International Journal of Current Research and Modern Education (IJCRME)
ISSN (Online): 2455 - 5428
(www.rdmodernresearch.com) Volume I, Issue I, 2016

EFFECT OF e-CONTENT ASSISTIVE WITH TRADITIONAL TRAINING ON SELECTED SKILL PERFORMANCE VARIABLES OF INTERCOLLEGIATECRICKET PACE BOWLERS

Koushik Bhowmik* & Dr. M. Srinivasan**

* Ph.D. Scholar, Faculty of General & Adapted Physical Education and Yoga, Ramakrishna Mission Vivekananda University, Coimbatore, Tamilnadu.

** Assistant Professor, Faculty of General & Adapted Physical Education and Yoga, Ramakrishna Mission Vivekananda University, Coimbatore, Tamilnadu.

Abstract:

The purpose of the study was to determine the effect of e-content assistive with traditional training on selected skill performance variables of intercollegiate cricket pace bowlers. To achieve the purpose, twelve intercollegiate cricket pace bowlers were randomly selected from the Maruthi College of Physical Education and Ramakrishna Mission Vivekananda University, Periyanaickenpalayam, Coimbatore. The age of the subjects ranged from 18 to 25 years. The selected subjects were considered as only one group. The following criterion variables were selected for the study namely, bowling speed, bowling accuracy and bowling ability. The training period was for twelve weeks except on Saturdays and Sundays in every week. Data were collected from each subject before and after the twelve weeks ofe-content assistive with traditional training. The collected data were statistically analyzed by using 't' ratio. It was found that there is significant improvement in bowling speed, bowling accuracy and bowling ability due to the treatment ofe-content assistive with traditional training.

Key Words: e-Content Assistive Training, Traditional Training & Skill Performance

Introduction:

Participation in sports is a great way of staying active and offers wonderful rewards for mental health. Being involved in sports has been proven to help children learn valuable skills for dealing with life's ups and downs. They teach youth how to interact with others and work as a team. The result is achievement of positive self-esteem and self-confidence, which are extremely important for determining future happiness and success.

The game of cricket has a known history spanning from the 16th century to the present day, with international matches played since 1844, although the official history of international Test cricket began in 1877.

The e-learning (or eLearning) is the use of "Innovative technologies and learning models" to provide the means, with the consequence being "acquiring new skills and access knowledge" [Jeurissen's, 2003].

Traditional (conventional) exercise programmes are commonly thought to involve exercises that isolate specific muscles in order to increase strength more effectively (McGill et al. 2009). Applying this philosophy, the focus of a traditional (Conventional) exercise program is to increase the strength or endurance of a particular muscle or muscle group with regard to training movements that are related to activities of daily living or sport performance.

"Sports training is a scientifically based and pedagogically organized process which through planned and systematic, effect on performance ability and performance readiness aims at sports perfection and performance improvement as well as at the contest in sports competition"[Thiess and Schnabel, 1986].

Fast bowling, is sometimes known as pace bowling, in the sport of cricket. Practitioners are usually known as fast bowlers, fast men, pace bowlers, quick's, or pace men, although sometimes the label refers to the specific fast bowling technique the bowler prefers, such as swing bowler or seam bowler. The aim of fast bowling is to bowl the hard cricket ball at high speed and to induce it to bounce off the pitch in an erratic fashion or move sideways through the air, factors which make it difficult for the batsman to hit the ball cleanly. a typical fast delivery has a speed in the range of 137–153 km/h (85–95 mph).

Hypothesis:

It was hypothesized that there would be a significant difference between the pretest and posttest due to e-content assistive with traditional training on selectedskill performance variables of intercollegiate cricket pace bowlers.

