

# Effect of Summer Coaching Camp on Playing Ability of Female Table Tennis Players of Khandwa District

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**Abstract – The coach is a meaningful person in the lives of athletes and the role they play is vital in the athlete's sport experience. The aim of this study was to see the effect of summer coaching camp on playing ability of female table tennis players of Khandwa district. For this a total of thirty (30) female players from different schools and colleges of Khandwa district who had played state and inter college tournaments were selected as subjects. The samples were further divided into two group (control, training group). Six week of training programme was given on alternate days. Paired t-test was uses as a statistical technique to find out the significance difference between the groups. The level of significance was set at 0.05. The findings of the study reveals that there is a significant difference between the training group and control group.**

**Key Words – Training, Table Tennis, Summer Camp, Khandwa.**

## INTRODUCTION

Sport plays a vast and important role in the lives of many. Athletes of all ages are directed by coaches, giving them a significant impact on the athletes. However, the level of impact is unknown, along with the expectations of what athletes want from coaches and how do coaches perceive themselves. The coach's role is considered to be a highly complex process. Coaches in most settings must complete a variety of tasks such as planning practices and game strategies, organizational tasks and mentoring athletes which does in fact include more than teaching fundamental skills and tactics. (Chelladurai, 1984)

Sports coaching can be defined as the process of motivating, guiding and training an individual in preparation for any sporting hobby, career, or event. Most professional sportspeople have coaches to help them train and compete - but you don't have to be a pro to hire a coach. It's a common misconception that only elite athletes can benefit from the guidance of a sports coach. All you need is a desire either to learn a sport or to enhance your performance in the sport you already play.

To achieve great things in sport, we don't necessarily have to put our bodies and minds through extensive

training programmes, either. The most important aspect of improving sporting performance is to strive every day to be fitter, faster, stronger and sharper than we were the day before.

Training of any athlete for any game is carried out on the basis of certain principles due to new findings and research. These principle are modified or technique may be applied today but get respected tomorrow. Training is extremely important and should form an integral part of all elite athlete's daily routines. Training allows the body to gradually build up strength and endurance, improve skill levels and build motivation, ambition and confidence. (Vyas, 2017-18)

Training also allows athletes to gain more knowledge of their sport as well as enabling them to learn about the importance of having a healthy mind and body. In terms of physical effects of training, regular exercise increases muscle tone, facilitates good circulation, improves strength, agility and flexibility and improves the rate of waste product disposal. Regular training also speeds up recovery time following physical exercise; this enables the body to cope with the demands of training more effectively and makes it more resistant to injury and illness. Training also has benefits for mental health as it improves

concentration and increases self-esteem. (guide to sports medicine, 2009)

Sport skills are voluntary, coordinated tasks with sport-specific goals. Learning basic movement skills is the first step toward learning sport-specific skills for athletic performance. Understanding these basic movements helps coaches make good training decisions for proficiency as well as for fitness and strength and conditioning. (Sport Skills and Motor Learning)

Table tennis, also known as ping-pong, is a sport in which two or four players hit a lightweight ball back and forth across a table using small rackets. The game takes place on a hard table divided by a net. (table tennis, n.d.)

## METHODOLOGY

### Selection of Subjects

The study was conducted with a total of thirty (30) sample. The female athlete were randomly selected from different schools and colleges of Khandwa district who had played state and inter college tournaments.

### Training Design

Random group design was adopted for the study. The sample population was divided into two groups that are control and experimental group. Experimental group went through the summer coaching camp, which was scheduled for 6-week, organized by Khandwa District Table Tennis Association. Summer coaching camp training programme consists of 15 minutes warm-ups which includes (jogging, stretching exercises and specific exercises for table tennis), 60 minutes of table tennis training (service practice, receiving practice and all defensive and attacking skills practice).

### Criterion Measure:

The playing ability of table tennis alternate push test, alternate counter test, target service test and forehand drive after playing push were assessed by "Table Tennis Skill Test" constructed by Dr. Pushpendra Purashwani was the only criterion measure used for this study. All the subjects were assembled in the Dr. Shyama Prasad Mukherji, Khel Prashal Indoor Table Tennis Hall of Khandwa District Table Tennis Association and explained the purpose of the study so that they could form a mental picture of the various tasks, they were going to do. In order to measure the playing ability of table tennis the data was collected on the basis of 'pre-test' and 'post-test'. The scoring was done on the basis of norms of the skill test.

### Statistical Procedure:

Paired t-test was uses as a statistical technique to find out the significance difference between the groups. The level of significance was set at 0.05.

## RESULTS

The descriptive statistics (mean and standard deviation) for table tennis playing ability (alternate push test, alternate counter test, target service test and forehand drive after playing push) showed in Table 1 for control group as well as training group before the 6-week of training programme and after a 6-week of sports vision training programme.

**Table 1. Descriptive statistics (mean and standard deviation) of table tennis playing ability**

Table Tennis Playing Ability	Control Group		Training Group	
	Mean	Standard Deviation	Mean	Standard Deviation
Pre APT	13.96	.766	13.60	.603
Post APT	13.90	.632	14.90	.828
Pre TST	5.73	1.163	5.33	.976
Post TST	5.53	1.407	6.87	1.060
Pre ACT	19.60	2.063	19.20	1.781
Post ACT	19.53	1.598	21.00	1.690
Pre FDAPP	3.60	.986	3.73	1.033
Post FDAPP	3.47	1.125	4.73	.961

Note. APT- alternate push test, ACT- alternate counter test, TST- target service test and FDAPP- forehand drive after playing push

As table 1 shows the pre and post values for table tennis playing ability for control group and training group.

**Table 2 Paired t-test results of table tennis playing ability on training and control group**

	Control Group			Training Group		
	t-value	p-value (.05)	Sig.	t-value	p-value	Sig.
TST	.468	.647	Not sig	4.766	.000*	Sig
ACT	.096	.925	Not sig	9.000	.000*	Sig
APT	1.603	.141	Not sig	9.634	.000*	Sig
FDAPP	.315	.758	Not sig	3.873	.002*	Sig

\*denotes significant differences at 0.05 level of significance

## DISCUSSION:

Analysis of data revealed that both control group and training group prior to administration of experimental treatment did not sure significant difference. But after administrating treatment for duration of six weeks the both groups were re-administrated on table tennis playing ability and the result showed a significant difference between training group and control group because in summer coaching camp training group followed a specific training programme based on skills enhancement but control group did not go through any of the specific training programme. The results of the study is also supported by (Briannon C. O'Connor, 2014) study effects of a summer treatment program on functional sports outcomes in young

children with ADHD which showed improvement in training group. Hence, as the subjects got a specific training programme it's directly impact there skill learning process.

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