

**Impact  
Factor  
3.025**

**ISSN 2349-638x**

**Refereed And Indexed Journal**

**AAYUSHI  
INTERNATIONAL  
INTERDISCIPLINARY  
RESEARCH JOURNAL  
(AIIRJ)**

**UGC Approved Monthly Journal**

**VOL-IV**

**ISSUE-X**

**Oct.**

**2017**

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**CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE**

**Effect of Intervention on Knowledge, Attitude, Skills and Sports Performance of Players  
Participating in Individual and Team Games**

(With Special Reference to Students of International Schools of Mumbai City)

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**1.0 Introduction**

For many people around the world, sports are immediately and inextricably tied to the notion of childhood and that too in the schooling days. Through sports children explore, invent and create, which is very vital to sustain in the today's world. They also develop social skills, learn to express their emotions, and gain confidence about their own capabilities. For many children, however, the chance to learn and grow through sport and play is unavailable, robbing them of some of the most important experiences of childhood. Play in all its forms is the right of every child. Moreover, the activities that employ and teach safe and inclusive play and sport are tools to improve children's lives. Children throughout the world are naturally drawn to sport and play, and they can engage all children, even the poorest and most marginalized, to have fun and enjoy their childhood.

**1.1 Importance of sports in Childhood**

Sport is very necessary as it not only a child's inalienable right, but it also influences physical, socio-emotional and cognitive development. Moreover, the experts around the world have concluded that physical education is a critical component of a child's overall education. It can improve body awareness and help a child develop healthy habits at an early age and hence correct intervention by the sports coaches is very important. There is also evidence that participation in physical education improves concentration and performance in academic courses.

**1.2 Importance of Intervention**

An intervention is an orchestrated attempt by one or many people to get someone to seek professional help with a certain trait or some kind of problem. Intervention means doing something, taking action or using a treatment to try to improve a particular condition or problem, improving sports performance in this study. Interventions have been used to address serious personal problems, including, but not limited to, compulsive behaviour, abuse, compulsive eating and other eating disorders, self harm and being the victim of abuse. Interventions are either direct, typically involving a confrontational meeting with individual in question, or indirect, involving work with a co-dependent family to encourage them to be more effective in helping the individual.

**1.3 Role of Intervention in Sports**

There are many studies that show the positive effect of exercising on psychological well-being including stress reduction (Anshel, 2007; Buckworth & Dishman, 2002), anxiety reduction (Petrusello et al., 1991) and mood enhancement (Berger & Motl, 2000). A large number of these studies document, in particular, the positive effects of endurance sports (e.g. jogging) on variables connected to mental health in males aged 30–40 years (McDonald & Hodgdon, 1991) and also for the elderly of both genders (Schlicht, 1993). Important factors contributing to the success of these interventions appear to be an exercise period of a minimum of 10–12 weeks (Petrusello et al., 1991) as well as the intensity and the

quality of the exercise, and the gender of the participants (Felfe et al., 2011). In the backdrop of above information, this study aims to analyze the relevance of a specific type of intervention in the knowledge, attitude, skills and performance of players participating in the individual and team games.

## **2.0 Research Methodology**

### **2.1 Design of Study**

The design of the study was be random group design, where the players from the International Schools (of Mumbai City) belonging to age group 12 to 16 years, participating in individual (Badminton, Tennis and Athletics) and team games (Basketball, Volleyball and Handball) were selected randomly. In all 300 players each (total 600 players) were selected for both the groups i.e. individual and team games.

### **2.2 Data Collection Method**

Data collection was done by using survey methodology.

### **2.3 Primary Data Collection**

The primary data was collected by using a standardized questionnaire, which was developed by the researcher in the guidance of the supervisor. The questionnaire was prepared by keeping the objectives of the study in mind. Care was taken to cover all the objectives of the study.

### **2.4 Reliability estimation of the questionnaire**

Reliability of the questionnaire was determined by using the test-retest method.

### **2.5 Validity estimation of the questionnaire**

The validity of a measure refers to the extent to which it measures what it intends to measure. Three different types of validity will be considered, which are content validity, criterion-related validity and construct validity.

