

Report on the
**DEVELOPMENT OF SPORTS
AMONG THE RURAL YOUTH**

in Tiruchirappalli District, Tamil Nadu

Submitted to



UNIVERSITY GRAND COMMISSION

South Eastern Regional Office, A.P.S.F.C Building (4th Floor) 5-9-194

Hyderabad.

By

Dr D. Prasanna Balaji

Research Department of Physical Education

National College (Autonomous), Tiruchirappalli – 620 001, Tamil Nadu.



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INTRODUCTION

I. An over view of the research

The project is aspired for the development of youth in sports, which is driven by a crucial need of the hour, i.e., to have important physical, psychological and social development consequences for the rural youth in Tiruchirappalli District, Tamil Nadu. There are so many hurdles that are confronted by the youth. The government offers a great deal of support with the best that is available. Despite these perceived benefits, contemporary youth sports has its critics that see this highly popular children's activity as plagued by major problems. Concerns have been voiced regarding the highly competitive nature of youth sports and it is often argued that young athletes become injured or burned out as a result of excessive stress and pressure, while some are taught to learn inappropriate behaviours such as aggression or poor sport spersonship from their involvement.

The problem today, as proposed by the researcher may be enlisted as follows:

1. Identification of potential talent is generally not done with a systematic approach and more often than not, talents are identified accidentally. The research aims at finding out the regional issues with regard to identifying talents.
2. Classification is meaningless without choice and it is essential to give the participants a choice and to classify them accordingly.
3. It is planned to classify the individuals according to the disciplines of their choice.

The disciplines are the following:

- a) Football
- b) Cricket
- c) Athletics
- d) Table tennis
- e) Tennis

4. It is essential to identify what is the optimum performance as per the age and muscle development and to group the participants according to the age is essential.
5. Studying the performance of the students and progress under biomechanics, diet aspects, sports wears and protection gears.
6. Finally, evaluating the individuals based on their sports performance before and after this research study, in addition to which the point system is to be adopted too.

RESEARCH BACKGROUND

In the sports talent identification procedure and in teaching skills, analysing physical parameter is the most frequently used method. In the Indian physical education system, just like other subjects, identifying talent is not a significant constituent of the curriculum. The Indian educational board develops the course content, the methods to follow, and the procedures to be taken care for teaching and identifying other talents in Indian classroom. The process of identification of talent poses a great hurdle and after that comes enhancing the skills. This research primarily focuses on the procedure of talent identification, offering choices in the field, grouping the participants for segregation and evaluating the performance.

The Research Questions of Study

In order to study the participants, the researcher has formulated the following questions to have a clear picture of the intention, course and outcome of the proposed study.

1. Is there sporting potential among the rural youth in Tiruchirappalli district, Tamil Nadu?
2. Is the existing system appropriate for the identification of talent?
3. Is there enough choice among the participants to take up sports as per their choice?

4. Is there any known outline or information about physique and sports performance?
5. Is there any known outline or information about types of skills required for various sports?
6. Is there any known outline or information about dieting procedures among the participants?
7. Is there any known outline or information about developing various skills?
8. Is there an understanding about age specific exercises or activities?

PURPOSE OF THE STUDY

1. To find out the sporting potential among the rural youth in Tiruchirappalli district.
2. To analyse if the existing system is appropriate for the identification of talent.
3. To find out whether there is enough choice among the participants to take up sports as per their interest and desire.
4. To make the participants learn and know about physique and sports performance.
5. To make the participants learn about types of skills required for various sports and games.
6. To know if there is an outline or information known about dieting procedures among the participants.

PLAN OF THE STUDY

Phase I

- a. Choosing the area for the research.
- b. Referring to books, journals and related researches done in this area.
- c. Selecting the topic for the study.
- d. Framing hypotheses.
- e. Selecting the skilled professionals for the study.
- f. Getting formal approval from the management for the study

Phase II

- a. Talent hunt
- b. Classification
- c. Grouping

Phase III

- a. To teach the rules and regulations of the games
- b. Talent choices in the field, grouping and evaluation of performance
- c. Core fitness, specific fitness & diet aspects, physical literacy and health literacy.
- d. Participating in the tournaments
- e. Evolving the responses
- f. To teach the sport sciences and bio-mechanic principles and kinesiology
- g. Cinematographic analysis and reviews; latest methods and skill acquisitions.

Phase IV

- a. Evaluating and consolidating the results.
- b. Stating the need for analysis and interpretation of the data.
- c. Stating the method of computation of the data and finding out the results.
- d. Movement competence and higher learning.

Phase V

- a. Presenting the summary of the findings based on the results arrived at.
- b. Drawing conclusion.
- c. Discussing the findings.
- d. Verifying the hypotheses framed.
- e. Highlighting the uniqueness of the study.
- f. Stating the limitation of the study.
- g. Presenting recommendations for improvement.

HYPOTHESIS OF STUDY

The hypothesis of the study is enlisted as follows

Mere bookish education would not provide the youth with the right opportunities in life. It requires talent hunt by sports scientists, to look into the personality of the youth to tap the untapped talents and resources. The selection procedure of talent hunt involves rigorous and systematised exercise. This is conceived as a people's hunt.

1. The rural population of India consists mainly of talented rural youth.
2. Measuring the skills and abilities of the students will provide a picture of the potentials hidden among the youth.
3. Opening up choices in games and sports will provide the youth a wide area of choice and options.
4. The results of a systematic orientation will lead to significant results in the field of sports and games.

Delimitation of the Study

1. The study is restricted to the rural youth in Tiruchirappalli District, Tamil Nadu only.
2. This study is mainly focused on the overall responses, needs and requirements of the participants.

Review on the Prevalence of Sports Talents and Conditions

Development of youth sports is considered by the nation as one of the most important focus areas and with millions of children and youth involved in the context, many recent developments have turned out to be positive. Though India is one country, it is not made of one race, one culture or one ethnicity. Hence, there are many important aspects to take into consideration when it comes to development of youth sports in the country. One is whether all the young people need to be trained in selected games to bring out the talented ones or if the

individuals need to be assessed on their physical and mental attributes before trying them out in any sort of sporting competitions.

A group of people regarded as communally separate is referred to as a race because they share hereditarily transmitted traits believed to be significant by people with authority and influence in a culture. Experts say that sport involves complex issues connected to race and ethnicity. These issues have growing social significance as global relocation and political changes carry people together from diverse racial and ethnic backgrounds and generate new challenges for living, functioning and playing jointly. The challenges shaped by racial and ethnic multiplicity are among the most significant ones we are faced with in the 21st century. Cultural viewpoints about race and ethnicity control social relationships and the organisation of social existence.

Sports not only reflects this influence but is also a position at which people confront or copy dominant thoughts and forms of ethnic and racial relations in a culture. The social meanings and experiences linked with skin colour and ethnic backdrop influence access to sport partaking, decisions relating to playing a game, the ways in which people put together sport into their lives and the organisation and support of sport. Along with this, the food habits, terrain and climatic conditions also influence sports and talents a lot. This paper also outlines how athletic talents can be enhanced and augmented as per the social, ethnic and climatic conditions of the athletes in the district of Tiruchirappalli.

It is widely believed that any talent detection and identification model can only be successful if the characteristics measured are innate (Simonton, 1999), and this belief is reflected in the majority of existing schemes. This position acknowledges that mature levels of innate characteristics are predetermined and can only be influenced by extreme environmental conditions conversely; characteristics that are not innate are influenced continually by the environment and individuals' experiences. It is therefore unlikely that mature levels of these latter variables can be predicted. Talent identification initiatives in sport have

characteristically looked to find out the 'talented' at as early an age as probable in order to offer the 10 years of developmental opportunities that study has suggested is required to flourish (Ericsson, Krampe, & Tesch-Romer, 1993; Starkes, 2000).

