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EFFECTS OF YOGIC TRAINING PROGRAM ON PHYSICAL FITNESS AND PSYCHOLOGICAL VARIABLES OF SCHOOL FOOTBALL MEN

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ABSTRACT
The purpose of the present study was to investigate the effect of concurrent yogic training on selected physical and psychological variables among school-level football players. The variables selected for the study were muscular endurance, flexibility, stress, and self-confidence. A total of 20 school-level football players were selected as subjects, and a pre-test and post-test experimental design was adopted. The experimental group underwent a structured concurrent yogic training program for a specified period. The collected data were analysed using the paired 't' test to determine the significance of differences between pre-test and post-test scores. The level of significance was fixed at 0.05 with 19 degrees of freedom. The results of the study revealed a significant improvement in muscular endurance and flexibility, as well as a significant reduction in stress levels and an increase in self-confidence among the players. All the obtained 't' values were greater than the table value, indicating statistically significant differences. The findings of the study suggest that concurrent yogic training is highly effective in enhancing both physical and psychological performance variables in school-level football players. It is concluded that the integration of yogic practices with regular sports training can play a vital role in improving overall athletic performance and mental well-being.

KEYWORDS: *Football, Yogic Training, Physical Fitness Variables, Psychological Variables*

INTRODUCTION

Ancient and Early Forms of Football

The origin of football can be traced back over 2,000 years, where various civilizations played games involving a ball and foot movements. In ancient China, the game Cuju (meaning "kick ball") was played during the Han Dynasty. It required players to kick a leather ball into a small net without using hands, making it one of the earliest organized forms of football. In ancient Japan, a ceremonial game called *Kemari* focused on keeping the ball in the air using teamwork and coordination. Ancient Greek and Roman games such as *Episkyros* and *Harpastum* involved both kicking and handling the ball, contributing to the evolution of ball games in Europe. These early forms were not standardized but laid the foundation for the development of modern football.

Codification of Modern Football

The transformation of football into a structured sport began in 19th-century England: Public schools such as Eton, Harrow, and Rugby developed their own versions of football. Differences in rules (especially handling vs kicking) created confusion. To standardize the game, the The Football Association (FA) was established in 1863.

Key developments:

Separation of football from rugby (no use of hands excepts by goalkeeper) Introduction of standardized rules Formation of clubs and organized competitions This marked the birth of modern association football (soccer).

Football in India

Football was introduced to India during British rule: The first football club in India was established in the late 19th century. The All-India Football Federation (AIFF) was formed in 1937. India achieved notable success in the 1950s and 1960s, including Asian Games victories. Today, football is growing rapidly in India with professional leagues like the Indian Super League (ISL) and increasing youth participation.

Modern Football and Scientific Training

Modern football emphasizes not only skills but also scientific training methods, including: strength and conditioning Aerobic and anaerobic training Injury prevention techniques Yoga and flexibility training These advancements have improved player performance, endurance, and recovery.

SELECTION OF THE SUBJECTS

For the purpose of the study, 20 school boys were selected.

- Age Group: 13–16 years

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- Sampling Method: Random sampling
- Location: Selected school

The subjects were chosen to represent a typical group of school-level boys who are physically active but not professionally trained.

SELECTION OF VARIABLES AND TEST

The research scholars reviewed the available literature from books, journals, magazines, periodicals, and research articles. Based on fesibility an independent variable was selected.

SELECTION OF VARIABLES AND TEST

TABLE - 1

S. no	VARIABLES	TEST ITEAMS	UNIT OF MEASUREMENT
PHYSICAL FITNESS VARIABLES			
1	Muscular endurance	Push up	in counts
2	Flexibility	Sit and reach	In centimetres
PSYCHOLOGY VARIABLES			
3	Stress	Standardised question	In point
4	Self confidence	Rating Scale	In point

RESEARCH DESIGN

The study employed an experimental research design, specifically a single group pre-test and post-test design.
In this design:

- The subjects were tested before the commencement of the training program (pre-test).
- A structured six-week yoga training program was administered.
- After completion of the training, the same subjects were tested again (post-test).

The difference between pre-test and post-test scores indicates the effect of the yoga training program.

STATISTICAL TECHNIQUE

The data collected for the present study were analyzed using the paired t-test to determine the significance of differences between pre-test and post-test scores of the same group of subjects. Since the study involved only one group and measurements were taken before and after the six-week yoga training program, the paired t-test was considered the most appropriate statistical tool. It is used to compare two related means and to identify whether the observed differences are statistically significant. The level of significance was set at 0.05 level. The use of the paired t-test is justified because it is simple, reliable, and widely accepted in physical education research, especially for experimental studies involving pre-test and post-test designs. It also helps in determining the effectiveness of the training program on selected physical fitness and psychological variables.

