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COMBINED EFFECT OF TRADITIONAL TRAINING AND IMAGERY VISUALIZATION ON SKILL PERFORMANCE IN SCHOOL LEVEL FOOTBALL PLAYERS

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ABSTRACT

This study investigates the combined effect of traditional training, imagery, and visualization on the skill performance of school-level football players. Thirty male students, aged 11 to 17 years, from Swamy Sivananda Higher Secondary School, Periyanaikanpalayam, Coimbatore District, Tamil Nadu, were selected and randomly assigned to two equal groups: an experimental group (n = 15) and a control group (n = 15). The experimental group underwent a six-week training program that integrated imagery and visualization techniques with traditional football training, while the control group received only traditional training.Skill performance was assessed before and after the training period using standardized football skill tests. To analyze the data, paired t-tests were employed to evaluate pre- and post-training differences within each group at a 0.05 level of significance. The results revealed that the experimental group showed significantly greater improvement in football skills compared to the control group. These findings suggest that integrating mental training techniques, such as imagery and visualization, with traditional physical training can effectively enhance skill performance in school-level football players. Statistical analysis confirmed that the observed improvements were not due to chance, thereby supporting the effectiveness of the combined training approach.

KEY WORDS: *Dribbling, Passing, Shooting*

INTRODUCTION

Football is one of the most loved and commonly played sports in schools, giving students the chance to build physical strength, work as a team, and think strategically (Williams & Reilly, 2000). The way young players are trained plays a major role in how well they perform. For years, coaches have used traditional methods like physical drills, repeated practice, and direct instructions to improve players' technical and tactical skills (Ford et al., 2010). While these approaches are still useful, newer research points to the growing importance of mental training tools—especially imagery visualization—in boosting performance.Imagery visualization, sometimes called mental practice, involves mentally picturing specific movements and game situations without actually doing them physically (Morris, Spittle, & Watt, 2005). This method is well-regarded in sports psychology because it helps athletes improve their focus, learn motor skills faster, build confidence, and perform better overall (Cumming & Ramsey, 2009). When combined with traditional physical training, imagery visualization can provide a more well-rounded way to help young football players develop their abilities.This research looks at how both traditional training and mental imagery—used separately and together—affect the skill levels of school-aged football players. The aim is to better understand how blending physical and mental approaches can lead to better performance and more effective coaching strategies at the youth level.

METHODOLOGY

This study investigates the combined effect of traditional training, imagery, and visualization on the skill performance of school-level football players. Thirty male students, aged 11 to 17 years, from Swamy Sivananda Higher Secondary School, Periyanaikanpalayam, Coimbatore District, Tamil Nadu, were selected and randomly assigned to two equal groups: an experimental group (n = 15) and a control group (n = 15). The experimental group underwent a six-week training program that integrated imagery and visualization techniques with traditional football training, while the control group received only traditional training. Both groups trained for 60 minutes per day, five days a week.Skill performance was assessed before and after the training period using standardized football skill tests. To analyze the data, paired t-tests were employed to evaluate pre- and post-training differences within each group. The analysis was conducted at a significance level of 0.05.

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TRAINING PROGRAM

The **6-week football training program** combines **traditional physical drills** with **imagery visualization** to enhance dribbling, passing, and shooting skills. In **Weeks 1 and 2**, players focus on basic drills like **cone zig-zag dribbling**, **partner passing with moving targets**, and **spot shooting**, while incorporating mental imagery to visualize game scenarios. **Weeks 3 and 4** build on these skills with **directional dribbling**, **moving target passing**, and **shooting from various angles**, using visualization to mentally rehearse decision-making under pressure. In **Weeks 5 and 6**, the program progresses to **small-sided games**, **quick pass-and-move drills**, and **match-like shooting**, all with added mental rehearsal for game situations. This integrated approach improves both **technical abilities** and **mental focus**, enhancing overall performance on the field.