GENERAL ISSUES

Young people lose shape and form because of many reasons. Data advocates that the rising occurrence of obesity has occurred simultaneously with changes in physical movement patterns. This substantiation is ecological, and as such does not offer as high a level of causal conclusion as individual point data. The proof is also rather limited. One of the major reasons for this is that bodily activity, in disparity to obesity, is not easy to evaluate as it is a multifaceted, multidimensional conduct (Wareham NJ and Rennie KL, 1998). Where superior physical development is an advantage, the youngest players are considerably disadvantaged. Many 'talented' kids may be overlooked just because they are born quite late in the assortment year and are therefore with a reduction of physical development (Helsen, Hodges, Van Winckel & Starkes, 2000). Children who have insufficient motor skills are frequently relegated to a life of barring from organised and free play experience of their friends, and consequently, to a lifetime of idleness because of their irritations in early movement behavior (Jess, 1999). Even children can show highly sensitive memory skills inside their area of capability. If the information to be kept in mind can be linked to existing knowledge, people appear to be able to remember extraordinary amounts of information (Howe, 1999; Howe, Davidson & Sloboda, 1996).

It is not easy to test players' ability and it includes factors like physiological, anthropometric and psychological measures (Reilly and Thomas, 1977). On the other hand, Randak (1998) recognises the fact that many adolescents do not play inside governing body structures and are consequently lost to development. It

also characterises the support expected from the performers and how these vary because of time but in addition, and perhaps most prominently, it highlights the meaning of changeover, a basic aspect which is also emphasised in other more normal psychology areas such as lifetime development (Hellstedt, 1995; Bee & Mitchell, 1984).

It is a known fact that the variables also will be heavily influenced by both experiences of the past and physical development (Ackland & Bloomfield, 1996; Bloomfield, Blanskby, & Ackland, 1990). Here is where the experienced will do better than the inexperienced. The pressure of performing for the first time evidently presents a challenge and there is little doubt that students always feel about 'staying there' rather than 'getting there' (Gould et al 1993b; Kreiner-Phillips & Orlick, 1993).

Using ideas rented from the sciences of intricacy and non-linear dynamical systems, we will describe some fundamental principles that have implications to a whole range of performance domains, such as trade and the arts (Gould, 2002; Loehr & Schwartz, 2001; Lubinski & Benbow, 2000; Simonton, 1999). It is hard, if not impossible, to forecast the mature value of a hereditarily driven variable due to non-linear processes of expansion (Abbott & Collins, 2002; Aitken & Jenkins, 1998; Simmons & Paull, 2001).

SOCIAL ENVIRONMENT FOR SPORTS

As per Schwery, R. and Cade, D.(2009), an essential social factor along with politics, financial system, and culture, sports is the most popular supplementary activities for young people because these factors are strongly associated to the socialisation in schools. The way in which young people socialise depends largely on the opportunities they get to involve in a group. The larger the group means the better the social skills. In the schools and colleges in the district of Tiruchirappalli, there are evidences that the system to allow all the children to

participate in sports and games is yet to achieve the satisfactory mark. Especially the participation from the part of the girls diminishes as they grow older. Once they come to secondary level, they almost stop all the sport activities. In the schools meant only for girls, there is considerably a significant participation as well as performance which help in the identification of talents.

In the schools and colleges that offer or encourage maximum participation in sports, one can see visible talents. The maximum number of performers in the district of Tiruchirappalli comes from particular schools and colleges that offer better atmosphere for sport activities. In this way, it can be said that talent identification has a close connection with the atmosphere of the sporting field.

ETHNICITY AND SPORTS

Experts will not question if we put up the fact that there are assumptions that are inherent in the term “Ethnicity and Sports”. If one does so, it will be something that will undermine any effort to expand understanding of sport history and attract others to the field. Every community is with a profound relation to one sport or the other. The youth of every particular locality used sports for social binding since time immemorial. It is also a fact that most of the traditional games of the underdeveloped or developing countries are yet to find recognition at international level. While some communities have included modern games in the social sport activities, many are in the crossroads without a clear picture.

In the communities that have made modern or modernised games for social binding, there is maximised participation and talent exhibition. In the traditional setup, except for few, localities do not have opportunities to exhibit the talents as the participation itself is limited. Thus, there is an urgent need to take up the idea of adaptation as per the present condition to excel.

CLIMATIC CONDITIONS AND PERFORMANCE

It is an accepted fact that most of the outside sport activities, and in particular endurance sports, are powerfully influenced by the difference in meteorological parameters. The assessment of bio-climatological conditions and of thermal comfort in endurance sports, particularly in athletics, has an essential importance not only for appropriate planning of the training curriculum and the dietary plan, but also for a better assessment of the race plan (Olds et al., 1995). In spite of these observations, the influence of meteorological and environmental conditions is often disregarded in the open-air sport performance appraisal.

When it comes to identification of talents among children in the district of Tiruchirappalli, one can find the general attitude that the weather conditions are harsh for outdoor activities. The opinion about rising by working out in open places sometimes deters the enthusiasm to come out. One can find that athletes from the places in Tamil Nadu that are less humid and swelter come out in large numbers.

In this way considering the social environment for sports, ethnicity and sports and climatic conditions and performance the following activities are to be carried out. They are as follows:

- a) Choices in the field
- b) Grouping the participants
- c) Evaluating the performance

Identification of Talent, Offering Choices,

Grouping the Participants & Evaluating the Performance

Identification of talent as per experts may be considered as a select group of people who show up among the peers considerable excellence with which they attain high-level results. This skill is closely connected with the skill to make decisions, a complicated procedure that occurs in multifaceted situations and under tremendous pressure. Since specialist decision-making is a core

constituent in the attainment of high performances in sports, it is pertinent and practical to find out which factors add up the most to capable decision-making. In the same way even in athletics there are various elements and most of them being physique oriented attributes for high level performance. The identified students for the study over two hundred in number were first offered the choice.

Choices in the field

The first and basic choices offered to the talented students were the option to take-up sports or the option to take up games. Even before the options the students were given a clear idea about the physique required for both.

The youth were informed that athlete's physique is with a correct:

1. Proper bone structure
2. Suitable musculature
3. Body fat
4. Stamina

At the same time the students were also informed the requirements to excel in games which are mostly psychological and skill oriented.

The youth were informed about the sports skills that include:

1. Team work
2. Flexibility
3. Coordination
4. Knowledge
5. Confidence

TESTING ATHLETIC SKILLS

The identified students were first given an open test on the selected parameters for athletic performance. They were all tested for the following:

- a) Speed
- b) Agility
- c) Jump

- d) Endurance
- e) Flexibility

1. SPEED TEST

The rationale of this test is to conclude on acceleration, upper limit of running speed and speed stamina, reliability with the distance run. Measuring tape, stopwatch and cone markers are the equipment used.

Preparation

- a) Give details of the procedures to the subjects.
- b) Obtain the consent of the participants explaining the risks.
- c) Get the format ready to record basic information such as age, weight, gender, height, etc.
- d) Carry out warm-ups for sprints.

Procedure

The test involves taking a single maximum dash over a set distance, with time determined. After a uniform warm up, the test is carried out over short distance, such as 10 or 20, 40 or 50 meters, depending on the time of the test and weather condition. Students need to follow the normal procedure of standing behind the line before the start. Later, the details with regard to the timing for each of the run are noted down. Here the details with regard to acceleration and highest point of speed are also determined.

2. AGILITY TEST

The rationale of this test is to conclude on the agility of the students. Agility is an important constituent of athletics and many other team sports. When it comes to games it is not always tested, and is frequently hard to understand results.

