EFFECTS OF TRADITIONAL INSTRUCTIONS ON SPEED AGILITY AND BALANCE AMONG COLLEGE STUDENTS

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ABSTRACT

The purpose of the present study was find out effects of traditional instructions on speed, agility and balance among college students. To achieve the purpose of the study, the investigator selected thirty (men) subjects and divided them in to experimental group and control group each consist of fifteen subjects from Kancheepuram District, Tamilnadu. Their age ranged between 17 to 21 years. The following variables on namely speed, agility and balance were selected for the study. The above variables were tested through 50 m run, Shuttle run and Stork balance test respectively. The experimental training period was twelve weeks. The dependent "t" ratio was used to assess the collected data. From the analysis of data it was proved that there were significant improvement on speed, agility and balance by the experimental group namely the traditional instructions among college students.

Keywords: Speed, Agility, Balance, traditional instructions and college students.

INTRODUCTION

Traditional Teaching or instructions is meant to be a teacher-directed classroom lecture based on. Typically, it involves a chalk and talk process where the teacher answers questions about the previous lesson, introduces and lectures on a new topic and concludes the class lecture by assigning homework from the new topic. It involves classes or labs or play field using conventional lecture/demonstration instructional methods to teach students (Liao, 1998). Traditional Instruction is delivering information to students orally and writing/drawing on board. Traditional instruction had a nearly identical connotation when defined as, simply a "lecture and questioning method". Traditional Instruction, as the name implies, focuses on how the instructor teacher. This teacher-centered approach explores various methods of imparting knowledge from the teacher to the student. Students are instruction by the teacher to study the textbook. The teacher provides information to students, including concepts, facts, terms, and diagrams. Class periods are lecture based and involve note taking, usually through the use of a chalk board or white board. In this instructional style, it is expected that students will answer questions generated by their teachers (Sungur & Tekkaya, 2003).

Speed is "the ability to perform a movement in a short period of time". In other words, "speed may be defined as the capacity of the individual to perform successive movements of the same pattern at a fast rate" (A Yobu, 2010). Agility is "the ability to change the entire position of the body in space". In other words, "the ability of the body or parts of the body to change direction rapidly and accurately" (A Yobu, 2010). Balance is "the ability of the individual to maintain his neuromuscular system in a static condition for an efficient response or to control it in a specific efficient posture while it is moving". In other words, "balance is the maintenance of equilibrium through neuromuscular control" (A Yobu, 2010).

STATEMENT OF THE PROBLEM

The purpose of the study was to find out the effects of traditional instructions on speed, agility and balance among college students.

HYPOTHESIS

It was hypothesized that there would be a significant improvement on speed, agility and balance among college students due to traditional instructions.

METHODOLOGY

To achieve the purpose of the study, the investigator selected thirty (men) subjects and divided them in to experimental group and control group each consist of fifteen subjects from Kancheepuram District, Tamilnadu. Their age ranged between 17 to 21 years. The following variables on namely speed, agility and balance were selected for the study. The above variables were tested through 50 m run, Shuttle run and Stork balance test respectively. The experimental training period was twelve weeks. The dependent "t" ratio was used to assess the collected data.

TRAINING SCHEDULE
Week 1-6
Intensity of load were 65%

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Warm Up 600 M slow Jog Rotation and Stretching Exercises **General Workout** 5 x 30 M Sprint **Sprint Drills** High Knee Skips Butt Kicks Ankle Jumps Straight leg run Bounding **Down** 400 M slow walk Stretching exercise	**Warm Up** 600 M slow Jog Rotation and Stretching Exercises **General Workout** 20 –30 - 40 M Sprint **Runway jump Drill** Skip for height Skip for distance Bounding Ankle jumping Side wards jump **Down** 400 M slow walk Stretching exercise	**Warm Up** 600 M slow Jog Rotation and Stretching Exercises **General Workout** 2x150, 2x100 sprint **Approach Drill** Wall drill - walk Wall drill - jog Roll over start Short approach Full approach run **Down** 400 M slow walk Stretching exercise	**Warm Up** 600 M slow Jog Rotation and Stretching Exercises **General Workout** 20-30-40 M Sprint **Step Drill** 1leg step up Double leg jump Quick feet Double step jump hopping **Down** 400 M slow walk Stretching exercise	**Warm Up** 600 M slow Jog Rotation and Stretching Exercises **General Workout** 5 x 30 M Sprint **Mini Hurdle Drill** 1 step jump 2 step jump hopping lateral run lateral 2leg jump **Down** 400 M slow walk Stretching exercise	**Warm Up** 600 M slow Jog Rotation and Stretching Exercises **General Workout** 2x150, 2x100 sprint **Strength Training** Back Squat Split squat Leg press Calf press Military press **Down** 400 M slow walk Stretching exercise

