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STUDY ON SELECTED LIFE SKILLS TRAINING ON CHENNAI TENNIS PLAYERS

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ABSTRACT

The present study was to find out selected Life Skills Training among Tennis players. 60 Tennis players age ranging between 14 and 22 years were selected, out of which 30 were in experimental group and the rest 30 were in controlled group. For this study, Manual for Life Skills Assessment Scale was used. By Rathakrishnan Nair. A, Subasree. R and SunithaRajan. The statistical treatment t ratio was used for analyzing the data. The study indicates four weeks of specific life skills training increases Decision Making, Problem Solving, Creativity, Self Awareness and Coping with Emotion. In the same way it is evident from the result the training got positive effects. So it can be concluded that specific life skills training increases the life skills.



KEYWORDS:Life skills, tennis, Decision Making, Problem Solving, Creativity, Self Awareness and Coping with Emotion.

INTRODUCTION:

Life skills refers to a positive behavior, that encompasses a mix of knowledge, behavior, attitudes and values and designates the possession of certain skills and know how to do something positively, or reach a goal. The strength of the positive behavior depends on the depth of the skills acquired by the individual. Life skills are developed as a result of a constructive processing of information, impression, encounters and experiences, - both individual and social -

that are a part of one's daily life and work and the rapid changes that occur in the course of one's life. Life skills are essentially those abilities that help promoting mental well being and competence in young people as they face the realities of life.

METHODOLOGY

A sample of 60 Chennai tennis players comprising of Experimental group and control group, 30 players in each group, belonging to the age of 14 to 22 years were distributed randomly. Experimental group underwent selected life skills training for 4 weeks in Self Awareness, Creative Thinking, Decision Making, Coping with Emotion and

Problem solving. 12 sessions training 45 Minutes per session and weekly 3 sessions on alternate days and selected life skills, were trained with related minor games and on court situation of life skills. And no training was given for control group. Manual for Life Skills Assessment Scale by Rathakrishnan Nair. A, Subasree. R and SunithaRajan, was used. The data were collected on selected criterion variables before and after the four weeks of specific life skills training Pre test and Post test data were statistically tested using t ratio to find out significant difference if any between the experimental and control group.

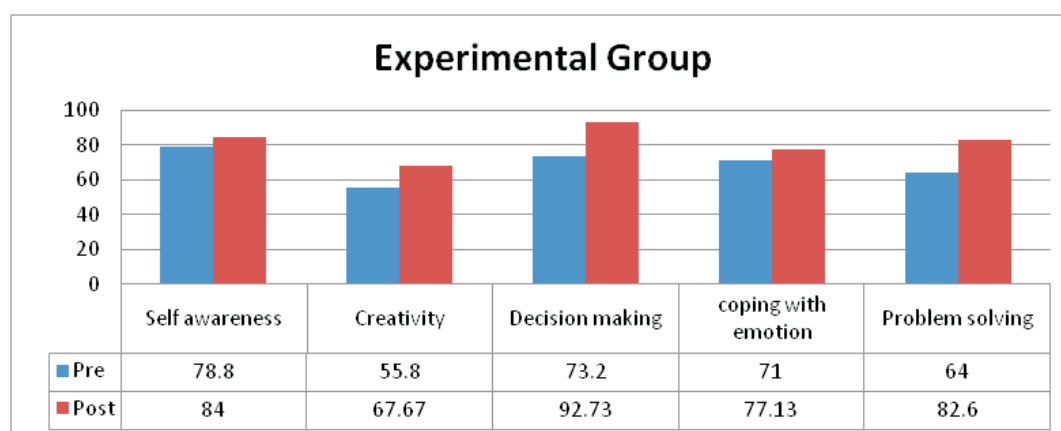
Result and Discussion

Experimental Group

Variable	TEST	Mean	STD Deviation	DF	t ratio
Self Awareness	Pre Test	78.80	7.84	59	3.81
	Post Test	84.00	8.23		
Creativity	Pre Test	55.80	2.11	59	8.70
	Post Test	67.67	3.58		
Decision Making	Pre Test	73.20	5.59	59	14.32
	Post Test	92.73	7.63		
Coping with Emotion	Pre Test	71.00	4.90	59	4.50
	Post Test	77.13	7.84		
Problem Solving	Pre Test	64.00	6.50	59	13.63
	Post Test	82.60	8.36		