Methodology:

The purpose of the study was to find out the effects ofe-content assistive with traditional training on selected skill performance variablesof intercollegiate cricket pace bowlers. To achieve the purpose of the study, twelve intercollegiate cricket pace bowlers were selected as subjects from the Maruthi College of Physical Education and Ramakrishna Mission Vivekananda University, Periyanaickenpalayam, Coimbatore, Tamil Nadu by applying random sampling method. The age of the subjects ranged from eighteen to twenty five years. The selected subjects were considered as one group. The following criterion variables were selected for the study namely, bowling speed, bowling accuracy and bowling ability. The training period was for twelve weeks except on Saturdays and Sundays of every week.

Criterion Measures:

The selected tests were measured by the following units of testing the hypothesis.

Skill Performance Variables:

- Doppler's radar gun test was used to find out bowling speed.
- Bowling accuracy test was used to find out bowling accuracy.
- Subjective rating test was used to find out bowling ability.

Training Programme:

The e-content assistive with traditional training was given to the subjects. The training period was for twelve weeks except on Saturdays and Sundays of every week. The following exercises were given to the subjects namely,Video based learning, Experts views, Image based learning, Hip rotation,Angle rotation,Slight jump,Alternate toe touch,Skipping,Calf stretch,Modified hurdler stretch,Butterfly stretch,Straddle stretch,Side quad stretch,High Knees,High Skipping,Skipping Kicks,Upper back side stretch,Wrist flexion stretch,Rotating wrist stretch,Elbow out rotator stretch,Standing Toe-up Achilles stretch, Five-Cone running,Cock accuracy throws,Cock distance throw,Diagonal stepping,Diagonal leaps,Shadow Play,Court coverage,Long rallies,Ball collection,"M" formation runs,Medicine Ball Tosses,Overhead Toss,Forward Toss,Side Toss,Triceps Toss. Pre and post-test were conducted prior to and after the intervention.

Statistical Technique:

Correlated dependent 't' ratio was calculated to find out the significant difference between the mean of pre and post-tests of the group.

Results and Discussion: The e-Content Assistive With Traditional Training Group on Bowling Speed

The data obtained on bowling speed as a result of e-content assistive with traditional training were analyzed using the 't' ratio and are presented in table - I.

Table I: Table Showing Mean Difference Standard Deviation and 't' Value of e-Content Assistive With Traditional Training Group on Bowling Speed

Group	Mean	MD	SD	Std. Error of the mean	DF	Correlation	't'	Table value
Pre test	104.34	3.22	1.45	0.42	11	0.95	7.69*	2.20
Post-test	107.56							

* Significant at 0.05 level of confidence

To find out the significant difference between the pre- test and post- test on the bowlingspeed of the e-content assistive with traditional training group,'t' ratio is employed and the level of significance was set at 0.05. Thee-content assistive withtraditional training groups pre- test value is 104.34 and post- test value is 107.56. The mean difference value is 3.22 and e-content assistive with traditional training group obtained 't' ratio is 7.69 and is higher than the table value of 2.20. It shows that thee-content assistive withtraditional training group had significant improvement on the bowlingspeed.

Pre- test and post- test results of e-content assistive with traditional training group on bowlingspeed are presented in figure 1.