### **2.6 Tester's Reliability**

To ensure that the investigator was well versed with techniques of conducting the tests, the investigator along with an assistant performed a number of practice sessions in testing procedure under the guidance of supervisor. The tester's reliability was evaluated together with reliability of tests. A Pearson's product moment correlation above 0.840 indicated that the tester was well equipped for data generation.

### **2.7 Statistical Procedure employed and Significance Level**

The data characteristics (descriptive statistics) such as Frequency, Mode, etc. were determined. The comparative assessment of the proportions was done by using 'Z' test of proportions. The data was analyzed using SPSS 18.0 Software. The significance level was chosen to be 0.05 (or equivalently, 5%).

## **3.0 Analysis of Data and Results of the Study**

In this chapter of the thesis, the results obtained after critical analysis of the data will be presented. The data analysis will be carried out using appropriate statistical tests and the results will be presented using suitable Tables and charts.

### **3.1 Impact of Intervention on the Knowledge of Players**

**Table 1: Impact of intervention on the knowledge and improvement of player's sports performance**

Knowledge level	Individual Game		Team Game	
	No. of Players	Percentage	No. of Players	Percentage
High awareness	168	56.0	78	26.0
Moderate awareness	79	26.3	96	32.0
Low awareness	53	17.7	126	42.0
Total	300	100	300	100

Above **Table 1** presents descriptive statistics pertaining to the impact of intervention on the knowledge and improvement of player's sports performance. Study result shows that 56% players playing individual game and 26% players playing team game were highly aware after the intervention. However 26.3% individual game players and 32% team game players were having moderate awareness post intervention. Furthermore 17.7% individual game players and 42% team game players were having low awareness even after the intervention on the knowledge and improvement of player's sports performance.

### 3.2 Impact of Intervention on the Attitude of Players

**Table 2: Impact of intervention on the attitude and improvement of player's sports performance**

Attitude	Individual Game		Team Game	
	No. of Players	Percentage	No. of Players	Percentage
Highly favourable	184	61.3	68	22.7
Moderately favourable	84	28.0	162	54.0
Not favourable	32	10.7	70	23.3
Total	300	100	300	100

Above **Table 2** presents descriptive statistics pertaining to the impact of intervention on the attitude of players towards sports. The study result shows that 61.3% players playing individual game and 22.7% players playing team game were having highly favourable attitude towards sports post intervention. However 28.0% individual game players and 54.0% team game players indicated moderately favourable attitude after the intervention. Furthermore, 10.7% individual game players and 23.3% team game players had non-favourable attitude towards sports after the intervention.

### 3.3 Impact of Intervention on the Practice of Players

**Table 3: Impact of intervention on the practice aspect of players for improving sports performance**

Practice	Individual Game		Team Game	
	No. of Players	Percentage	No. of Players	Percentage
High	184	61.3	68	22.7
Moderate	84	28.0	162	54.0
Low	32	10.7	70	23.3
Total	300	100	300	100

Above **Table 3** presents descriptive statistics pertaining to the impact of intervention on the practice aspect of players for improving sports performance. Study result shows that 61.3% players playing individual game and 22.7% players playing team game were having high impact on their practice. However, 28.0% individual game players and 54.0% team game players had moderate impact. Furthermore, 10.7% individual game players and 23.3% team game players had low impact of intervention on the practice aspect of players for improving sports performance.

## 4.0 Conclusions

### 4.1 Impact of Intervention on the Knowledge of Players

- On the basis of study results it is concluded that majority of the players playing individual games were having high awareness whereas players playing team games were having low awareness about the impact of intervention on the knowledge and improvement of player's sports performance.



#### **4.2 Impact of Intervention on the Attitude of Players**

- In view of the study results it is concluded that majority of the players playing individual games have highly favourable impact whereas players playing team games have moderately favourable impact of intervention on the attitude and improvement of player's sports performance.

#### **4.3 Impact of Intervention on the Practice of Players**

- From the study results it is concluded that majority of the players playing individual games have high impact whereas players playing team games have moderate impact of intervention on the practice aspect of players for improving sports performance.

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