Control Group

Variable	TEST	Mean	STD Deviation	DF	t ratio
Self Awareness	Pre Test	76.00	5.40	59	1.37
	Post Test	74.13	6.36		
Creativity	Pre Test	60.00	5.27	59	0.05
	Post Test	59.93	5.15		
Decision Making	Pre Test	69.60	5.98	59	1.81
	Post Test	67.13	6.52		
Coping with Emotion	Pre Test	66.20	5.29	59	1.76
	Post Test	63.80	5.64		
Problem Solving	Pre Test	64.40	6.46	59	1.76
	Post Test	62.00	6.60		



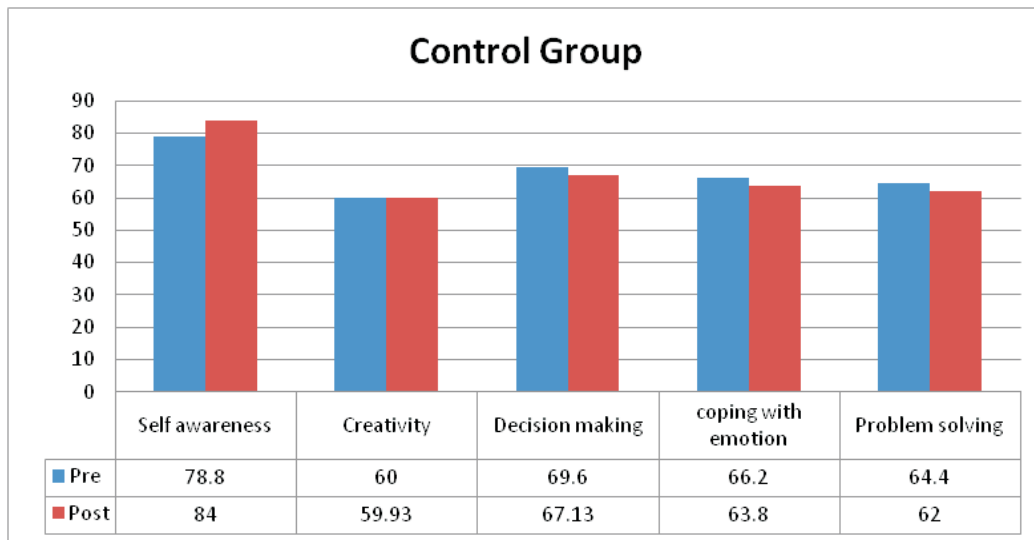


Table I & II shows the result of the study that there was a significant difference between experimental and control group on selected life skills. On comparing the t ratio between experimental group and control group, it was found that the tennis players of experiment group had better skills in: Decision Making, Problem Solving, Creativity, Coping with Emotion and Self Awareness with scores as 14.32, 13.03, 8.70, 4.50 and 3.81 respectively, due to four weeks of specific life skill training program. Decision making improved by the training like where to place the ball in a critical situation was trained by choosing the greater percentage winner shots so it helped them to decide better. Problem solving improved by the training like how to solve the problem on court by various problem situations was given and trained. Creative thinking improved by how creative to select the shot, how to surprise the opponent was trained. Self-awareness training given to understand the strength and weakness it helped them to understand better. There is no much difference in coping with emotion training it may be due to lack of match exposure and set practice it might be improved by experience.

CONCLUSIONS:

1. There was a significant difference between experimental and control group on selected specific life skills training group.
2. There was a significant improvement in the Decision making, Problem Solving, Creative Thinking, Self Awareness and Coping with Emotion. However this improvement was in favor of experimental group due to 4 weeks selected specific life skills training program.

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