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Skill performance response to the influence of position wise specific skill training among school level football players

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Abstract

Position wise specific skill training is a program includes fitness and performance training designed specifically for athletic performance enhancement. Training programs for game performance enhancement could include such areas as dribbling, passing, shooting and other than to developing in strength, speed, power, endurance, flexibility, mobility, agility, mental preparedness (including goal setting), sleep, recovery/regeneration techniques and strategies, nutrition, rehabilitation, and injury risk reduction. The purpose of this study was to find out the effects of position wise specific skill Training on skill performance variables of School level football players. The research was carried out on a sample of sixty sub junior school students. The pretests were conducted for all subjects on all selected variables to collect data. All subjects were divided randomly in to three groups as experimental group (twenty). The training program was performed sixty minutes per day, 3 days per week for a period of twelve weeks. All selected physical and functional variables were assessed by standard tests; Dribbling (Ronaldo speed dribbling test), Passing (Sir Bobby Christian Soccer Skill Test) and Kicking (McDonald Soccer skill test). The twelve week position wise specific skill training was conducted followed by post-test for all selected variables. The results of analysis of covariance (ANCOVA) indicated that the experimental group had shown significant improvement in all selected variables excepted. Hence, the position wise specific skill training program appears to be an effective way of improving skill performance variables of school level football players. So soccer coaches and physical education teachers as well as others involved in coaching one or other game can make use of this information in the process of planning their training program.

Keywords: Skill performance variables, position wise specific skill training, football players

Introduction

Football is a very fascinating and enjoyable game and every child wants to play it. The only problem in the beginning is that because of wrong technique of the lack of basic skills, there is fear of injury and frustration in preparation for higher performance. (Sharma *et al.*, 2007) ^[10]. Players are always looking for ways to increase their output on game day, as the game of football continuously evolves and improves. Whilst many individuals focus on their abilities with the ball, it's what players do without the ball that can elicit some of the most striking performances. Focusing on position-specific training is known as one of the most beneficial ways to improve an individual's capabilities within a specific role, as the ability to challenge, develop and support players is vital in preparing them for match day. Allowing players to focus on their specific position played on the pitch is incredibly important for a coach to identify their strengths and weaknesses, in order for sessions to be adjusted and tailored towards players needs so that developments are seen. Player should give themselves the flexibility of trying various positions; it will help them greatly down the road. This generalist approach allows a player to see how his strengths and weakness fit into the different positions in the game. All positions require players to both defend and attack, so the general principles of attacking and defending (discuss later in the book) will always apply. Good soccer teams are looked upon as a complete unit, meshing everybody's roles and responsibilities. However, the four distinct positions within that unit goalkeeper, defender, midfielder, and forward-require varying talents, and each position involves further subdivisions with their own skill sets. (Parker, 2008) ^[11].

Positional Play

Offense is more creative than defense and players often need to move to "open space" or work together and be opportunistic in order to score; this is particularly true with Midfielders and Forwards, because most coaches may want their Fullbacks to be conservative and stay in a defensive position in case there is a counterattack by the opponent. Before addressing specific positions, it's important to note that a given player should not initially focus too much on one position.

Forwards

Forwards playing in the middle of the field are called strikers; while forwards playing near the touchlines are called wings. They must be physically powerful and energetic. Also, their running speed and kicking skills should be excellent to achieve accurate shooting

Midfielders

A soccer team can have three to six midfielders. The most important skill of midfielders is their tackling abilities. The coach should help the midfielders enhance this skill so that they can successfully grab the ball from the opposition team. Besides, their ball passing skills should also be polished for greater accuracy.

Defenders

As a coach, you need to enhance this skill in the defenders. A team can have three to five defenders. However, some coaches prefer a single defender, known as "sweeper," who is positioned very close to his own goal behind the fullbacks.

Hypotheses

It was hypothesized that, the forwarders position wise specific skill training, Midfielders position wise skill training and defenders position wise skill training would produce significant changes over performance variables among football players.

Table 1: Characteristics of training groups (N=20) at pre training mean

Variable	FSST	MSST	DSST
Age (Y)	14-16	14-16	14-16
Height (cm)	148.30	154.20	152.70
Weight (kg)	52	49	51

Methodology

Sixty substantially energetic and involved school level football players were arbitrarily selected as subjects and their age ranged between 14 and 17 years. The subjects are categorized into three groups namely forward specific skill training group (FSSTG), midfielder specific skill training group (MSSTG) and defender specific skill training group (DSSTG) each group had twenty subjects. The selected criterion variables dribbling was assessed by Ronaldo speed dribbling test; passing was assessed by Sir Bobby Christian Soccer Skill Test and kicking was assessed by McDonald soccer skill test. The position wise specific skill training group underwent the experimental treatment for twelve weeks, 5 days/week and a session on each day with 60min duration.