TABLE - I

COMPUTATION WITH 't' TEST OF MUSCULAR ENDURENCE ON EXPERIMENTAL PRE AND POST TEST ON SCHOOL LEVEL FOOTBALL PLAYERS

Variable	Group	Test	Mean	S. D	D.M	σ DM	't'
Muscular Endurance	Experimental	Pre Test	8.87	1.598	6.20	1.265	18.98
		Post Test	15.07	2.282			

Level of significant was fixed at 0.05 with df 19 Table value 2.09

Table - I Indicates that experimental group of muscular endurance on mean and standard deviation of school football players. The experimental group pre and post-test mean values are 8.87 and 15.07 and standard deviation values are 1.598 and 2.282 and obtained 't' value is 18.98 which is greater than table value 2.09 with df 19. experimental group significant improvement on muscular endurance due to concurrent yogic training on School Football players.

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FIGURE -1
THE BAR DIAGRAM SHOWS THAT THE PRE AND POST TEST MEANS OF EXPERIMENTAL AND CONTROL GROUPS ON MUSCULAR ENDURENCE ON SCHOOL FOOTBALL PLEYERS.

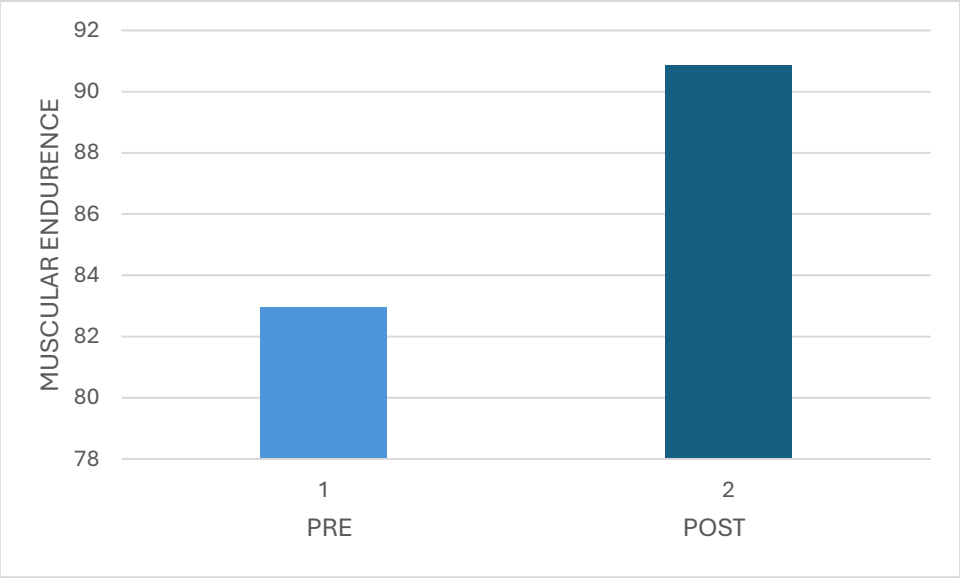


Figure: 1 clearly indicate that experimental group compared with control group with significant improvement on muscular endurence on school level football players.

TABLE - II
COMPUTATION WITH 't' TEST OF FLEXIBILT ON EXPERIMENTAL PRE AND POST TEST ON SCHOOL LEVEL FOOTBALL PLAYERS

Variable	Group	Test	Mean	S. D	D.M	σ DM	't'
Flexibility	Experimental	Pre Test	12.66	1.38	5.03	1.21	16.10
		Post Test	17.70	1.28			

Level of significant was fixed at 0.05 with df 19 Table value 2.09
Table - II Indicates that experimental group of flexibility on mean and standard deviation of school football players. The experimental group pre and post-test mean values are 12.66 and 17.70 and standard deviation values are 1.38 and 1.28 and obtained 't' value is 16.10 which is greater than table value 2.09 with df 19. experimental group significant improvement on flexibility due to concurrent yogic training on School Football players.

FIGURE -2
THE BAR DIAGRAM SHOWS THAT THE PRE AND POST TEST MEANS OF EXPERIMENTAL GROUPS ON FLEXIBILITY OF SCHOOL FOOTBALL PLAYERS.