Things used for this test may be enlisted as follows:

1. Flat non-slip surface
2. Marking cones

3. Stopwatch
4. Measuring tape

Preparation

- a) Give details of the procedures to the subjects.
- b) Obtain the consent of the participants explaining the risks.
- c) Get the format ready to record basic information such as age, weight, gender, height, etc.
- d) Carry out warm-ups for sprints.
- e) Mark out the test area using cones
- f) Check the equipment

Procedure

The length of the route is 10 meters and the width is 5 meters. Four cones are utilised to indicate the start, finish and the two points. Four more cones are located down the center with an equivalent distance separately. The cones are spaced 3.3 meters apart. The participant should recline on their front and limbs by their shoulders. With blow of the whistle, the stopwatch starts , and the participants get up as rapidly as possible and runs about the course in the direction pointed out, without disturbing the cones, towards the finish line, at which the timing is closed.

3. JUMP TEST

The rationale of this test is to find out lower body power. This test is organised to measure the leg muscle power. Things used for this test are enlisted below:

- a) Measuring tape
- b) Chalk for marking wall

Preparation

- a) Give details of the procedures to the subjects.
- b) Obtain the consent of the participants explaining the risks.

- c) Get the format ready to record basic information such as age, weight, gender, height, etc
- d) Perform suitable warm-ups.

Procedure

The participants stand facing a wall and jump up with the hand as close as possible to the wall. Maintaining the feet level on the floor, the tip of the finger is marked or recorded. Then the participants go away from the wall, and jump vertically as high as achievable using both hands and legs to help in moving the body upwards. Effort is taken to touch the wall at the uppermost tip of the jump. The difference between the reached standing height and the jumping height are recorded.

4. ENDURANCE TEST

The rationale of this test is to find out fitness in terms of endurance. The test used is commonly known as the 20 meter shuttle run or beep test. Some other names may be in use for this test. This test is organised to measure endurance.

Things used for this test may be enlisted below:

- a) Flat non-slip surface
- b) Marking cones
- c) 20m mark on the ground
- d) Recording sheets.

Preparation

- a) Give details of the procedures to the subjects.
- b) Obtain the consent of the participants explaining the risks.
- c) Get the format ready to record basic information such as age, weight, gender, height, etc
- d) Measure and mark out the course.
- e) Ensure that the subjects are adequately warmed-up.

Procedure

This test involves incessant running between two 20m lines that are apart. Participants position behind one of the lines opposite to the second line, and start running when asked. The participants continue running between the two lines. After about one minute, a sound denotes an increase in speed, and the beeps will be quicker together. This goes to various levels. If the line is reached before the sounds, the participants must wait for the sounds for continuing.

5. FLEXIBILITY TEST

The rationale of this test is to find out flexibility. One of the common procedures is the sit and reach test and it specifically measures the flexibility of hamstring muscles and the lower back. This test is significant since tightness in this area is concerned like forward pelvic tilt and lower back pain. Things used for this test are enlisted below:

- a. Flat floor
- b. Box

Preparation

- a) Give details of the procedures to the subjects.
- b) Obtain the consent of the participants explaining the risks.
- c) Get the format ready to record basic information such as age, weight, gender, height, etc.

Procedure

This test engages sitting on the ground with legs long-drawn-out out straight ahead and with shoes removed. The soles of the feet are located flat against the box. Both knees need to be locked and pressed flat to the floor. With the palms opposite downwards, and the hands on top of one another or side by side, the participants reach onward along the measuring line, with efforts, as far as possible. Participants ensure that the hands stay at the same level, not one moving further forward than the other. After some

preliminary practice, the participants reach out and hold that pose for at one-two seconds as the distance is recorded.

TESTING GAMES' SKILLS

The identified students were first given an open test on the selected parameters for performance in sports. They were all tested for the following:

- a) Confidence
- b) Knowledge
- c) Team work
- d) Endurance
- e) Participation

6. CONFIDENCE

Confidence is a varied from of self-esteem. Confidence is the feeling of certainty that one has in being able to complete a job. On the other hand, self-esteem is how one feels about. Low self-esteem roughly always accompanies low self-assurance.

Preparation

- a) Give details of the procedures to the subjects.
- b) Obtain the consent of the participants explaining the risks.
- c) Get the format ready to record basic information such as age, weight, gender, height, etc

Procedure

A questionnaire is used to check the students' level of confidence. It included explicit questions about what the job requires, what the goals and standards are and about what limits there are involved in the activity, etc. The questions are asked to the students in two different ways. One is to make them write the answer and other one is to make them understand and reflect upon the questions like a direct interview procedure.

7. KNOWLEDGE

Knowledge is measured by knowing the understanding of the students about the requirement and expectations. Knowledge is the feeling of certainty that an individual is aware of the duties and responsibilities along with an awareness about what might happen on the field. On the other hand blind courage needs to be distinguished. The one who doesn't have blind belief and is ready with a strategy may be considered to be someone who has some knowledge on the field.

Preparation

- a) Give details of the procedures to the subjects.
- b) Obtain the consent of the participants explaining the risks.
- c) Get the format ready to record basic information such as age, weight, gender, height etc

Procedure

A questionnaire is used to check the students' knowledge. It included explicit questions about what they know about the game, what the ways to achieve are and about what can they risk and not in the activity, etc. The questions are asked to the students in two different ways. One is to make them write the answer and other one is to make them understand and reflect upon the questions like a direct interview procedure.

8. TEAM WORK

Teamwork can be defined as the collaborative effort of a team to achieve a general goal or to complete a duty in the most efficient and competent way. This is the most important talent to participate and win in a team. This idea is seen within the better framework of a group, which is a team of mutually dependent individuals who work jointly towards a common objective.

Preparation

- a) Give details of the procedures to the subjects.
- b) Obtain the consent of the participants explaining the risks.
- c) Get the format ready to record basic information such as age, weight, gender, height etc

Procedure

Students are asked to participate in the game of their liking. From a distance students are observed if they possess the following qualities:

- a) Decision making and interaction
- b) Meeting goals at a sustainable pace
- c) Accountability
- d) Developing skills

9. ENDURANCE TEST

The rationale of this test is to find out fitness in terms of endurance. The same test that was used to check the capabilities of the athletes were also used for analysing the students interested in games. This test is organized to measure endurance. Things used for this test may be enlisted as follows:

- a) Flat non-slip surface
- b) Marking cones
- c) 20m mark on the ground
- d) Recording sheets

Preparation

- a) Give details of the procedures to the subjectS.
- b) Obtain the consent of the participants explaining the risks.
- c) Get the format ready to record basic information such as age, weight, gender, height etc
- d) Measure and mark out the course.
- e) Ensure that the subjects are adequately warmed-up.

Procedure

This test involves incessant running between two 20m lines that are apart. Participants position behind one of the lines opposite to the second line, and start running when asked. The participants continue running between the two lines. After about one minute, a sound denotes an increase in speed, and the beeps will be quicker together. This goes to various levels. If the line is reached before the sounds, the participants must wait until the sounds for continuing.

10. PARTICIPATION

Participation can be defined as the individual's contribution to achieve a general goal or to complete a duty in the most competent and skilled way. This is the most significant attribute to win in a team. It can be distinguished from an individual's achievement and individual's contribution towards achievement. This remains as the most important factor for any team's victory.

Preparation

- a) Give details of the procedures to the subjects.
- b) Obtain the consent of the participants explaining the risks.
- c) Get the format ready to record basic information such as age, weight, gender, height, etc.

Procedure

Students are asked to participate in the game of their liking. From a distance, students are observed if they possess the following qualities:

- a) Enthusiasm in every move
- b) Planning the game
- c) Preparedness for opportunity
- d) Initiation

Participants

Around 200 talented youth from all over Tiruchirappalli district were taken for the study. They were identified through the following ways:

- a) School champions
- b) Participants in open district selections
- c) Participants in summer camps
- d) Members in training institutes
- e) Youth identified by Coaches
- f) Youth identified by Physical Education Directors

As per the procedure, the participants were gathered at different places as per the convenience and were taken for the study. The gathered youth were tested for both athletic and games competence immediately after the selection. Their skills in both the tasks were recorded for the study.