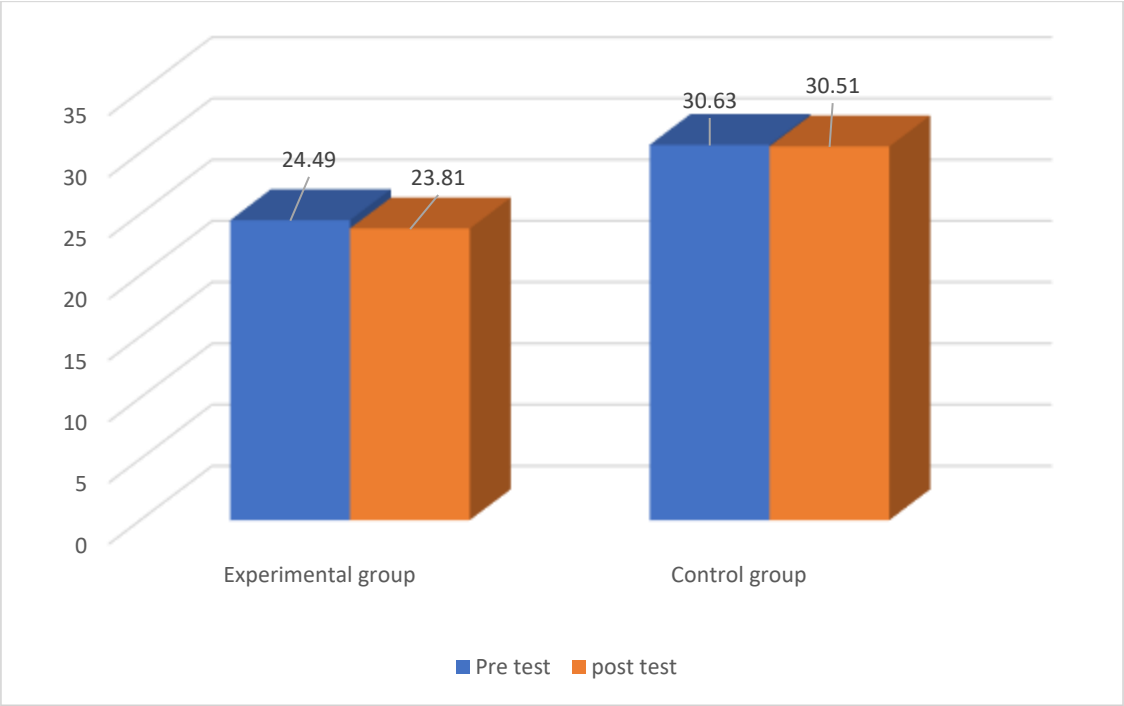
TABLE-I
COMPUTATION WITH 't' TEST BETWEEN THE PRE AND POST TESTS OF EXPERIMENTAL AND CONTROL GROUPS ON DRIBBLING

Variable	Group	Test	Mean	S.D	D.M	σ DM	't'	'table' Value
Dribbling	Experimental group	Pre Test	24.49	2.34	0.68	0.13	5.25*	2.14
		Post Test	23.81	2.14				
	Control Group	Pre Test	30.63	2.48	0.12	0.32	0.37	
		Post Test	30.51	2.74				

*Significant Level of significant was fixed at 0.05

It observes from the Table-4.1 that the experimental group's means value for pre test was 24.49 and post test was 23.81. The standard deviation for the pre test was 2.34 and post test2.14. The mean difference for the pre test and post test was 0.68. The standard error of the difference between the mean was 0.13. It revealed that the obtained 't' ratio 5.25.Since 't' value is greater than the table value 2.14 it was significant at 0.05 level of confidence. The results of the study indicated that there was a significant improvement in the dribbling due to traditional training combined with imagery and visualization on skill performance in school-level football players.It may be seen that the control group's mean value for pre test was 30.65and post test was 30.61. the standard deviation for the pre test was 2.48 and post test 2.74. the mean difference for the pre test and post test was 0.12. The standard error of the difference between the mean was 0.32. It revealed that the obtained 't' ratio 0.37 Since the 't' value is lesser than the table value 2.14.

FIGURE-1
BAR DIAGRAM SHOWING THE MEAN VALUE OF PRE AND POST TEST OF EXPERIMENTAL GROUP AND CONTROL GROUPS ON DRIBBLING



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TABLE-II
COMPUTATION WITH 't' TEST BETWEEN THE PRE AND POST TEST OF EXPERIMENTAL AND CONTROL GROUPS ON PASSING