Position wise Specific Skill Training Programme

The training programme was lasted for 60 minutes for a

session in a day, 5 days in a week for a period of twelve weeks duration. These 60 minutes included position wise specific skill training for 40 to 50 minutes and 10 minutes warm-up, and 10 minutes warm down. Every four weeks of training 5% of intensity of load was increased from 65% to 80% of work load. The volume of position wise specific skill training prescribed based on the number of sets and repetitions. Eight weeks of specific skill training was given to the selected subjects. Their training days and hours every week were from Monday to Friday from 6.00 to 7.30 am.

Forwards Specific Skill training

These drills included activities such as 1 v 1 score at the Triangle War, Running long distance with the ball, Shooting and Shaggier, Instep (Sweep Spot) Shooting, Jam - packed dribbling, Four Squares, Bending the Shot and Down and Back dribbling game for a duration of 45 seconds each. Finally, the session concluded with a 10-minute cool-down period to facilitate the subjects' recovery and relaxation.

Midfielders Specific Skill training

These drills included activities such as Diamond skills box, Dribbling at speed soccer drill, Dribbling skills drill in Square, Sprinting for goal, Midfield dynamic scoring, Two touch shooting game, Skills round up, Long pass control, Passing to a checking sticker, Long Chipping, Soccer Zone, Passing Name game, Split the for a duration of 45 seconds each. Finally, the session concluded with a 10-minute cool-down period to facilitate the subjects' recovery and relaxation.

Defenders Specific Skill training

These drills included activities such as Horseshoes, Position exchange, Sweeper clearing, Mark your own player, Supersonk and Explosive, Defensive Stop, Defensive Adjustment, Quick Clearing, Wing fake, Nutmeg and Shoot for a duration of 45 seconds each. Finally, the session concluded with a 10-minute cool-down period to facilitate the subjects' recovery and relaxation.

Test of administration

Dribbling - Ronaldo speed test

The Ronaldo speed test assesses the ability to dribble the ball at pace and with control. This is a timed drill - players can be retested to monitor improvements over time. The focus for the players should be on maintaining control of the ball with close touches - not big touches and chasing the ball. To test football players ability to dribble the ball at pace and with control. The cones are placed as per the diagram. A 4m square is placed 9m from the goal line. For the start a ball is placed between the cones at gate (B). The original test description did not indicate the distance to place the cones at (c) and (d) from the midline. Players start in the box (A), facing the goal without the ball. When the coach calls "GO" the timing starts and the player turns and runs to the ball at gate (B), dribbles through the gate and turns right towards gate (C). The player dribbles around the first cone at gate (C), in between both cones and turns right around the second cone and runs towards gate (D). The player dribbles between the cones and turns left around the second cone. The last turn is back through gate (B). The player continues into the box (A) and shoots at goal. One practice turn is allowed, followed by one timed attempt. The time starts when the coach says go and finishes when the ball hits the net after the shot at goal. (Wood, R. J. (2010) ^[12].

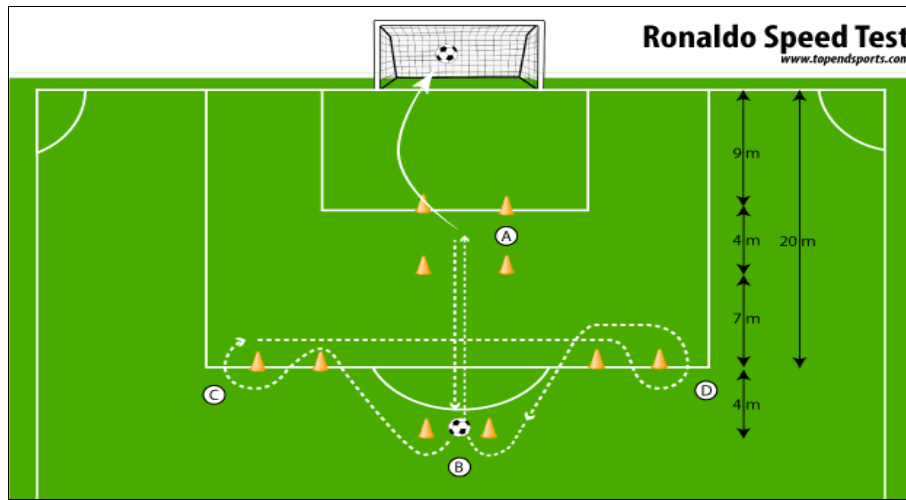


Fig 1: Ronaldo speed test

Passing - (Sir Bobby Charlton Soccer School of Australia Test)

