shown below Fig. 8.

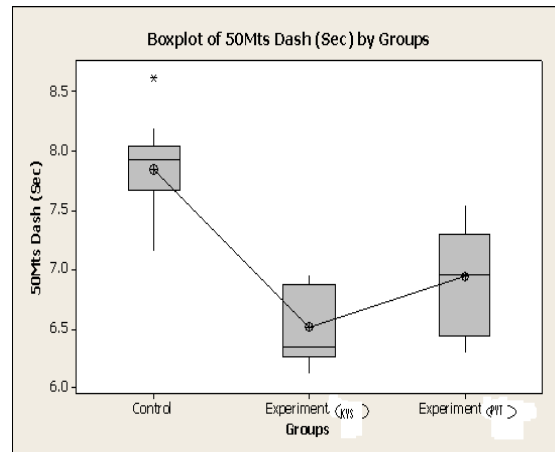


Fig.8 * : Out layer ◉ : Average Value

ANOVA Table

| 50 Mts Dash (sec) | Sum of Squares | df | Mean Square | F | Sig. |
|-------------------|----------------|----|-------------|--------|------|
| Between Groups | 13.741 | 2 | 6.871 | 48.522 | .000 |
| Within Groups | 5.947 | 42 | .142 | | |
| Total | 19.689 | 44 | | | |

The ANOVA test results showed that there was a significant mean difference among the three groups under study. In order to find out and compare the average levels of difference among the 3 groups i.e., Control, Experimental Group-I & II. Scheffe's Post Hoc Test was conducted.

- (i) It is observed from the data that there is a significant mean difference in the output pertaining to Scheffe's Post Hoc Test between Control group and Experimental Group-I & II as the calculated P-values are significant at 0.05 level. It indicates that there is a difference of result with regard to the 50 Mts Dash event.
- (ii) Similarly, there is a significant mean difference in the output pertaining to Scheffe's Post Hoc Test between Experimental group-I and control group, Experimental Group-II as the calculated P-values are significant at 0.05 level which also indicates that there is a difference of result with regard to the 50 Mts Dash event.
- (iii) Further, there is a significant mean difference in the output pertaining to Scheffe's Post Hoc Test between Experimental Group-II and Control Group, Experimental Group-I as the calculated P-values are significant at 0.05 level. It concludes from the table that there is a significant mean difference between Control Group and Experimental Groups-I & II because the mean difference between these two groups is significant in 50 Mt Dash.



Multiple Comparisons

| (I) Groups | (J) Groups | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|------------|------------|-----------------------|------------|------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| 1.00 | 2.00 | 1.3247* | .1374 | .000 | .9760 | 1.6734 |
| | 3.00 | .9033* | .1374 | .000 | .5546 | 1.2520 |
| 2.00 | 1.00 | -1.3247* | .1374 | .000 | -1.6734 | -.9760 |
| | 3.00 | -.4213* | .1374 | .014 | -.7700 | -.2644E-02 |
| 3.00 | 1.00 | -.9033* | .1374 | .000 | -1.2520 | -.5546 |
| | 2.00 | .4213* | .1374 | .014 | 7.264E-02 | .7700 |

*. The mean difference is significant at the .05 level.

Major Recommendations

- It is suggested to all Physical Education Teachers, Coaches and Hand ball Players to follow Circuit Training to improve Speed, Agility, Explosive Power, Goal Shooting Ability, Passing Ability and Dribbling Ability.
- In future, similar study may be conducted for Hand ball players of other age groups preferably by selecting physiological and psychological variables.
- Similar studies may be conducted for Volley ball players by applying Circuit in order to improve Spiking and Blocking Abilities.
- Similar studies may be conducted for Basket ball players by applying Circuit Training in order to improve Basket ball skills.

Conclusion

Because sports are considered a microcosm of society, the same social issues that exist in larger society also exist in sports. Sociology uses critical and conflicting approaches that force us to explore alternative ways to view the place and organization of sports in society as well as how issues and problems presented by sports in society affect individuals. From this study it is concluded that the Circuit Training method was found Experimental Group-I KV to be significantly superior to other two Groups (Experimental Group-II and Control Group) with regard to Handball players.

(* Handball players had shown significant improvement due to the 8 weeks of training on Speed, Agility, Explosive Power, Goal Shooting ability, Passing ability, Dribbling ability at 0.05 level of significance)

It is understood from the study that Experimental Group-I KV NAD (Circuit Training) was found to be the most effective and significantly better to improve performance in Hand ball skills & Motor Abilities. Similarly, Experimental Group-I KV (Circuit Training), is effective in the improvement of performance of players with regard to Hand ball Skills & Motor Abilities than the control group, but Experimental Group-I KV (Circuit Training) had a higher mean average value compared to the Experimental Group-II. Therefore, it is concluded that through Circuit Training method Experimental Group-I KV NAD was found to be good, to enhance the Skills & Motor Abilities of Hand ball players.

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