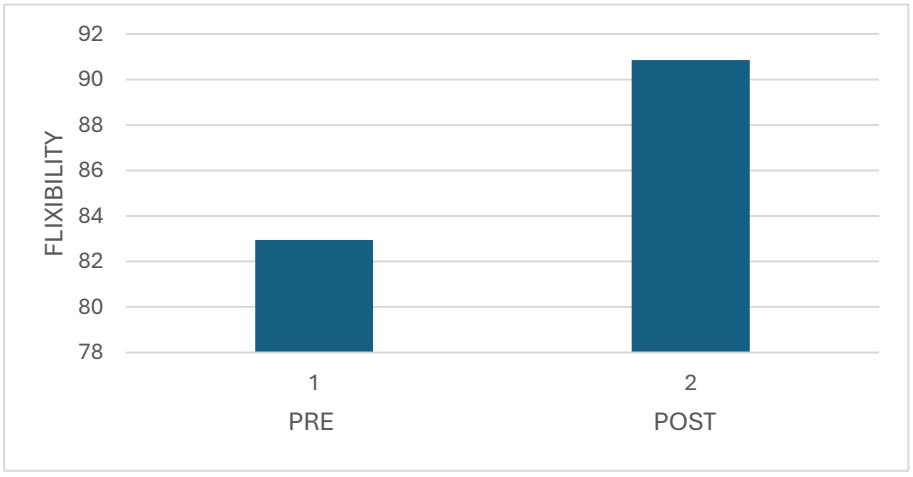


Figure:2 clearly indicate that experimental group compared with pre and post-test significant improvement on flexibility on school level football players.

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TABLE - III
COMPUTATION WITH 't' TEST OF STRESS ON EXPERIMENTAL PRE AND POST TEST ON SCHOOL LEVEL FOOTBALL PLAYERS

Variable	Group	Test	Mean	S. D	D.M	σ DM	't'
Stress pre	Experimental group	Questinery test	37.90	4.27	10.80	4.25	11.36
Stress post	Experimental group	Questinery test	27.10	1.37			

Level of significant was fixed at 0.05 with df 19 Table value 2.09

Table - III Indicates that experimental group of muscular stress on mean and standard deviation of school football players. The experimental group pre and post-test mean values are 37.90 and 27.10 and standard deviation values are 4.27 and 1.37 and obtained 't' value is 11.36 which is greater than table value 2.09 with df 19. experimental group significant improvement on muscular endurance due to concurrent yogic training on School Football players

FIGURE -3
THE BAR DIAGRAM SHOWS THAT THE PRE AND POST TEST MEANS OF EXPERIMENTAL GROUPS ON STRESS OF SCHOOL FOOTBALL PLAYERS.

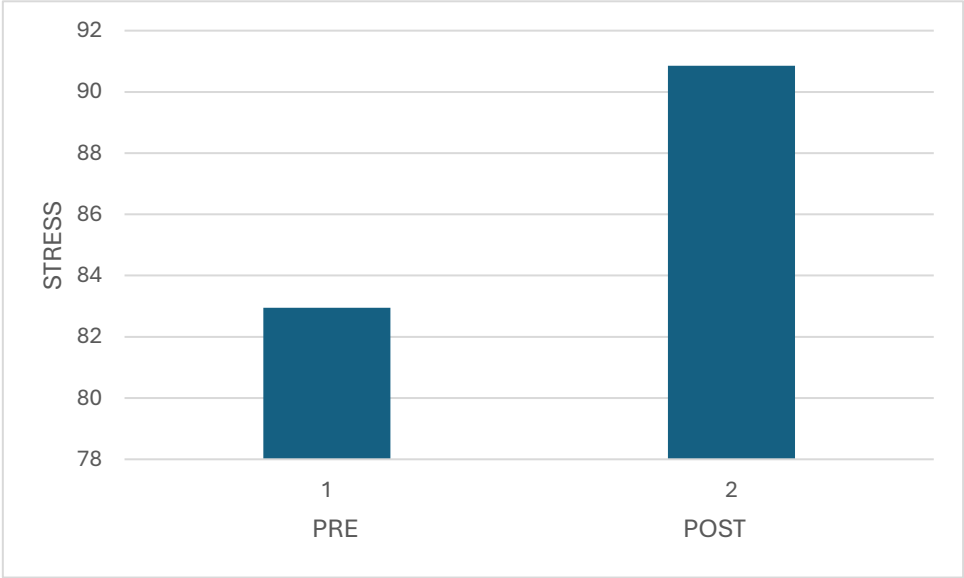


Figure: 3 clearly indicate that experimental group compared pre and post-test with significant improvement on stress on school level football players.

TABLE - IV
COMPUTATION WITH 't' TEST OF FLEXIBILT ON EXPERIMENTAL PRE AND POST TEST ON SCHOOL LEVEL FOOTBALL PLAYERS

Variable	Group	Test	Mean	S. D	D.M	σ DM	't'
Self-confidence pre	Experimental group	Questinery test	82.95	11.25	7.90	2.17	16.25
Self-confidence post	Experimental group	Questinery test	90.85	9.99			

*Significant Level of significant was fixed at 0.05 with df 19 Table value 2.09

Table - IV Indicates that experimental group of self-confidence on mean and standard deviation of school football players. The experimental group pre and post-test mean values are 82.95 and 90.85 and standard deviation values are 11.25 and 9.99 and obtained 't' value is 16.25 which is greater than table value 2.09 with df 19. experimental group significant improvement on muscular endurance due to concurrent yogic training on School Football players.