The participants were allowed to try out all the activities as per their interest in camps. In the camps, almost all the games were tried out for the students to get familiarity. After taking an initial record of their performance in the game and sport of their interest, they were made to try out all the possible games for some time. This phase was considered to be the incubation period and slowly after that the individuals were allowed to form groups and to continue their activity in selected games.

After the initial phase, the participants were observed and helped to identify their game or sport. This is done not only by asking the students but also based on the observations of the experts in the field. The participants were also showed the statistical recorded data to be persuaded.

After the initial grouping, the participants were basically divided into sports and games category. From there on, they were also trained for excellence in those fields and supported with a coaching manual. Finally, from the total participants around two hundred fifty students were taken for both the categories. Their performance and abilities were tested and recorded as per the plan devised above.

RESULTS

A group of talented students has been identified and divided into two groups based on talents for sports and talents for athletics. In group 1 are the students identified for athletic performance and in group 2 are the students identified for sporting skills. Group 1 participants were tested for speed, agility, jump, endurance and flexibility. Group 2 members were tested for confidence, team work, endurance and anticipation. The results show that with the support of minimum segregation and grouping, considerable performance to identify the talented ones can be achieved.

RESULTS OF GROUP 1

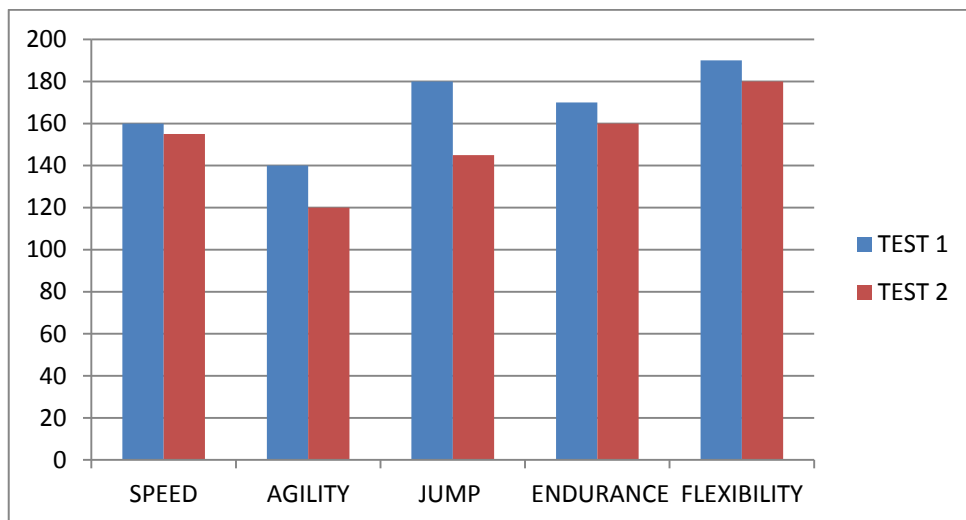


Figure 1

Figure one describes about the standing of the selected participants for sports. They were tested for speed, agility, jump, endurance and flexibility which are very essential for athletic performance.

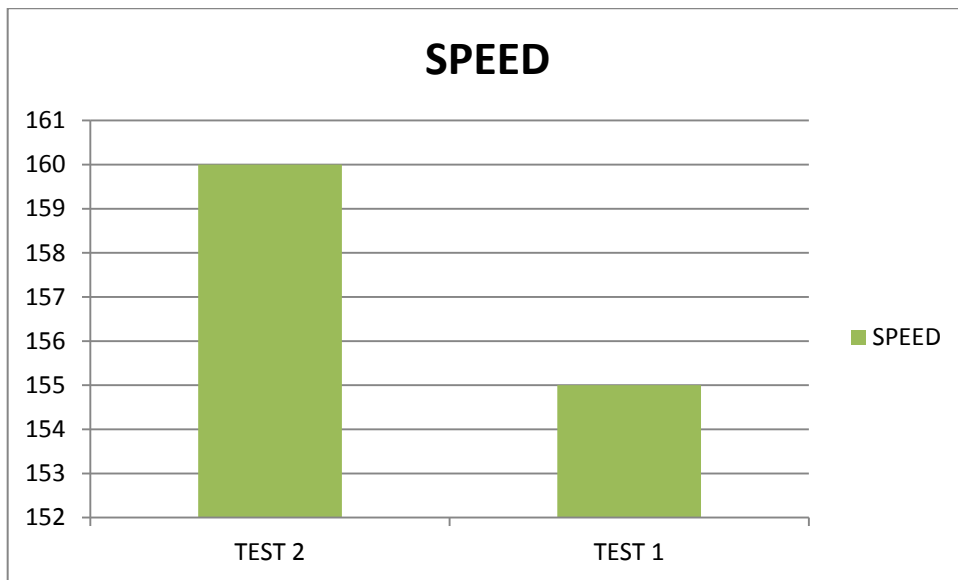


Figure 2

Figure 2 shows participants' performance in test. The pre-test, the total score of the participants is 155 and in the post-test the total score by the students is 160. The difference is 5.

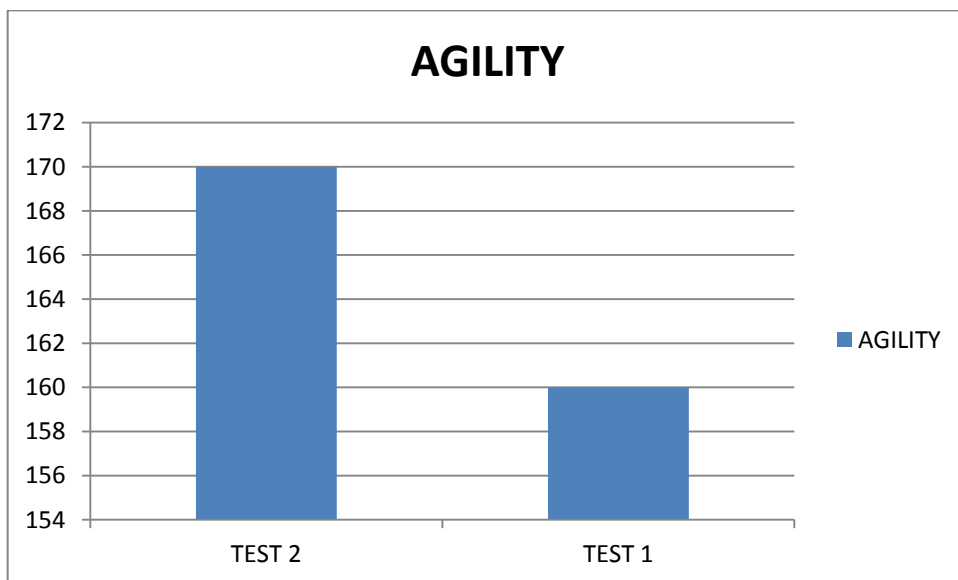


Figure 3

Figure 3 shows participants' performance in agility. The pre-test the total score of the participants is 160 and in the post-test the total score by the students is 170. The difference is 10.

