Research Paper Physical Education

An Influence of Skill Training on Selected Performance Variables of College Football Players

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ABSTRACT

The purpose of the study was to find out the effect of skill training on selected performance variables of women football players. To achieve the purpose of the present study twenty subjects were selected from Alagappa University college of physical Education, Karaikudi and they were divided into two groups. Group I underwent football skill training and Group II acted as control. The experimental group was subjected to the training for three days in a week for a period of 8 weeks football skill training programme. The dependent variables namely passing and shooting performance was measured by Mor-Christian General Soccer Playing Ability Test. The Data were collected from each subject before and after the training period and statistically analyzed by using dependent't' test and analysis of covariance (ANCOVA). It was found that there was a significant improvement in passing and shooting performance due to the effects of football skill training programme.

KEYWORDS

INTRODUCTION

The training of visual skills for elite athletic performance is becoming more and important in training individuals of many. sports, besides the coming trend to improve performance levels in football or soccer through" brain-jogging". While the majority of coaches and athletes are still in the dark about the benefits of perceptual training, those at the highest levels are steamrolling forward. In this new century "Football or Soccer nowadays must always start iii the head of the players before it is finished with their feet".

The number of world-renowned football or soccer coaches is increasing who agree that the performance level of their players could be still improved through teaching them to read and understand the game of football, stimulating to a maximum all their senses. It's known that 85 percent of the information the players get is through their eyes, but normally human beings only tend to use 40 percent of their senses. They only can perform as well as they are able to see, and seeing the correct things is a skill everybody can learn. The eyes of a player can only see and recognize what the brain knows! And the more you know, the more experienced you are, the more you are able to see, to detect or to read from a game situation on the field.

In the basic skills of soccer, an important term is "technique," which is the physical movement involved in those skills. Practicing the skills is called "technical training." Players practice technique throughout their lives, but correct technique practice is essential for players age 6-12 while they are in developmental stages. The coach of developing players should heavily emphasize technical training while also having a basic understanding of correct technical execution. This can be accomplished using a repertoire of conditioned games to teach techniques in a manner that provides plenty of repetition.

Receiving a ball on the ground is different than receiving a ball in the air. When receiving a ball on the ground, the following points should be considered; Keep your eye on the ball, Choose which foot to receive the ball with (this may depend on the location of the defender), Receive the ball with one foot with the toe pointed up (ankle locked), Don't stop the ball. Instead, prepare it for the next action: shot, dribble, and pass or to play away from pressure. Receiving the ball in the air is a skill that involves six major phases: Keeping your eye on the ball, Reading the flight, speed and direction of the ball, Deciding which body part will control the ball (foot, thigh, chest or head), Getting the body in line with the direction of the ball, Preparing to receive the ball by presenting the body part to the ball, Cushioning the ball with the body part to slow it down and preparing for the next touch.

Because passing involves giving the ball to a teammate, it is important that players are taught to know where their teammates are by constantly looking. A second important ingredient is verbal communication, or talking. Coaches should teach players to provide intelligent verbal cues to help with decision-making in passing. The technical elements of passing vary based on the kind of pass being made. The key elements of any pass (both short and long) include: See the target, Approach the ball, Plant and position of support, or non-kicking foot (the toe of the non-kicking foot should be pointed in the direction the player wants the ball to go), Look at the ball, holding the head steady, Contact the correct area of the ball with locked ankle, For instep and outside of foot pass, the toes are pointed down and contact is on the top of the foot, For inside of the foot pass, toes are pointed up, Follow-through: kick "through the ball," following through toward the target and Transfer the weight forward.

Shooting uses the same technical elements as passing, with the important difference being that the goal is to pass the ball beyond the goalkeeper. If possible, the player should look up to see the position of the goalkeeper, choosing a side to shoot the ball, Approach the ball, Plant the support foot beside or slightly ahead of the ball, which helps to keep the shot low, Keep the head steady and eyes on the ball, Make proper contact with the ball, Ankle of kicking foot is locked and the toe is pointed down if shooting with instep, Hips and knee of kicking foot are pointed in the direction of the shot and Follow through to keep the ball low (weight going forward, landing on the kicking foot).

The skill of shooting sometimes is called an art because the scoring of goals is such a prized commodity. The mechanics of how to shoot are important, but perhaps more important is knowing when to shoot, especially because so many players prefer to pass the ball rather than take on the responsibility of shooting. Since scoring more goals than the opposition is the object of the game, players who are goal scorers are highly valued. Shooting frequently is done under pressure from opponents, sometimes facing the wrong way and at awkward angles. Shooting should be practiced against a live goalkeeper.

METHODOLOGY

To achieve the purpose of the present study twenty subjects were selected from Alagappa University college of physical Education, Karaikudi and they were divided into two groups. Group I underwent football skill training and Group II acted as control. The experimental group was subjected to the training for three days in a week for a period of 8 weeks football skill training programme. The dependent variables namely passing and shooting performance was measured by Mor-Christian General Soccer Playing Ability Test. The data were collected from each subject before and after the training period and statistically analyzed by using dependent't' test which was used to find out the significant improvement on selected criterion variables and Analysis of Covariance (ANCOVA) was used to find out the significant difference among the groups .All the cases 0.05 level of confidence was fixed as a level of confidence to test the hypotheses.

