Study the effect of 6 weeks Fun Games training program on the manipulative skill (Catching and Throwing) of Second Standard Students of Bishop's International School Undri, Pune

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ABSTRACT

This research paper aims to investigate the effect of a 6-week fun games training program on the manipulative skills, specifically catching and throwing, of 2nd standard students at Bishop's International School in Undri, Pune. The study involved a pre-test and post-test design, where the participants' catching and throwing abilities were assessed before and after the training program. The results indicate that the fun games training program had a positive impact on the manipulative skills of the students, leading to improvements in both catching and throwing abilities.

Keywords : Manipulative skills, catching, throwing, fun games, training program.

Introduction

Physical development and motor skill acquisition play a vital role in the overall growth and well-being of young children. Manipulative skills, such as catching and throwing, are fundamental components of motor development, and their mastery is crucial for participation in sports and physical activities. The purpose of this study is to examine the effect of a 6-week fun games training program on the catching and throwing abilities of 2nd standard students at Bishop's International School in Undri, Pune.

The primary objective of this study is to determine whether a structured training program, focusing on fun games, can enhance the manipulative skills of the participating students. By incorporating enjoyable and engaging activities into

physical education classes, it is hypothesized that the students' catching and throwing abilities will improve significantly over the course of the 6-week program.

Manipulative skills, including catching and throwing, are fundamental motor skills that are essential for the overall physical development of children (Gallahue et al., 2012). These skills are considered building blocks for more complex motor skills and are crucial for participation in various physical activities, sports, and games (Rink et al., 2018). Physical education programs in schools provide opportunities for children to develop and improve their manipulative skills through structured interventions, such as skill-based training programs (Czaja et al., 2019). Bishop's International School Undri, located in Pune, India, is known for its focus on providing a well-rounded education, including a comprehensive physical education program for its students. However, there is limited research on the effectiveness of specific interventions, such as fun games training programs, on the manipulative skills of students at Bishop's International School Undri. Therefore, this study aimed to investigate the effect of a 6-week fun games training program on the manipulative skills (catching and throwing) of 2nd standard students at Bishop's International School Undri.

Method:

The study employed a pre-test and post-test design to assess the impact of the fun games training program on the manipulative skills of the students. This design allowed for a comparison of the students' catching and throwing abilities before and after the intervention.

The participants of this study comprised 25 Second standard boys' students from Bishop's International School in Undri, Pune. The age range of the participants was approximately 7 to 8 years old. Convenience sampling was used to select the participants for this study.

The catching and throwing abilities of the students were measured using standardized assessment tools. These tools included validated tests specifically designed to evaluate catching and throwing skills in children of this age group.

The study involved a 6-week fun games training program, conducted twice a week for 45 minutes per session. The training program incorporated various activities and drills aimed at improving catching and throwing abilities. The participants were assessed on their catching and throwing skills before and after the training program using the standardized assessment tools.

Analysis & Discussion:

Manipulative skill (Catching) of Second standard boys (N=25)

Mean difference	't' value	df	P value two-tailed	Correlation	't' Critical
1.08	5.42	24	0.00	0.480	2.06

The results shown, it is clear that there is a difference between the pre- test and the post- test, but the possibility that this difference is due to chance cannot be ruled out, as the statement does not reveal much about its magnitude. It can be seen that the t value obtained when comparing the pre and posttest is 5.42 which is significant at 0.05 significance level as its 'p' value is less than 0.05. This indicates that the mean difference (1.08) between pre and posttest of ball catching is significant.

Manipulative skill (Throwing) of Second standard boys (N=25).

Mean difference	't' value	df	P value two-tailed	Correlation	't' Critical
0.08	4.62	24	0.00	0.214	2.06

The results shown, it is clear that there is a difference between the pre- test and the post- test, but the possibility that this difference is due to chance cannot be ruled out, as the statement does not reveal much about its magnitude. It can be seen that the 't' value obtained when comparing the pre and posttest is 4.62 which is significant at 0.05 significance level as its 'p' value is less than 0.05. This indicates that the mean difference 0.8 between pre and posttest of ball throwing is significant.

The data collected from the pre-test and post-test assessments were analyzed using appropriate statistical methods. Descriptive statistics were employed to examine the mean scores of catching and throwing abilities before and after the training program. Paired sample t-tests were conducted to determine the significance of any improvements observed.

The analysis revealed a statistically significant improvement in both catching and throwing abilities of the 2nd standard students after the 6-week fun games training program. The participants demonstrated enhanced coordination, accuracy, and technique in their manipulative skills.

Conclusion & Recommendations:

The findings of this study indicate that a 6-week fun games training program had a positive effect on the catching and throwing abilities of 2nd standard students at Bishop's International School Undri, Pune. Incorporating such programs into the curriculum can contribute to the physical development and motor skill acquisition of young learners.

Based on the results, it is recommended that schools and physical education teachers implement similar fun games training programs to enhance the manipulative skills of their students. Further research is warranted to explore the long-term effects of such interventions and their potential impact on other aspects of physical development and academic performance.

Limitations and Future Directions:

This study has a few limitations, including a relatively small sample size and a focus on a specific age group and school. Future research could consider larger sample sizes, diverse age groups, and multiple schools to provide a more comprehensive understanding of the effects of fun games training programs on manipulative skills. Additionally, exploring the impact of such interventions on other aspects of physical development and academic performance would be beneficial.

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