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FIGURE - 4
THE BAR DIAGRAM SHOWS THAT THE PRE AND POST TEST MEANS OF EXPERIMENTAL GROUPS ON SELF CONFIDENCE OF SCHOOL FOOTBALL PLAYERS.

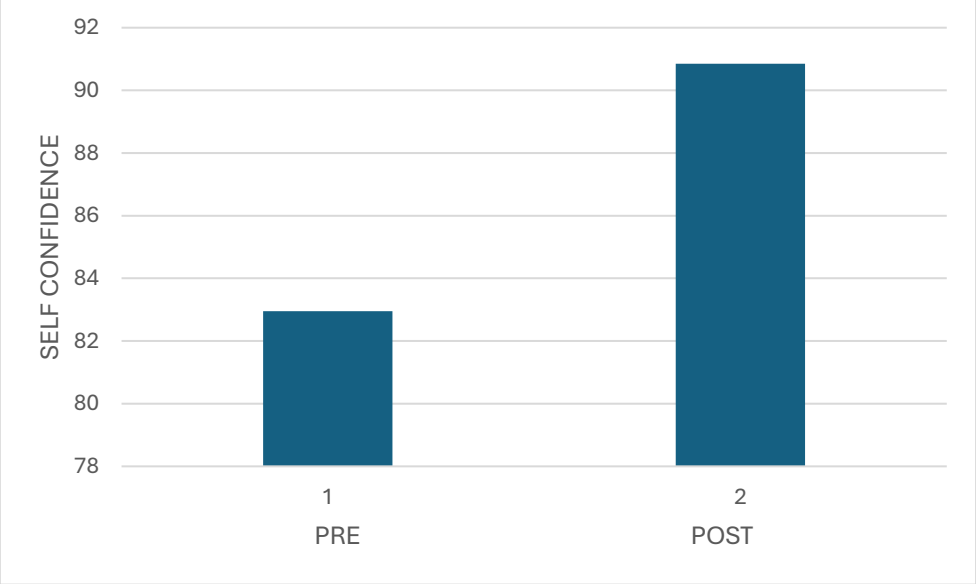


Figure: - 4 clearly indicate that experimental group compared pre and post-test with significant improvement on self-confidence on school level football players.

DISCUSSION OF FINDINGS

The present study examined the effect of concurrent yogic training on muscular endurance, flexibility, stress, and self-confidence among school-level football players. The results revealed significant improvement in all selected variables. Muscular endurance and flexibility increased due to the combined effect of physical training and yogic practices such as asanas, which enhance strength, endurance, and joint mobility. Stress levels significantly decreased, which may be attributed to relaxation techniques like pranayama and meditation that promote mental calmness. Self-confidence also improved, likely due to better physical fitness, mental focus, and emotional control. Overall, the findings indicate that concurrent yogic training positively influences both physical and psychological performance, thereby enhancing the overall effectiveness of football players. Moran (1996), Wiese-Bjornstal et al. (1991).

CONCLUSION

Based on the analysis and interpretation of the data, the following conclusions were drawn:

1. Concurrent yogic training significantly improves muscular endurance among school-level football players.
2. Yogic training contributes to a significant increase in flexibility due to regular stretching and postural exercises.
3. The practice of yoga significantly reduces stress levels through relaxation techniques such as pranayama and meditation.
4. Self-confidence of the players improves significantly as a result of better physical fitness, mental stability, and concentration.
5. Overall, concurrent yogic training is an effective method for enhancing both physical fitness and psychological well-being in football players.

Thus, it is concluded that the integration of yogic practices with regular football training plays a vital role in improving overall athletic performance.

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APPENDIX
YOGIC TRAINING PLAN
WEEKLY MICRO CYCLE

Component	Exercises	Purpose
Warm-up	Light jogging, joint rotations, gentle stretching	Prepare muscles and joints
Asanas	Tadasana, Vrikshasana, Bhujangasana, Vajrasana, Shavasana	Learn basic postures, improve balance and posture
Pranayama	Anulom Vilom (5 min), Bhramari (5 min)	Introduction to breathing exercises, calm mind
Meditation	Focused attention (5 min)	Improve concentration
Cool-down	Shavasana	Relax muscles

*Duration Of Training per Day: 60 minutes
*Intensity May Change According to the Weekly