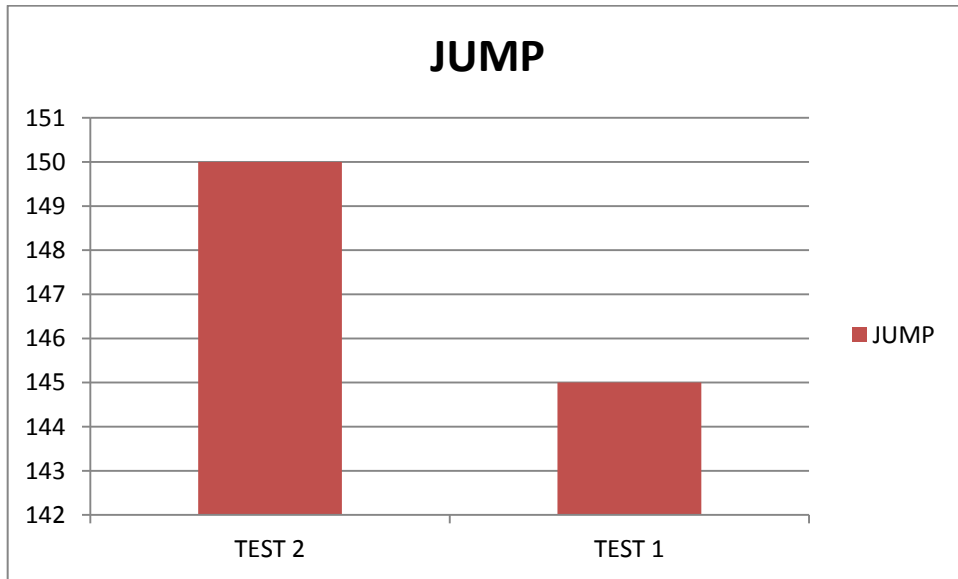


Figure 4

Figure 4 shows participants' performance in Jump. The pre-test the total score of the participants is 145 and in the post-test the total score by the students is 150. The difference is 5.

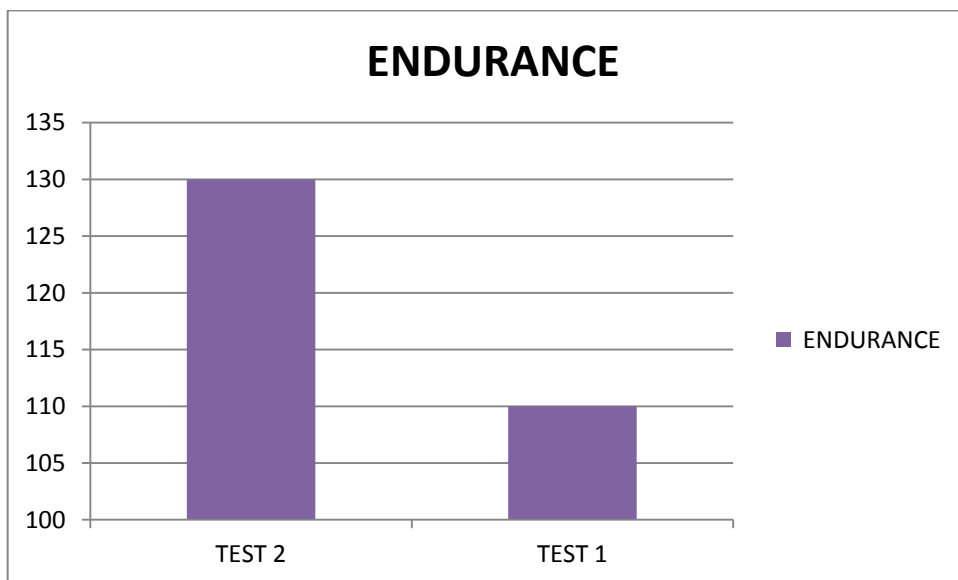


Figure 5

Figure 5 shows participants' performance in endurance. The pre-test the total score by the participants is 110 in the post-test the total score by the students is 130. The difference is 20.

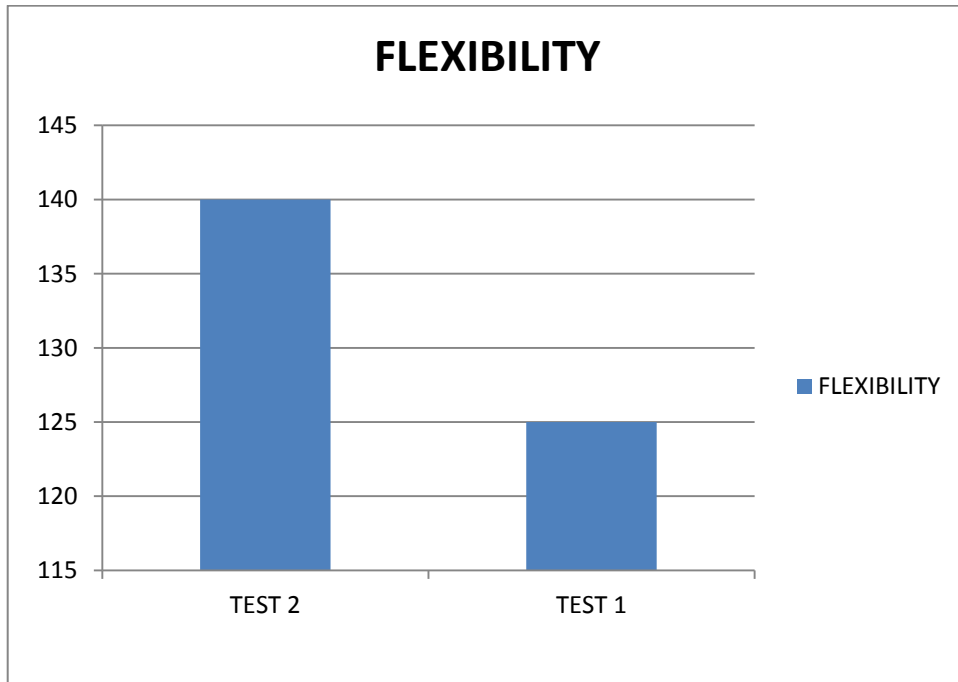


Figure 6

Figure 6 shows participants' performance in Flexibility. In the pre-test, the total score by the participants is 125, in the post-test the total score by the students is 140. The difference is 15.

RESULTS OF GROUP 2

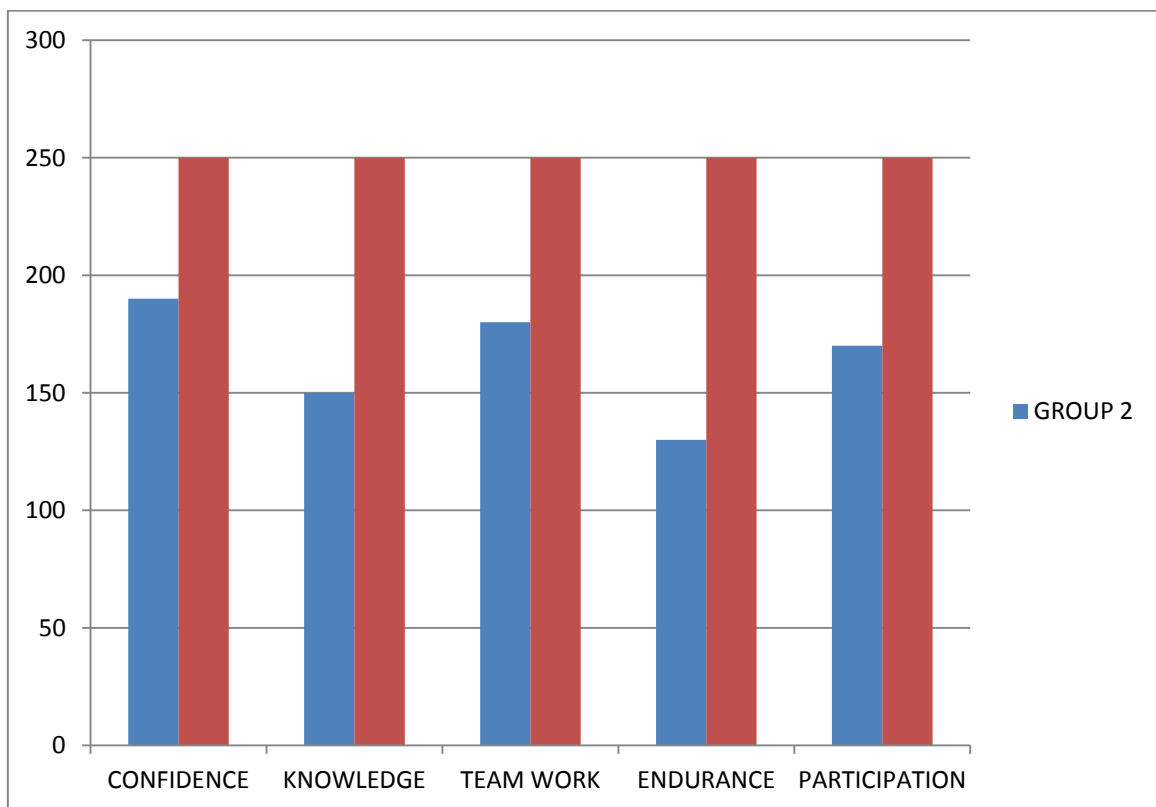


Figure 7

Figure 7 describes about the standing of the selected participants for games. They were tested for confidence, knowledge, teamwork, endurance and participation which are very essential for athletic performance.