Week 7-12

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Warm Up 600 M slow Jog Rotation and Stretching Exercises **General Workout** 3 x30&40 M Sprint **Approach Drills** Roll over start short approach Full approach Acceleration Approach & jump **Down** 400 M slow walk Stretching exercise	**Warm Up** 600 M slow Jog Rotation and Stretching Exercises **General Workout** 100 -150-100M Sprint **Take-off Drill** 3 step take off 5 step take off 7 step take off Short run & take-off Approach & takeoff **Down** 400 M slow walk Stretching exercise	**Warm Up** 600 M slow Jog Rotation and Stretching Exercises **General Workout** 2x300,150 sprint **Plyomertic Drill** 1 leg pogo jump 1 leg butt kick 1 leg tuck jump 1 leg moving cycle 2 leg tuck jump **Down** 400 M slow walk Stretching exercise	**Warm Up** 600 M slow Jog Rotation and Stretching Exercises **General Workout** 3 x30&40 M Sprint **Landing Drill** SBJ 3step run & jump 3step hop & jump 3step bound jump Box jump & land **Down** 400 M slow walk Stretching exercise	**Warm Up** 600 M slow Jog Rotation and Stretching Exercises **General Workout** 100 -150-100M Sprint **Sprint Drills** High Knee Skips Butt Kicks Ankle Jumps Straight leg run Bounding **Down** 400 M slow walk Stretching exercise	**Warm Up** 600 M slow Jog Rotation and Stretching Exercises **General Workout** 2x300,150 sprint **Strength Training** 2x15 push ups 2x15 sit ups 2x15 pull ups 2x15 full squad 2x15 sit ups **Down** 400 M slow walk Stretching exercise

Intensity of load were 70%

MODE OF INSTRUCTION
TI: Traditional Instruction Group received a 60 minutes lecture/ demonstration covering the same instructional content including practice in the play ground with proper supervision technique.

RESULTS AND DISCUSSION

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TABLE – 1
"t" RATIO OF MEAN OF SPEED AGILITY AND BALANCE AMONG COLLEGE STUDENTS

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| Variables	Group	M	S.D	R	T
Speed	Experimental Group Pre Test	8.03	0.54	0.84	**3.93***
	Experimental Group Post Test	7.73	0.53		
	Control Group Pre Test	8.47	0.81	0.95	**1.00**
	Control Group Post Test	8.40	0.84		
Agility	Experimental Group Pre Test	31.06	1.52		
	Experimental Group Post Test	30.08	1.61	0.92	**5.96***
	Control Group Pre Test	33.33	2.70		
	Control Group Post Test	33.32	2.71	0.99	**0.08**
Balance	Experimental Group Pre Test	46.53	4.94		
	Experimental Group Post Test	49.60	5.30	0.97	**9.10***
	Control Group Pre Test	42.93	6.35		
	Control Group Post Test	43.00	6.15	0.99	**0.29**

Table t – ratio at 0.05 level confidence for 2 and 28(df) = 2.048 ***Significant**

The pre test mean scores of experimental group and control group on speed, agility and balance were 8.03, 8.47, 31.06, 33.33, 46.53 and 42.93 respectively. The post test mean scores of experimental group and control group on speed, agility and balance were 7.73, 8.40, 30.08, 3.32, 49.60 and 43.00 respectively. The obtained 't' ratio between pre and post of experimental group and control group on speed were 3.93 and 1.00. The obtained t (3.93) of experimental group was greater than the required table value of 2.048. It shows that there was a significant improvement in the speed (reduced seconds) due to traditional instructions among college students. The obtained 't' ratio between pre and post of experimental group and control group on agility were 5.96 and .0.08. The obtained t (5.96) of experimental group was greater than the required table value of 2.048. It shows that there was a significant improvement in the agility (reduced seconds) due traditional instructions among college students.