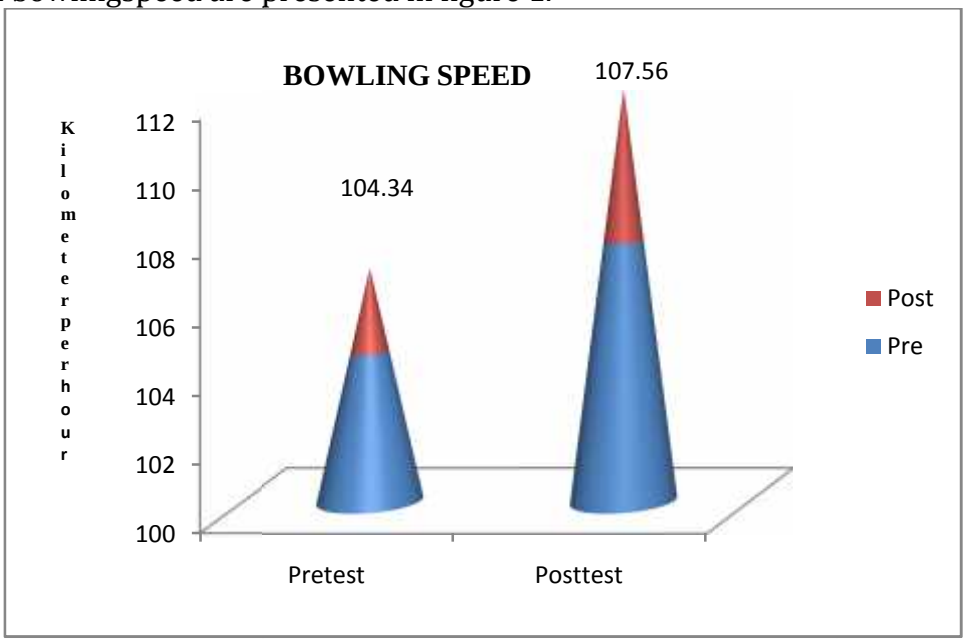

Figure 1: Figure Showing Mean Values of e-Content Assistive With Traditional Training on Bowling Speed the e-Content Assistive With Traditional Training on Bowling Accuracy

The data obtained on bowling accuracy as a result of the e-content assistive with traditional training were analyzed using the 't' ratioand are presented in table – II.

Table II: Table Showing Mean Difference Standard Deviation and 't' Value of e-Content Assistive With Traditional Training Group on Bowling Accuracy

Group	Mean	MD	SD	Std. Error of the mean	DF	Correlation	't'	Table value
Pre test	142.50	7.75	3.70	1.07	11	0.93	7.26*	2.20
Post-test	150.25							

* Significance at 0.05 level of confidence

To find out the significant difference between pre-test and post- test on bowling accuracyof e-content assistive with traditional training group,'t' ratio is employed and the level of significance was set at 0.05. The e-content assistive with traditional training

groups pre- test value is 142.50 and post- test value is 150.25 respectively. The mean difference value is 7.75 and e-content assistive with traditional training group obtained 't' ratio is 7.26 and is greater than the table value of 2.20. It shows that the e-content assistive with traditional training group showed a significant improvement on bowling accuracy.

Pre- test and post- test results of e-content assistive with traditional training group on bowling accuracyare presented in figure 2.