Passing skill was assessed by using sir bobby Charlton soccer school of Australia test. The subject was asked to pass the ball over a short distance. The testing area was of a twenty meter width and forty meter length. Four balls placed at a ten meters distance in the middle line, drawn in the testing area, divided the area into eight equal squares, and placed four gates

diagonal to the placed balls. The subjects was asked to pass the ball with alternative feet, strength foot and weaken foot or vice versa. For each successful gate a player scored two points, and if a player score with his weaker foot four points were given. Each participant has four gates to pass and the total score of four chances were considered as the final score. (Gorman, J. (2017) ^[13].

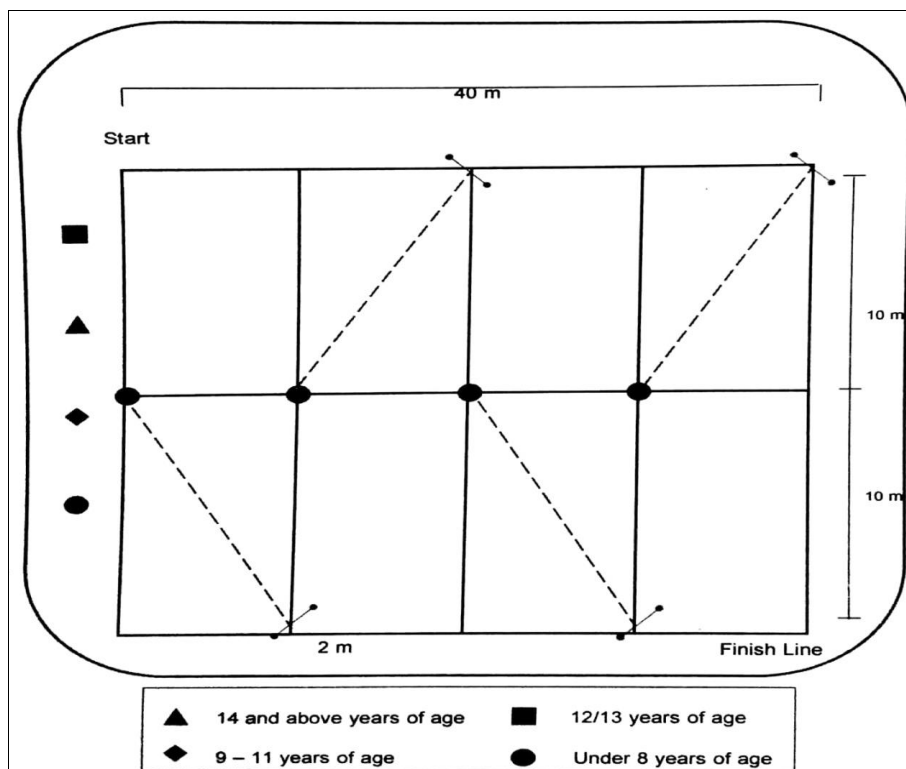


Fig 2: Impact sound insulation performance of timber floor structure

Kicking (McDonald soccer skill test)

The McDonald Soccer Skill Test involves a player kicking a ball against a wall as many times as possible in 30 seconds. The test is designed to measure general soccer ability, though mainly trapping and passing skills, and is appropriate for most levels. A wall, 30 feet wide and 11.5 feet high, 3 soccer balls and stopwatch. A soccer ball is placed on a line, marked 9 feet from the wall. Another two soccer balls are left 9 feet behind the line in the center of the test area. On the signal, Go, the

player kicks the ball against the wall as many times as possible in 30 seconds. In the event of a wild kick, the player may either retrieve the original ball or use one of the two spare balls. (It is OK to use the hands to retrieve a ball). All kicks must performed from the ground behind the restraining line. The test is repeated four times. The number of kicks in each 30 second period is recorded, with the highest total being the score. (McDonald, L. G. (1951) ^[14].

