



IMPACT OF DIFFERENT GRID GAMES WITH AND WITHOUT PSYCHOLOGICAL STRATEGIES ON ILLINOIS AGILITY TEST AMONG SOCCER PLAYERS

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ABSTRACT

The present study was aimed to find out the impact of different grid games with and without psychological strategies on Illinois Agility Test among soccer players. For this purpose, 30 soccer players were chosen from Kaniya Kumari District. The age of the subjects were ranged from 21 to 25 years. The selected soccer players were divided in to experimental group I (EG-1 N-10), experimental group II (EG-2 N-10) and control group (N-10) at randomly. Group I underwent different grid games with psychological strategies, Group II underwent different grid games without psychological strategies and control group did not exposed to any type of training other than their regular routine work. The experimental training programmes were lasted up to 8 weeks. Pre and Post Test Randomized group designed were used in this study. Before and after the training programme all the thirty soccer players were tested on Illinois Agility Test. The collected data were treated with ANCOVA and Scheffe's Post Hoc Test. Results found that both the Experimental groups had significant improvement on Illinois Agility Test compare to control group and Comparing between Experimental Group I and II, Experimental Group I had significant improvement than Experimental group II.

KEY WORD: Grid Game, Soccer, Illinois Agility Test, Self Talk, Relaxation, Imagery.

INTRODUCTION:-

Soccer is by far the world's favorite game also a very simple game. Soccer playing 3v3 or 4v4, soccer players end up with substantially more contact with the ball, which improves their skill level and makes things easier. Grid Games is defined as "A Marked area, smaller than the entire field that is used to teach technique and tactics".

Soccer is about time and space. The best players can control the ball in little time duration and within a smaller space. Less skilled players need more time and greater space in which to perform. Practicing grids games let the players to adjust the field of play according to their own technical abilities. Beginners generally require a larger space in which to work. To improve their playing ability the coaches have to make using the grid games to work in increasingly smaller spaces.



Soccer fields can be divided into a number of grids. The purpose of given drills is too involved the number of players to determine the size of the grid. Coaches conducting soccer drills to develop various skills, they want to keep the space grid fairly small, forcing the players to work within a tight space and keep the ball at their feet, on the other hand working on long passes, and the players probably want to expand the size of the grid. Soccer players need adequate psychological training during training period to attain the overall performance during competition.

The Use of Psychological training such as Self talk (ST), Mental

Imagery (MI) and Relaxation (PMR) manage and develop the mental processes for a longer period. Numerous Studies have focused on psychological training for soccer players, Johnson et al. (2004) examine the effectiveness of teaching skilled athletes to use self-talk and how to gain insight on the athlete's perceptions of the self talk intervention and how it influenced their performance. The results found that both the coach and the participants were very satisfied with the outcome and believed that the self talk is an important component in improving their performance.

Like Self Talk, another most important psychological training the researcher widely used is Mental Imagery. Coaches use the Imagery techniques frequently before and after the training period. The information relevant to his definition of imagery emanated from his conclusions about the matter in which athletes process imagery. Imagery can be creative, allowing one to experience attitudes and actions mentally in ways that have not yet been encountered in real performance.

Relaxation techniques are used in sport primarily to enhance recovery from training and competition also it manages anxiety and improves the player's performance (Weinberg & Comar, 1994). Hairul Anuar Hashim and Hazwani Hanafi Ahmad Yusof (2011) did a research the effects of two different relaxation techniques, namely progressive muscle relaxation (PMR) and autogenic relaxation (AGR) on moods of young soccer players. The results of the study shows that these two relaxation techniques induce equivalent mood responses and may be used to regulate young soccer players' mood states.

PURPOSE OF THE STUDY

The purpose of this study is to find out an impact of different grid games with and without psychological strategies on Illinois Agility Test among soccer players.

MATERIAL AND METHODS

Participants

30 Soccer Players (aged 21-25 years) had minimum of 7 years of football playing experience was chosen from Kaniya Kumari District.

Procedure

All players agreed to sign the informed consent statement form, the consent form consist of the information about the aim of the study, the procedures as well as the participants' rights. The Players were carefully familiarized with the testing protocol as they had not been previously on several occasions in previous seasons for training prescription purposes. The selected soccer players were divided in to Experimental group I (EG-1), Experimental group II (EG-2) and control group (CG).The experimental training programmes were lasted up to 8 weeks. Pre and Post Test Randomized group designed were used in this study. Experimental groups (EG I & EG II) underwent their respective experimental training on three alternate days per week for Eight weeks. The duration of training were planned for 60 minutes. All the Players involved in this study were carefully monitored throughout the training programme.