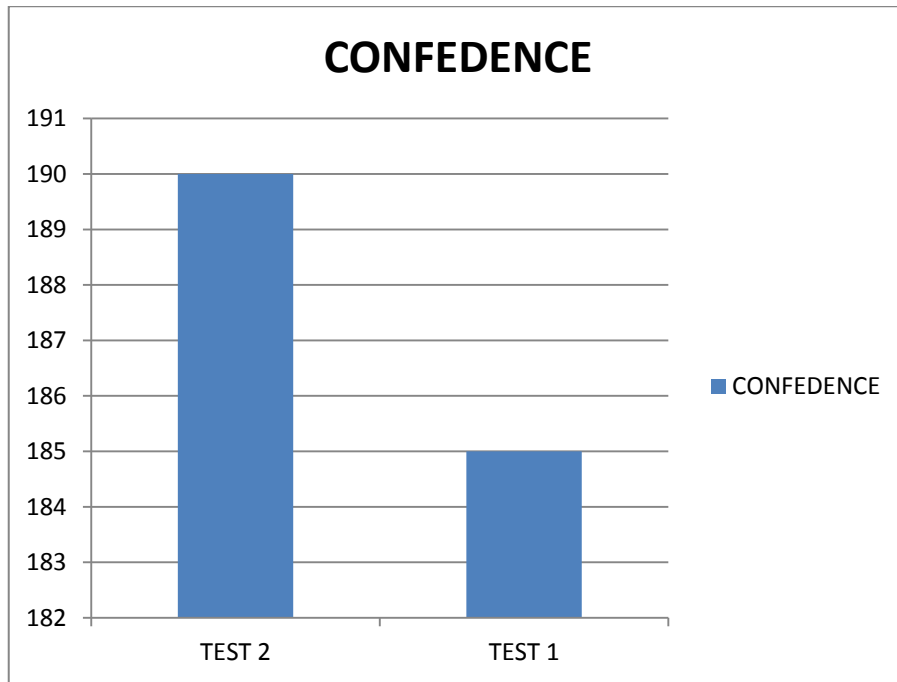


Figure 8

Figure 8 shows participants' performance in confidence. In the pre-test the total score by the participants is 185 and in the post-test the total score by the students is 190. The difference in the score is 5.

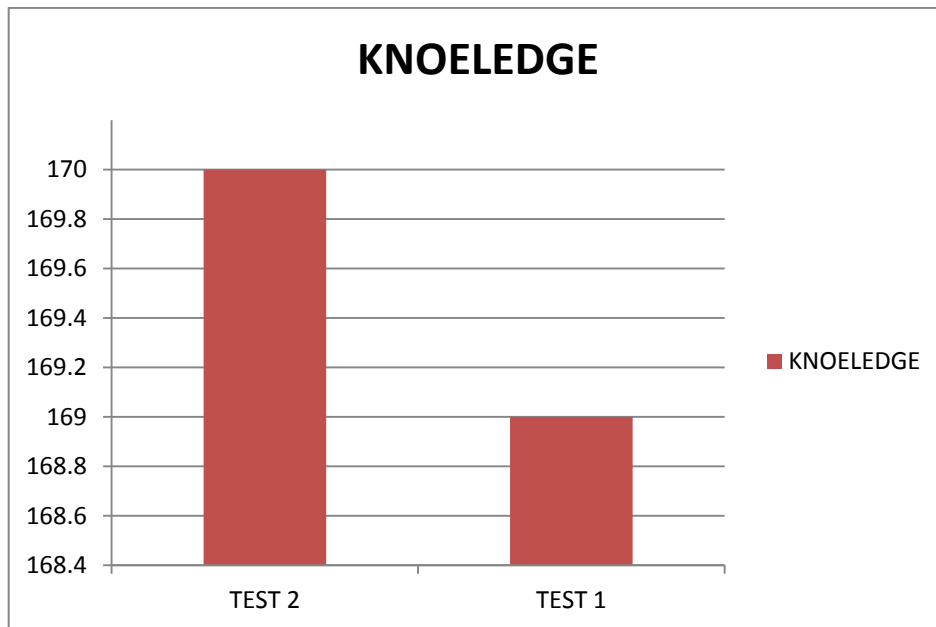


Figure 9

Figure 9 shows participants' performance in knowledge. In the pre-test the total score by the participants is 169 and in the post-test the total score by the students is 170. The difference in the score is 1.

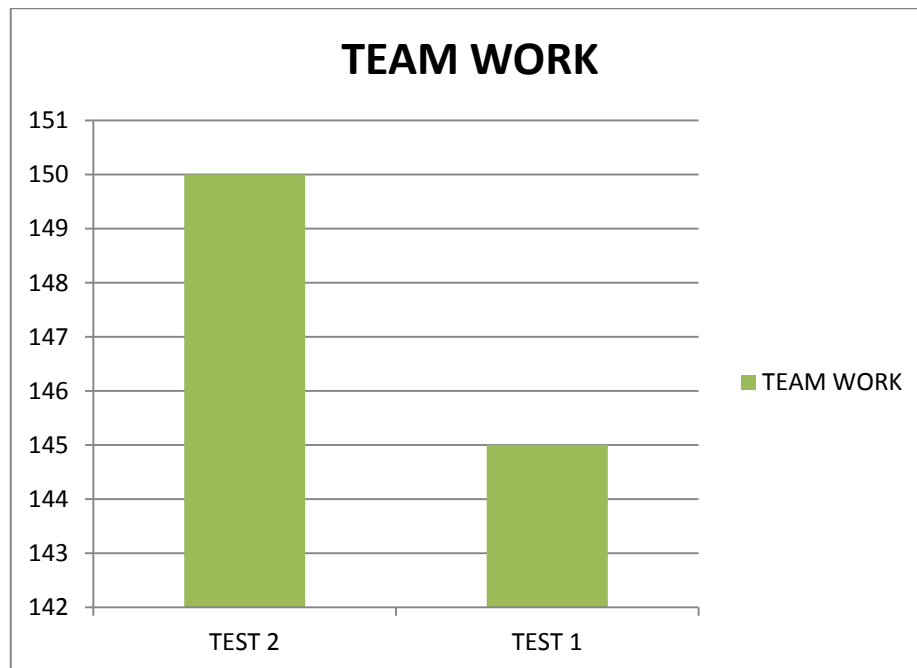


Figure 10

Figure 10 shows participants' performance in team-work. In the pre test the total score by the participant is 145 in the post test the total score by the students is 150. The difference in the score is 5.