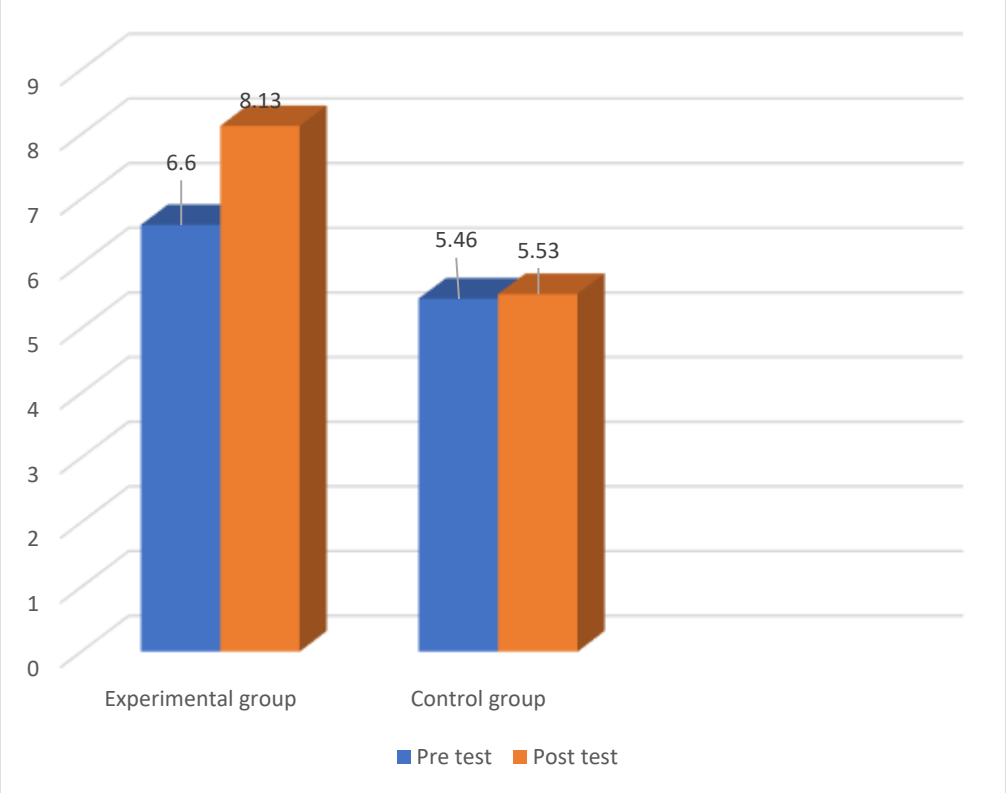
Variable	Group	Test	Mean	S.D	D.M	σ DM	't'	'table' Value
Passing	Experimental group	Pre Test	6.60	0.98	1.53	0.19	7.99*	2.14
		Post Test	8.13	1.06				
	Control Group	Pre Test	5.46	1.18	0.06	0.28	0.23	
		Post Test	5.53	1.45				

*Significant Level of significant was fixed at 0.05

It observes from the Table-4.2 that the experimental group's means value for pre test was 6.60 and post test was 8.13. The standard deviation for the pre test was 5.46 and post test 5.53. The mean difference for the pre test and post test was 0.06. The standard error of the difference between the mean was 0.28. It revealed that the obtained 't' ratio 0.23. Since 't' value is greater than the table value 2.14 it was significant at 0.05. level of confidence. The results of the study indicated that there was a significant improvement in the passing due to traditional training combined with imagery and visualization on skill performance in school-level football players

It may be seen that the control group's mean value for pre test was 5.46and post test was 5.53. the standard deviation for the pre test was 1.18 and post test 1.45. the mean difference for the pre test and post test was 0.06. The standard error of the difference between the mean was 0.28. It revealed that the obtained 't' ratio 0.23. Since the 't' value is lesser than the table value 2.14.

FIGURE-2
BAR DIAGRAM SHOWING THE MEAN VALUE OF PRE AND POST TEST OF EXPERIMENTAL AND CONTROL GROUPS SCORES ON PASSING



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TABLE-III
COMPUTATION WITH 't' TEST BETWEEN THE PRE AND POST TEST OF EXPERIMENTAL AND CONTROL GROUPS ON SHOOTING