The obtained 't' ratio between pre and post of experimental group and control group on balance were 9.10 and 0.29. The obtained t (9.10) of experimental group was greater than the required table value of 2.048. It shows that there was a significant improvement in the balance due traditional instructions among college students.

FIGURE – 1
BAR DIAGRAM BETWEEN SPEED AGILITY AND BALANCE AMONG COLLEGE STUDENTS
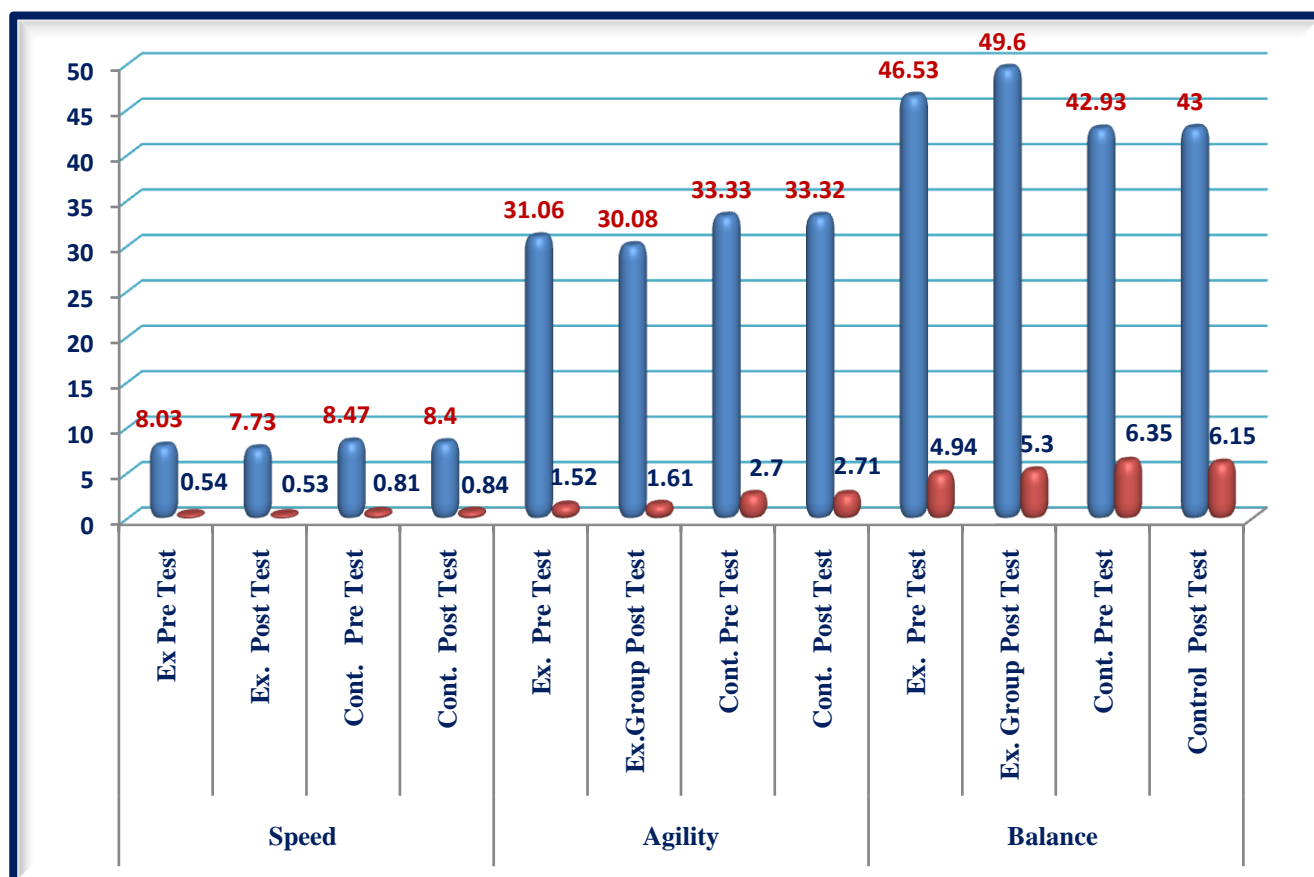
CONCLUSIONS

1. The speed was significantly improved by the participation in the traditional instructions among college students.
2. The agility was significantly improved by the participation in the traditional instructions among college students.
3. The balance was significantly by the participation in the traditional instructions among college students.
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