

Impact of Summer Coaching Camp on Playing Ability of Male Table Tennis Players of Khandwa District

Dr. Pushpendra Purashwani^{1*} Mr. Sunil Kumar Sharma²

¹ Associate Professor, L.N.I.P.E., Gwalior, M.P., India

² Sports Officer, Dr. C.V. Raman University, Khandwa, M.P., India

Abstract – Training is extremely important and should form an integral part of all elite athlete's daily routines. The purpose this study was to see the impact of summer coaching camp on playing ability of male table tennis players of Khandwa district. For this a total of thirty (30) male 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 groups (control and training group). Six week of training programme was given on alternate days. Paired t-test was used 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 a significant improvement in the table tennis playing ability of training group.

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

INTRODUCTION

Coaching is a form of development in which a person called a coach supports a learner or client in achieving a specific personal or professional goal by providing training and guidance. (Passmore, 2006) Physical educators and coaches all over the world are facing greatest challenge in handling problems in scientific way i.e., to provide sportsman proper and progressive guidelines based on scientific approach which leads to desired results. (al., 2017-18)

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. (al., 2017-18)

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. 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, 2009)

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

For the purpose of the study a total of thirty (30) male players from different schools and colleges of Khandwa district who had played state and inter college tournaments were selected as subjects.

Training Design

Random group experimental design was adopted for the study. All the subjects were equally divided into two groups i.e. training group (15) and control group (15). Training 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) and 15 min of lead up activities.

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 used 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 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	18.01	2.21	18.21	1.86
Post APT	18.52	1.81	21.34	1.54
Pre TST	7.07	1.75	7.01	1.52
Post TST	6.87	1.45	9.45	2.01
Pre ACT	25.51	2.32	25.50	2.12
Post ACT	26.65	2.13	28.51	2.05
Pre FDAPP	4.67	1.39	4.86	1.30
Post FDAPP	5.10	1.24	6.81	1.96

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	.509	.619	Not sig	3.595	.003*	Sig
ACT	1.331	.205	Not sig	7.937	.000*	Sig
APT	1.603	.131	Not sig	10.634	.000*	Sig
FDAPP	1.489	.159	Not sig	4.379	.001*	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 showed 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. Present study concludes the effects of summer coaching camp on playing ability of table tennis players.

REFERENCES

- AL., D. L. (2017-18). Health and Physical Education Class XI. Delhi: Delhi Bureau of Textbooks.
- Briannon C. O'Connor, G. A. (2014). Effects of a Summer Treatment Program on Functional Sports Outcomes in Young Children with ADHD. J. Abnorm Child Psychol., 42(16), pp. 1005-1017.
- Guide to sports medicine. (2009). Retrieved from sports medicine information: <http://www.nsmi.org.uk/articles/sports-training.html>
- Passmore, J. E. (2006). Excellence in Coaching: The Industry Guide (3rd ed.). Philadelphia, London: Kogan Page.
- Sport Skills and Motor Learning. (2009). Retrieved 2019, from sports training

advisor: <https://www.sports-training-adviser.com/sport-skills.html>.

6. Table Tennis (N.D.). Retrieved from Wikipedia the free encyclopedia: https://en.wikipedia.org/wiki/Table_tennis.
7. Richard, Block R. (1977) The use of individual materials and self-management training techniques in developing competency in competitive gymnastics: completed research in health, physical education and recreation 19, pp. 128.
8. Merrifield, Mary V.(1977) A comparative study of two methods of teaching beginning swimming: completed research in health, physical education and recreation 19, pp. 117.
9. Chertok, Herry L. (1977). A comparison of two methods of teaching ball handling skills to third grade students: completed research in health, physical education and recreation 19, pp. 133.
10. Reams, David N. (1977). A comparison of the effectiveness of two methods of teaching selected sports activities to third and sixth grade children: completed research in health, physical education and recreation 19, pp. 128.
11. Singh, H. (1982) the sports performance and its structure: SNIPES journal 5, pp. 3.
12. Fath, Judish A. (1969) A study of the effects of two different methods of teaching in gymnastics: completed research in health, physical education and recreation 11, pp. 159.

Corresponding Author

Dr. Pushendra Purashwani*

Associate Professor, L.N.I.P.E., Gwalior, M.P., India

pushppurashwani@gmail.com