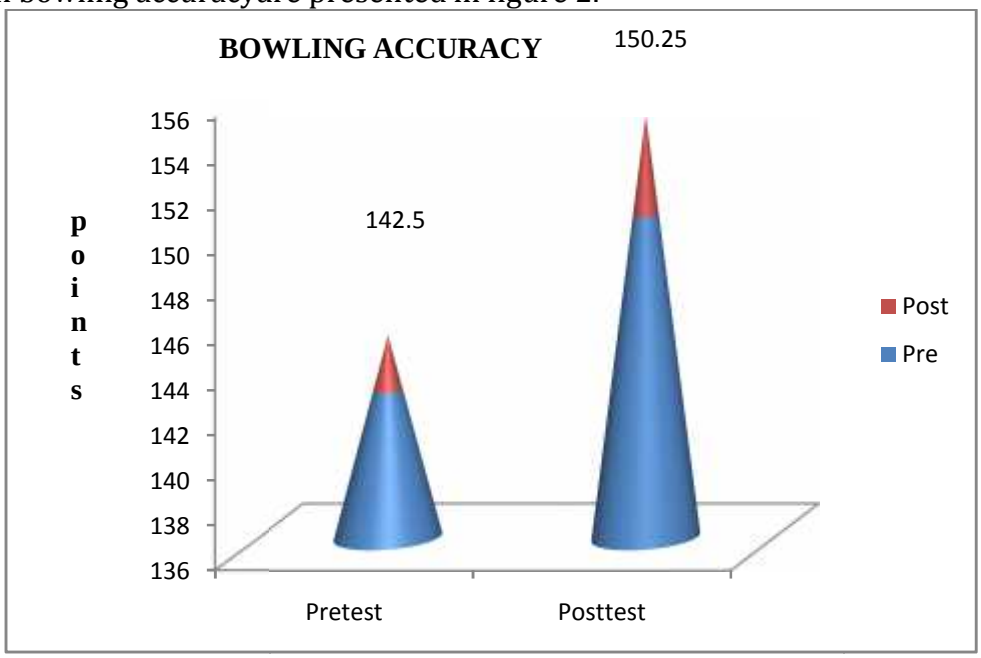

Figure 2: Figure Showing Mean Values of e-Content Assistive With Traditional Training Groupon Bowling Accuracy the e-Content Assistive With Traditional Training on Bowling Ability

The data obtained on bowling ability as a result of thee-content assistive with traditional training group were analyzed using the 't' ratio and are presented in table–III.

Table III: Table Showing Mean Difference Standard Deviation and 't' Value of e-Content Assistive With Traditional Training Group on Bowling Ability

Group	Mean	MD	SD	Std. Error of the mean	DF	Correlation	't'	Table value
Pre test	6.06	0.86	0.47	0.14	11	0.63	6.35*	2.20
Post-test	6.92							

* Significance at 0.05 level of confidence

To find out the significant difference between pre- test and post- test on bowling ability of e-content assistive with traditional training group, 't' ratio is employed and the level of significance was set at 0.05. The e-content assistive with traditional training groups pre- test value is 6.06 and post- test value is 6.92 respectively. The mean difference value is 0.86 ande-content assistive withtraditional training group obtained 't' ratio is 6.35 and is greater than the table value of 2.20. It shows that the e-content assistive with traditional training group showed significant improvement on bowling ability.

Pre-test and post- test results of e-content assistive with traditional training group on bowling ability are presented in figure 3.

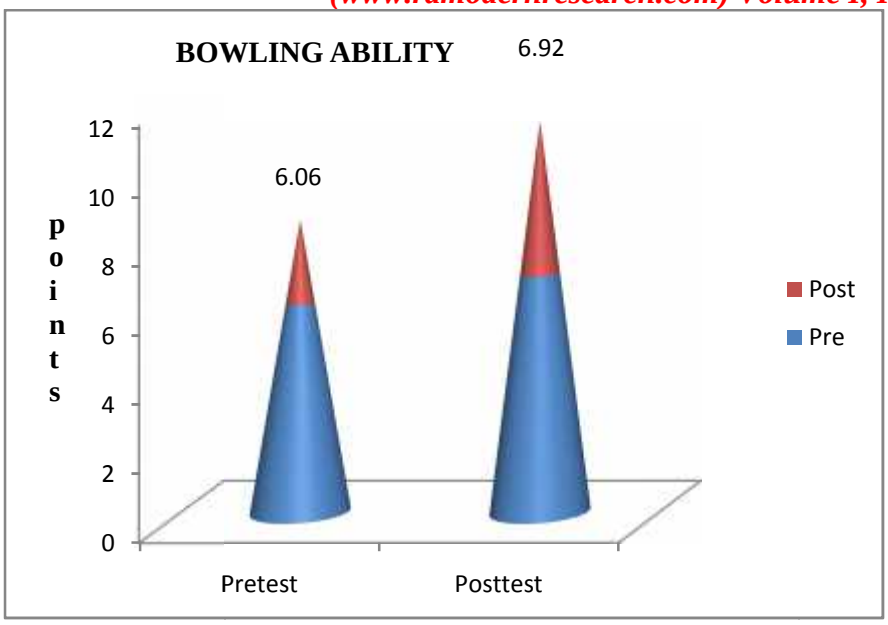

Figure 3: Figure Showing Mean Values of e-Content Assistive With Traditional Training Group on Bowling Ability

Discussion on Findings:

The prime intention of the researcher was to analyze the e-content assistive with traditional training on the selected skill performance variables of inter-collegiate cricket pace bowlers.