ANALYSIS OF DATA

The effects of independent variables on selected passing and shooting were determined through the collected data by using appropriate statistical techniques and the results are presented below. The analysis of dependent't' test on the data obtained for passing and shooting of the pre-test and post-test means of football skill training and control groups have been analysed and presented in table I.

TABLE I
SUMMARY OF MEAN AND DEPENDENT'T'-TEST FOR THE PRE AND POST TESTS ON PASSING AND SHOOTING PERFORMANCE OF EXPERIMENTAL AND CONTROL GROUPS

Criterion variables	Mean 't' test	Skill training group	Control group
Passing (in points)	Pre test mean	6.25	6.35
	Post test mean	10.7	6.37
	't' test	5.34*	0.24*
Shooting (in points)	Pre test mean	60.32	61.03
	Post test mean	80.89	62.32
	't' test	9.47*	0.73*

*** Significant at .05 level. (Table value required with df 9 is 2.26)**

From the table I the dependent 't' test values between the pre and post- tests means of passing and shooting are 5.34 and 9.47, which are greater than table value of 2.26 with df 9, it indicates there was significant improvement due to the effect of skill training programme. The obtained't' test value of passing and shooting in control group are 0.24 and 0.73 which are less than the table value of 2.26 with df 9 at .05 level of confidence, it is concluded that control group had not significant improvement in the performance of passing and shooting.

The analysis of covariance on passing and shooting performance of experimental and control groups were analyzed and presented in Table II.

TABLE ii
ANALYSIS OF COVARIANCE ON PASSING AND SHOOTING PERFORMANCE OF EXPERIMENTAL AND CONTROL GROUPS

Criterion Variables	Adjusted post test means		Source of Variable	Sum of Squares	df	Mean Squares	'F' Ratio
	Skill training group	Control group					
Passing	9.35	6.28	Between	3.42	1	3.42	38*
			Within	1.60	17	0.09	
Shooting	73.41	61.32	Between	85.22	1	85.22	59.18*
			Within	24.48	17	1.44	

*** Significant at .05 level of confidence. (The table value required with df 1 and 17 is 4.45).**

From the Table II, the obtained F-ratio for the adjusted post test means of experimental and control groups are 38 and 59.18 respectively which are more than the table value of 4.45 with df 1 and 17 required for significant at .05 level of confidence. The results of the study indicates that there was a significant difference between the circuit training and control groups on the development of passing and shooting performance of football women players.

Adjusted means of skill training group and control groups on passing and shooting ability are presented in Figure-1

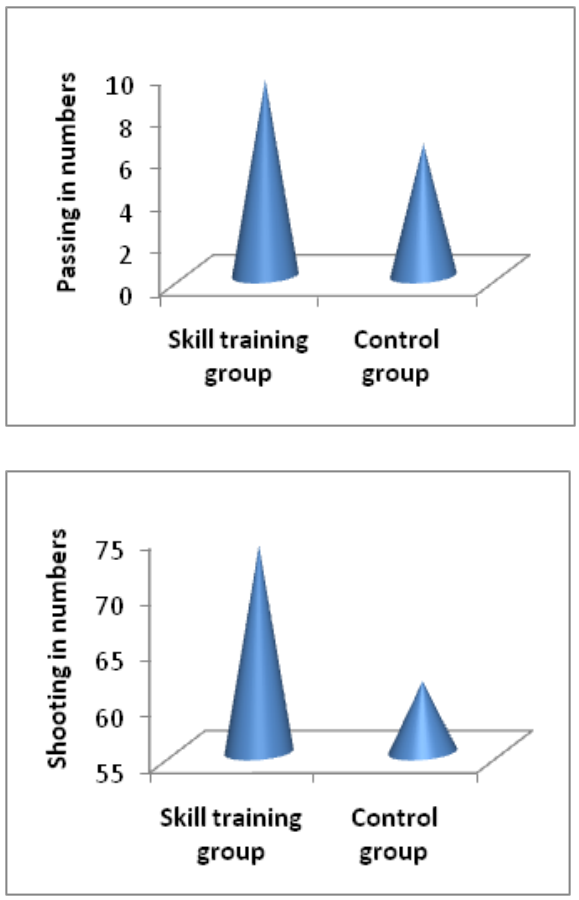


FIGURE-1: ADJUSTED MEANS OF SKILL TRAINING AND CONTROL GROUPS ON PASSING AND SHOOTING ABILITY.

CONCLUSIONS

1. It was found that there was a significance difference between the skill training group and control group on passing and shooting performance among college women football players.
2. There was a significant improvement on passing and shooting performance due to effect of skill training programme among college women football players.
3. Finally I concluded that skill training group is better than control group for improving the performance of passing and shooting ability.
4. So I recommended that physical education teachers, coaches and experts have to give importance of football skill training which helps the football players to do better performance during the competition.

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