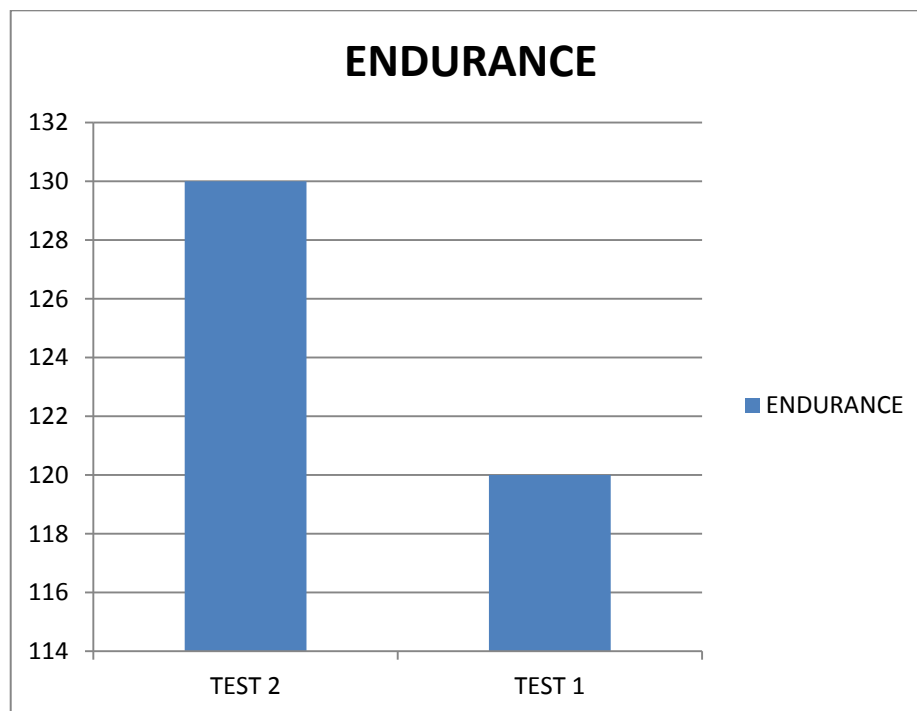


Figure 11

Figure 11 shows participants' performance in endurance. In the pre-test the total score by the participant is 120 and in the post-test the total score by the students is 130. The difference in the score is 10.

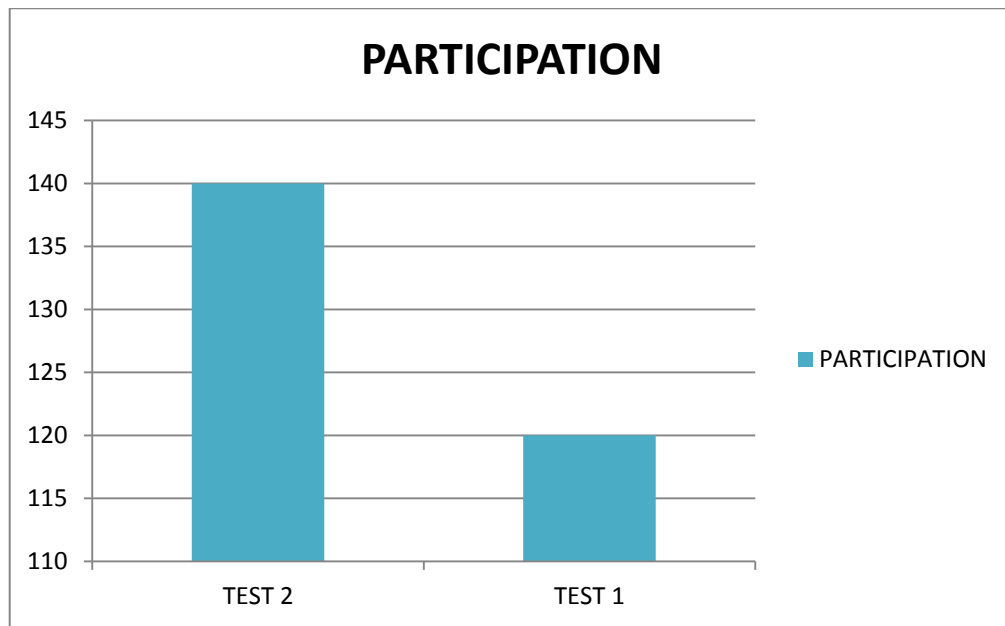


Figure 12

Figure 12 shows participants' performance in participation. In the pre test the total score by the participant is 120 and in the post test the total score by the students is 140. The difference in the score is 20.

IMPLICATION

Thus, athletic talents can be identified and augmented with proper understanding of social, ethnic and climatic conditions of the athletes in the district of Tiruchirappalli. They need to be given the necessary support at the school level for early participation, at the community level for socialised development and in general based on the environmental conditions. In this way, better talent identification and promotion can be made possible. The findings of the study are enlisted below:

- a. The talents among the rural youth in Tiruchirappalli District, Tamil Nadu are untapped without proper conditions
- b. The talented youth need to be considered for various disciplines as per the social, ethnical and climatic conditions of the region.
- c. The talented youth need to be given choices to indulge in various activities in order to find out for themselves what they are good at and for the world to know what is hidden in them.

- d. The talented youth may be better identified if they can be further narrowed down into groups that exhibit specific talents needed for specific discipline in sports and games.
- e. Grouped talented youth may groom well under the supervision of the trainers in a natural and competitive environment.
- f. Their skills develop under these conditions better than in unrefined or stereotype setup without a clear scope for talent identification

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Athletic Talents in the District of Tiruchirappalli and the Enhancing Performance Factors
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Abstract

Identification of talent is the first step to promote any sport activity at any level. However the identification of talent poses a lot of challenges because of factors like social, ethnic and climatic conditions. This paper reviews the needs and necessities to understand these conditions in order to make the identification possible and meaningful. This study is basically focused on the athletes in the district of Tiruchirappalli.

Key Words: Ethnicity, Climate, Socialisation, Athletes, Performance, Identification

Introduction

Development of youth sports is considered by the nation as one of the most important focus areas and with millions of children and youth involved in the context, many recent developments have turned out to be positive. Though India is one country, it is not made of one race, one culture or one ethnicity. Hence, there are many important aspects to take into consideration when it comes to development of youth sports in the country. One is whether all the young people need to be trained in selected games to bring out the talented ones or if the individuals need to be accessed on their physical and mental attributes before trying them out in any sort of sporting competitions.

A group of people regarded as communally separate is referred to as a race because they share hereditarily transmitted traits believed to be significant by people with authority and influence in a culture. Experts say that sport involves complex issues connected to race and ethnicity. These issues have growing social significance as global relocation and political changes carry people together from diverse racial and

ethnic backgrounds and generate new challenges for living, functioning and playing jointly. The challenges shaped by racial and ethnic multiplicity are among the most significant ones we are faced with in the 21st century. Cultural viewpoints about race and ethnicity control social relationships and the organisation of social existence. Sport not only reflects this influence but is also a position at which people confront or copy dominant thoughts and forms of ethnic and racial relations in a culture. The social meanings and experiences linked with skin colour and ethnic backdrop influence access to sport partaking, decisions relating to playing a game, the ways in which people put together sport into their lives and the organisation and support of sport. Along with this, the food habits, terrain and climatic conditions also influence sports and talents a lot. This paper outlines how athletic talents can be enhanced and augmented as per the social, ethnic and climatic conditions of the athletes in the district of Tiruchirappalli. It is widely believed that any talent detection and identification model can only be successful

if the characteristics measured are innate (Simonton, 1999), and this belief is reflected in the majority of existing schemes. This position acknowledges that mature levels of innate characteristics are predetermined and can only be influenced by extreme environmental conditions conversely; characteristics that are not innate are influenced continually by the environment and individuals' experiences. It is therefore unlikely that mature levels of these latter variables can be predicted. Talent identification initiatives in sport have characteristically looked to find out the 'talented' at as early an age as probable in order to offer the 10 years of developmental opportunities that study has suggested is required to flourish (Ericsson, Krampe, & Tesch-Romer, 1993; Starkes, 2000).