The results of the study indicated that the e-content assistive with traditional training had significantly influenced skill performance variables namely, bowling speed, bowling accuracy and bowling ability. Thus, it stands proved that the selected training means had influenced the criterion variables.

The results of the present study indicated that the e-content assistive with traditional training impacted significantly the progress of the subjects as far as the bowling speed, bowling accuracy and bowling ability of the cricket pace bowlers was concerned.

Therefore, cricket pace bowlers ought to possess the bowling speed, bowling accuracy and bowling ability for ability to bowl balls at high speed, thereby making it difficult for the batsmen or even get cleanly bowled to hit the ball; for bowling precisely at the right spot; make it difficult for the batsmen to hit the ball and to take wickets; for their overall performance as bowlers in any situation. The systematic and scientific imparting of these training regimens was advantageous in improving the bowling speed, bowling accuracy and bowling ability of the players.

The results of the study have also been supported by the following authors Marshall & Ferdinands (2003), Portus ., et al (2004), David ., et al (2009), Phillips ., et al (2012), Bartlett ., et al (1996), Elliott ., et al (2005),whose studies brought about similar results as far as improvement on bowling speed, bowling accuracy and bowling abilitywent.

Conclusions:

It was concluded that the selected skill performance variables namely, bowling speed, bowling accuracy and bowling ability significantly improve due to the e-content assistive with traditional training.

References:

1. Adrich, C. (2004). Simulations and the Future of Learning. San Francisco.

2. Bull, G., Harris, J., Loyd, J., & Short, J. (1989). The Electronic Academical Village. Journal of Teacher Education, 40(4), 27-31.
3. Bull, G., Sigmon, T., & Shidisky, C. (1991). Specifications for Computer Networks for Support of Cooperative Ventures between Universities and Public Schools.Computers in Schools, 8(1), 183-185.
4. Cross, Jay. (2004). An Informal History of eLearning.
5. Drucker, P. (2000). Need to Know: Integrating e- Learning with High Velocity Value Chains. A Delphi Group White Paper.
6. Frederic, D. (2006). "2nd edition strength training anatomy".Human kinetics.
7. Krishnan, R.W.G. (2012).Physical fitness, exercise and health. New Delhi: Sports publication.
8. Rajesh, K., & Krishnakanthan, S. (2014). Effect of Different Approach of Endurance Training on Selected Bio-motor Ability of College Basketball Players. Paripex - Indian journal of research, 3(8), 159.
9. Rondon, S., Sassi, FC., Furquim, DE & Andrade, CR. (2013). Computer game-based and traditional learning method: a comparison regarding students' knowledge retention.BMC Med Educ. 25, 13:30.
10. Sebastian, P.J., Sebastian, A., Manilal, K.P., & Joseph, V.C. (2013).System of sports training. New Delhi: Friends Publications.
11. Singh, AB. (2012). Sports training. Delhi: Prerna Prakashan.
12. Srinivasan, M. (2012). Influence of Conventional Training Programme Combined With Ladder Training on Selected Physical Fitness And Skill Performance Variablesof College Level Badminton Players. International journal of physical education & sports sciences, 7, 69- 82.
13. Srinivasan, M. (2014).Effect of specific table tennis training on the selected skill performance variables of school Boys. International Journal of Physical Education, fitness and sports, 3(3), 11-17.
14. Srinivasan, M. (2015).Effect of Specific Preparatory Training on Selected Physiological variables of Inter Collegiate Football Players of various Positions. International Journal of scientific Research, 4(8), 476-479.
15. Srinivasan, M. (2015). Effect of specific preparatory training on selected Motor fitness variables of inter collegiate football Players of various positions. International Multidisciplinary Research Journal, 5(6), 1-10.
16. Srinivasan, M., & Bhowmik, K. (2014).Effect of cricket drill training on the selected skill performance variables of school boys. International journal of recent research and applied studies, 1(4), 11-14.
17. Thomas, R., Baechle & Barney, R.G. (1992). "Weight training step to success". Human kinetics, United States: Human kinetics. Com.