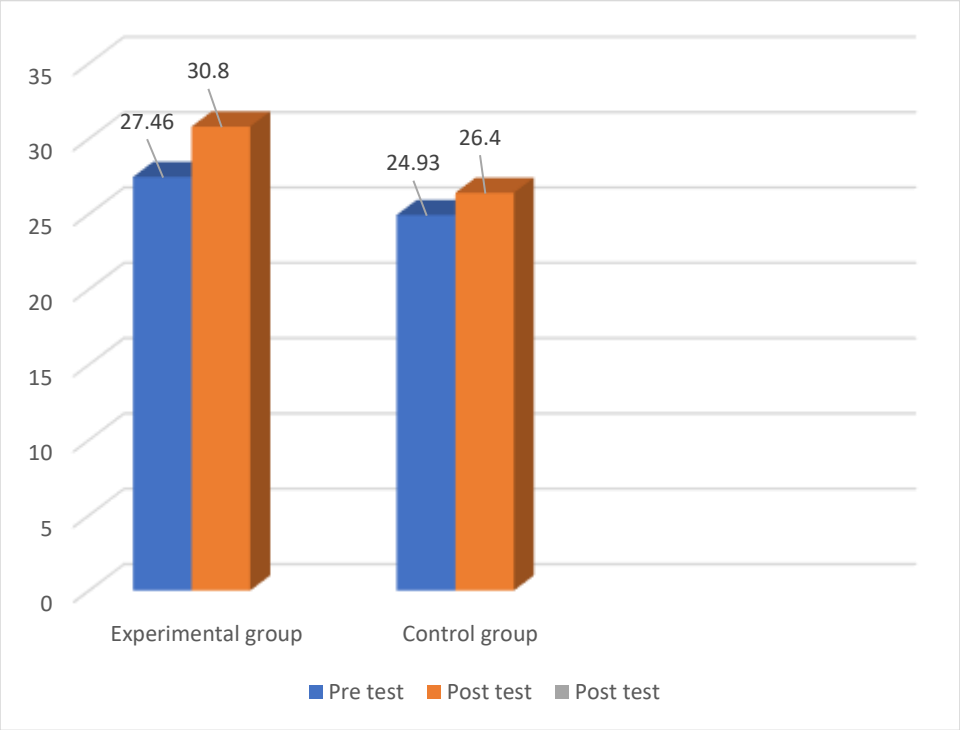
Variable	Group	Test	Mean	S.D	D.M	σ DM	't'	'table' Value
shooting	Experimental group	Pre Test	27.46	7.30	3.33	0.98	3.37*	2.14
		Post Test	30.80	6.17				
	Control Group	Pre Test	24.93	4.71	1.46	1.04	1.40	
		Post Test	26.40	5.08				

*Significant Level of significant was fixed at 0.05

It observes from the Table-4.3 that the experimental group's means value for pre test was 27.46 and post test was 30.80. the standard deviation for the pre test was 7.30 and post test 6.17. The mean difference for the pre test and post test was 3.33. The standard error of the difference between the mean was 0,98. It revealed that the obtained 't' ratio 3.37. Since 't' value is greater than the table value 2.14 it was significant at 0.05. level of confidence. The results of the study indicated that there was a significant improvement in the shooting due to traditional training combined with imagery and visualization on skill performance in school-level football players.

It may be seen that the control group's mean value for pre test was 24.93 and post test was 26.40 the standard deviation for the pre test was 4.71 and post test 5.08. the mean difference for the pre test and post test was 1.46. The standard error of the difference between the mean was 1.00. It revealed that the obtained 't' ratio 1.46. Since the 't' value is lesser than the table value 2.14.

FIGURE-3
BAR DIAGRAM SHOWING THE MEAN VALUE OF PRE AND POST TEST OF EXPERIMENTAL AND CONTROL GROUPS ON SHOOTING



DICUSSION ON FINDINGS

The analysis of the all the skill performance variables (dribbling, passing and shooting) of revealed that the after experimental period, the experimental training group had significantly increased the dribbling, passing and shooting when compared with control group. Hence the obtained "t" ratio was significantly greater than table value 2.14 at 0.05 level of confidence.

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The results conformity with other studies imagery and visualization increases the skill performance variables. (parker et al.,2021). Blair, A., Hall, C., & Leyshon, G. (1993). Pocock, C., Dicks, M., Thelwell, R., Chapman, M., & Barker, J. (2019), Bedir, D., & Erhan, S. (2021).

CONCLUSIONS

From the statistical analysis of the data with the limitations imposed by the experimental conditions the following conclusions were drawn.

The traditional training combined with imagery and visualization activity training had significantly improved skill performance variables were dribbling, passing and shooting of school-level football players.

There is a significance difference from experimental and control group due to impact of traditional training combined with imagery and visualization on skill performance in school-level football players.

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