General Issues

Young people lose shape and form because of many reasons. Data advocates that the rising occurrence of obesity has occurred simultaneously with changes in physical movement patterns. This substantiation is ecological, and as such does not offer as high a level of causal conclusion as individual point data. The proof is also rather limited. One of the major reasons for this is that bodily activity, in disparity to obesity, is not easy to evaluate as it is a multifaceted, multidimensional conduct (Wareham NJ and Rennie KL, 1998). Where superior physical development is an advantage, the youngest players are considerably disadvantaged. Many 'talented' kids may be overlooked just because they are born quite late in the assortment year and are therefore with a reduction of physical development (Helsen, Hodges, Van Winckel & Starkes, 2000). Children who have insufficient motor skills are frequently relegated to a life of barring from organised and free play experience of their friends, and consequently, to a lifetime

of idleness because of their irritations in early movement behavior (Jess, 1999). Even children can show highly sensitive memory skills inside their area of capability. If the information to be kept in mind can be linked to existing knowledge, people appear to be able to remember extraordinary amounts of information (Howe, 1999; Howe, Davidson & Sloboda, 1996). It is not easy to test players' ability and it includes factors like physiological, anthropometric and psychological measures (Reilly and Thomas, 1977). On the other hand, Randak (1998) recognises the fact that many adolescents do not play inside governing body structures and are consequently lost to development. It also characterises the support expected from the performers and how these vary because of time but in addition, and perhaps most prominently, it highlights the meaning of changeover, a basic aspect which is also emphasised in other more normal psychology areas such as lifetime development (Hellstedt, 1995; Bee & Mitchell, 1984). It is a known fact that the variables also will be heavily influenced by both experiences of the past and physical development (Ackland & Bloomfield, 1996; Bloomfield, Blanksby, & Ackland, 1990). Here is where the experienced will do better than the inexperienced. The pressure of performing for the first time evidently presents a challenge and there is little doubt that students always feel about 'staying there' rather than 'getting there' (Gould et al 1993b; Kreiner-Phillips & Orlick, 1993). Using ideas rented from the sciences of intricacy and non-linear dynamical systems, we will describe some fundamental principles that have implications to a whole range of performance domains, such as trade and the arts (Gould, 2002; Loehr & Schwartz, 2001; Lubinski & Benbow, 2000; Simonton, 1999). It is hard, if not impossible, to forecast the mature value of a hereditarily driven variable due to non-linear

processes of expansion (Abbott & Collins, 2002; Aitken & Jenkins, 1998; Simmons & Paull, 2001).

Social Environment for Sports

As per Schwery, R. and Cade, D.(2009), an essential social factor along with politics, financial system, and culture, sports is the most popular supplementary activities for young people because these factors are strongly associated to the socialisation in schools. The way in which young people socialise depends largely on the opportunities they get to involve in a group. The larger the group means the better the social skills. In the schools and colleges in the district of Tiruchirappalli, there are evidences that the system to allow all the children to participate in sports and games is yet to achieve the satisfactory mark. Especially the participation from the part of the girls diminishes as they grow older. Once they come to secondary level, they almost stop all the sport activities. In the schools meant only for girls, there is considerably a significant participation as well as performance which help in the identification of talents.

In the schools and colleges that offer or encourage maximum participation in sports, one can see visible talents. The maximum number of performers in the district of Tiruchirappalli comes from particular schools and colleges that offer better atmosphere for sport activities. In this way, it can be said that talent identification has a close connection with the atmosphere of the sporting field.

Ethnicity and Sports

Experts will not question if we put up the fact that there are assumptions that are inherent in the term “Ethnicity and Sports”. If one does so, it will be something that will undermine any effort to expand understanding of sport history and attract others to the field. Every community is with a profound relation to one sport or the other.

The youth of every particular locality used sports for social binding since time immemorial. It is also a fact that most of the traditional games of the underdeveloped or developing countries are yet to find recognition at international level. While some communities have included modern games in the social sport activities, many are in the crossroads without a clear picture. In the communities that have made modern or modernised games for social binding, there is maximized participation and talent exhibition. In the traditional setup, except for few, localities do not have opportunities to exhibit the talents as the participation itself is limited. Thus, there is an urgent need to take up the idea of adaptation as per the present condition to excel.

Climatic Conditions and Performance

It is an accepted fact that most of the outside sport activities, and in particular endurance sports, are powerfully influenced by the difference in meteorological parameters. The assessment of bio-climatological conditions and of thermal comfort in endurance sports, particularly in athletics, has an essential importance not only for appropriate planning of the training curriculum and the dietary plan, but also for a better assessment of the race plan (Olds et al., 1995). In spite of these observations, the influence of meteorological and environmental conditions is often disregarded in the open-air sport performance appraisal.

When it comes to identification of talents among children in the district of Tiruchirappalli, one can find the general attitude that the weather conditions are harsh for outdoor activities. The opinion about rising by working out in open places sometimes deters the enthusiasm to come out. One can find that athletes from the places in Tamil Nadu that are less humid and swelter come out in large numbers.

Results

A group of talented students has been identified and divided into two groups based on talents for sports and talents for athletics. In group 1 are the students identified for athletic performance and in group 2 are the students identified for sporting skills. Group 1 participants were tested for speed, agility, jump, endurance and flexibility. Group 2 members were tested for confidence, team work, endurance and anticipation. The results show that with the support of minimum segregation and grouping, considerable performance to identify the talented ones can be achieved.

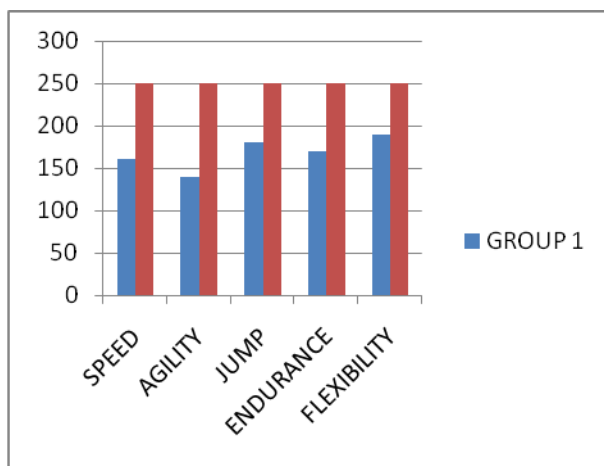


Figure 1

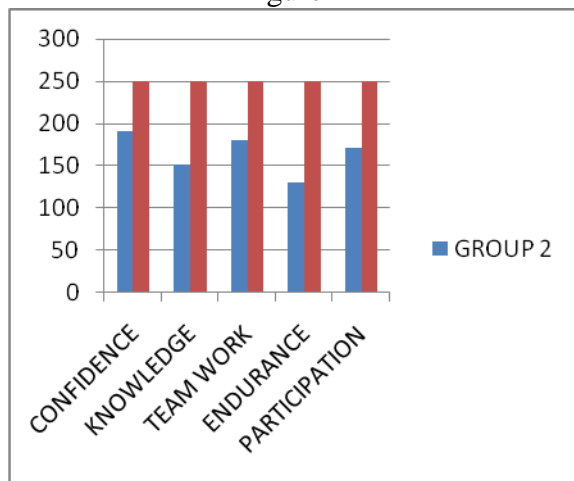


Figure 2

Implication

Thus, athletic talents can be identified and augmented with proper understanding of social, ethnic and climatic conditions of the athletes in the district of Tiruchirappalli. They need to be given the necessary support at the school level for early participation, at the community level for socialised development and in general based on the environmental conditions. In this way, better talent identification and promotion can be made possible.

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