After consultation with the experts in football, the researcher selects the following training programme for Experimental Group I & II,

Experimental Group I (Grid Games with Psychological Strategies)

Grid Games: **a)** 2 vs 2, **b)** 4 vs 2, **c)** 3 vs 3, **d)** Receiving Drill - 2 vs 1, **e)** Receiving from a Throw in, **f)** Receiving from Goal Keeper, **g)** Control and Turn **h)** Running with the ball-Dodge and Weave, **i)** Circle Sprint **j)** Heading - Head to Toe **h)** One touch Finish Game **i)** Tennis Drill **j)** Four Goal

Psychological Strategies: **a)** Self Talk, **b)** Mental Imagery & **c)** Progressive Muscular Relation Technique

Experimental Group II (Grid Games without Psychological Strategies)

Same as Experimental Group I Training except Psychological Strategies.

Control Group: The Control Group were not exposed to any training programme apart from their regular routine work.

DATA MANAGEMENT

Testing Procedure: Illinois Agility Test

Illinois Agility Test is a commonly used test of agility in sports. It measures the ability to change position and direction. To start the test, players should lie on their front (head to the start line) and hands by their shoulders. On the 'Go' command the stopwatch is started, and the players gets up as fast as possible and runs around the course in the direction indicated, without knocking the cones over, to the finish line, at which the timing is stopped.

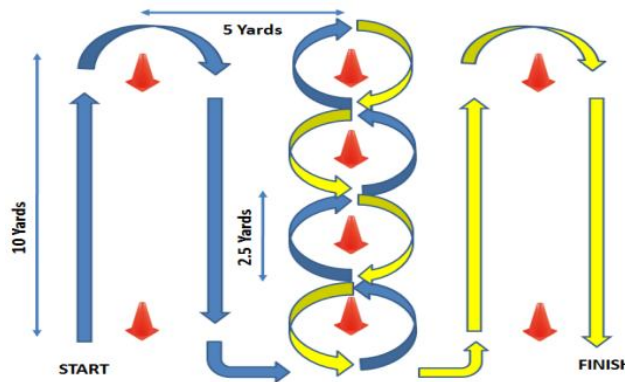


Fig: 1

Scoring

Two trails should be allowed, starting the test from both sides to compare right and left turning efficiency. The Scores were measured by Seconds (Getchell, 1979).

ANALYSIS OF DATA

Pre test was conducted for all the thirty players on Illinois Agility Test. This initial test scores formed as pre test scores of the players. After the Eight Weeks of Training period the Post test was taken for all the players. The pre test and post test scores were subjected to statistical analysis using Analysis of Covariance (ANCOVA).

Table 1: COMPUTATION OF ANALYSIS OF COVARIANCE ON AGILITY TEST

Test	EG I	EG II		Contr ol Group	SV	SS	DF	MS	F	TF
	Different grid games with psychological strategies	Different without strategies	grid games psychological							
Pre test	15.10	14.17		13.83	Between	8.61	2	4.31	0.2	3.
					Within	26.60	27	0.99	8	22
Post test	13.44	13.75		13.59	Between	0.50	2	0.25	4.3	3.
					Within	24.45	27	0.91	7*	22
Adjusted Mean	12.81	13.92		14.04	Between	6.96	2	3.48	17.	3.
					Within	5.25	26	0.20	24*	23
Mean gain	1.66	0.42		0.24						

*Significant at 0.05 level.

From Table-1, it is observed that there was significant improvement on Illinois Agility Test due to different grid games with and without psychological strategies as the score noted in the F-value 17.24 is greater than the table value 3.23.

Table 2: ORDERED SCHEFFE'S POST HOC TEST OF EXPERIMENTAL GROUPS AND CONTROL GROUP

E G I	E G II	Control Group	Mean Difference	CI
Different grid games with psychological strategies	Different grid games without psychological strategies			
12.81	13.92	-	1.10*	0.51
12.81	-	14.04	1.23*	0.51
	13.92	14.04	0.13	0.51

*Significant at 0.05 level

From Table-2, it is undoubtedly understand that there was significant improvement on Illinois Agility Test due to different grid games with and without psychological strategies compare to control group.

CONCLUSION

The study revealed that both the experimental groups had significant improvement on Illinois Agility Test compare to control group. And comparing between Experimental Group I and II, Experimental Group I had significant improvement than Experimental group II. This clearly shows that the effect of psychological strategies was very well helped the soccer players to promoting their agility capacity during training programme.

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