

## CHAPTER – V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 SUMMARY

The nature and playing format of the Volleyball game seeks and demands all formats of abilities to show cause anaerobic, aerobic, psychological and sociological abilities. The scholar with experience of working in professional, higher education and school education made an attempt to find the influential differences in the selected measures of physiological, psychological, and skill performance variables by contrasting the pre-test, post-test, and adjusted post test scores of due to the experimentation of Game Specific Functional Training (GSFT), Game Specific Situational Training (GSST), Combined Training (CT), and control group (CG). Eighty Inter-School level volleyball players (Girls: 15 to 17 Years) from Vellore district, Tamil Nadu, India, were included at random as subject of investigation. They were divided into four groups of twenty each. Group I played the role of experimental group I (GSFT), Group II as the experimental group II (GSST), Group III as the experimental group III (CT), and Group IV as the control group (CG). The subjects of the study were subjected to and awareness were created on the methods of experimentation, assessment to receive full utmost cooperation and understanding of the research work. Subjects of the investigation undergone pretest and post test on a the stipulated physiological, psychological, and skill performance characteristics as described in the earlier chapters. Experimentation period was limited to twelve weeks. The obtained scores were subjected to statistical analysis namely Analysis of Covariance (ANCOVA) and Scheffe's post-hoc test

## 5.2 CONCLUSIONS

As a result of the experimentation explained above and in previous chapters the following conclusions were made

1. It was disclosed that isolated Game Specific Functional Training (GSFT) on school level (Girls) volleyball players materialized a satisfying change in selected physiological variables such as vital capacity, anaerobic power, percent body fat, and systolic blood pressure.

2. It was disclosed that isolated Game Specific Functional Training (GSFT) on school level (Girls) volleyball players materialized a satisfying change in chosen psychological variables such as self-confidence, aggression, anxiety, and sports achievement motivation.

3. It was disclosed that isolated Game Specific Functional Training (GSFT) on school level (Girls) volleyball players materialized a satisfying change in chosen skill performance variables such as service, dig pass, overhead Pass, spiking, and overall playing ability.

4. It was disclosed that isolated Game Specific Situational Training (GSFT) on school level (Girls) volleyball players materialized a satisfying change in selected physiological indicators such as vital capacity, anaerobic power, percent body fat, and systolic blood pressure.

5. It was disclosed that isolated Game Specific Situational Training (GSFT) on school level (Girls) volleyball players materialized a satisfying change in chosen psychological variables such as self-confidence, aggression, anxiety, and sports achievement motivation.

6. It was disclosed that isolated Game Specific Situational Training (GSFT) on school level (Girls) volleyball players materialized a satisfying change in selected skill performance variables such as service, dig pass, overhead pass, spiking and overall playing ability.

7. It was disclosed that Combined Game Specific Functional and Situational Training (CT) on school level (Girls) volleyball players materialized a satisfying change in selected physiological variables such as vital capacity, anaerobic power, percent body fat, and systolic blood pressure.

8. It was disclosed that Combined Game Specific Functional and Situational Training (CT) resulted in satisfying change in chosen psychological variables such as self-confidence, aggression, anxiety, and sports achievement motivation of school level (Girls) volleyball players.

9. It was disclosed that Combined Game Specific Functional and Situational Training (CT) among school level (Girls) volleyball players resulted in satisfying change in selected skill performance variables such as service, dig pass, overhead pass, spiking, and overall playing ability.

10. It was disclosed that Game Specific Functional Training (GSFT) produced better significant differences in improvement on selected physiological variables of vital capacity and anaerobic power among school level (Girls) volleyball players than isolated Game Specific Situational Training (GSST) and combined Game Specific Functional Training (GSFT) and Game Specific Situational Training (GSST).

11. It was disclosed that the Combined Game Specific Functional and Situational treatment group (CT) produced better significant differences in improvement on selected physiological variables such as percent body fat and systolic blood pressure among school level (Girls) volleyball players than the isolated groups of Game Specific Functional Training (GSFT) and Game Specific Situational Training (GSST).

12. It was disclosed that the Combined Game Specific Functional and Situational treatment group (CT) produced better significant differences in improvement on selected psychological variables such as self-confidence, aggression, anxiety, and sports achievement motivation among school level (Girls) volleyball players than the isolated groups of Game Specific Functional Training (GSFT) and Game Specific Situational Training (GSST).

13. It was disclosed that the Combined Game Specific Functional and Situational treatment group (CT) produced better significant differences in improvement on selected skill performance variables such as service, dig pass, overhead pass, spiking, and overall playing ability among school level (Girls) volleyball players than the isolated groups of Game Specific Functional Training (GSFT) and Game Specific Situational Training (GSST).

### **5.3 RECOMMENDATIONS**

The investigator after the knowledge and experiences gained over by this research works derived the following recommendations:

1. Professional, Higher Educational and School Educational authorities may corroborate the effectiveness of this research by including Game-Specific Functional and Situational Training approaches in college volleyball training program.

2. The advantage of the training adapted in this experiment does not require high-tech equipment. As a result, players may participate in this type of training on a regular basis without any major hurdles.

3. The Coaches and trainers can apply Game-Specific Functional and Situational Training to their game of specialization too.

4. This investigation authenticated physiological (vital capacity, anaerobic power, percent body fat, and systolic blood pressure), psychological (self-confidence, aggression, anxiety, and sports achievement motivation), and skill performance (service, dig pass, overhead pass, spiking and overall playing ability) variables may be improved. As a result, it is suggested that this may be applied to all sports and games of similar nature.

### **5.4 FURTHER RESEARCH**

1. An extensive study on the isolated modules may be designed and applied to professional players

2. The present study covered only few aspects of the selected dependent variables, in future research the other related aspects may be included.

4. Digital/ computerized equipment for training and testing may added to add precision to the study results in the future.