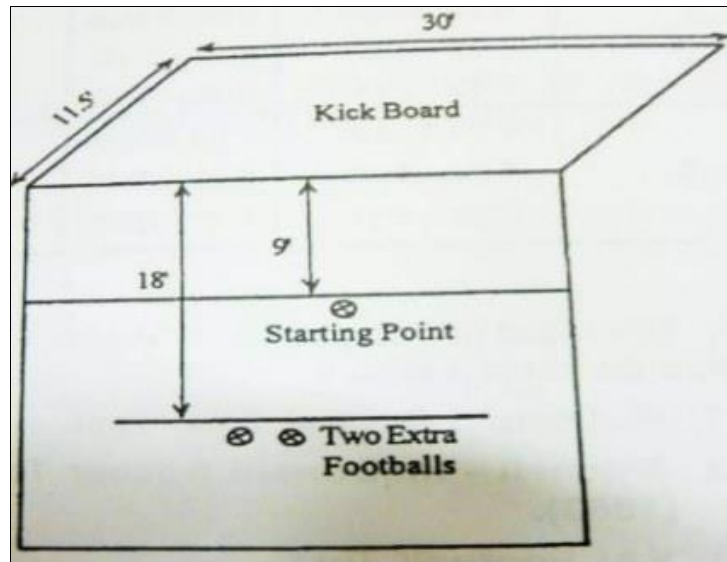


Fig 3: McDonald soccer skill test

Statistical analysis

The means and standard deviations of position wise specific skill training groups were calculated for dribbling, passing and kicking for the pre as well as posttests. Statistical

significance was set to a priority at $p < 0.05$. All statistical tests were calculated using the statistical package for the social science (SPSS).

Table 2: Analysis of covariance on pre, post and adjusted post-test means on dribbling of forwarders, midfielders and defenders groups, (scores in seconds)

Test	Forwarders Specific Skill Training (FSST)	Midfielders Specific Skill Training (MSST)	Defenders Specific Skill Training (DSST)	Source Of variance	DF	Sum of square	Mean square	F-ratio
Pre-test mean	27.57	27.85	28.24	B / S	2	4.55	2.27	1.68
				W / S	57	77.09	1.35	
Post-test mean	26.35	26.78	27.44	B / S	2	12.05	6.02	4.45*
				W / S	57	77.16	1.35	
Adjusted post-test mean	26.63	26.81	27.13	B / S	2	2.41	1.20	6.81*
				W / S	56	17.63	0.31	

* Significant at 0.05 level for the degrees of freedom (2, 57) and (2, 56), 3.16

Table 2 reveals the computation of ‘F’ ratios on pretest, posttest and adjusted posttest means of FSST, MSST and DSST on dribbling. The obtained ‘F’ ratio for the pretest means of FSST, MSST and DSST on dribbling was 1.68. Since the ‘F’ value was less than the required table value of 3.16 for the degrees of freedom 2 and 57, it was found to be not significant at 0.05 level of confidence. Further, the posttest ‘F’ ratio 4.45 after FSST, MSST and DSST on

dribbling was higher than the required table value of 3.16 for the degrees of freedom 2 and 57, hence it was found to be statistically significant at 0.05 level of confidence. The obtained ‘F’ ratio for the adjusted post-test means of FSST, MSST and DSST on dribbling was 6.81. Since the ‘F’ value was higher than the required table value of 3.16 for the degrees of freedom 2 and 57, it was found to be statistically significant at 0.05 level of confidence.

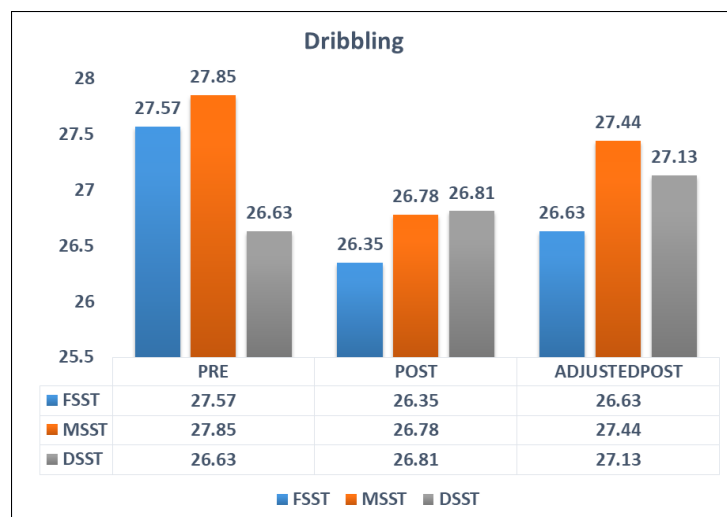


Fig 4: Bar diagram showing pre, post and adjusted post-test means of forwarders specific skill training group, midfielders specific skill training group, defenders specific skill training group and control group on dribbling, (scores in seconds)

Table 3: Analysis of covariance on pre, post and adjusted post-test means on passing of forwarders, midfielders and defenders groups, (scores in meters)

Test	Forwarders Specific Skill Training (FSST)	Midfielders Specific Skill Training (MSST)	Defenders Specific Skill Training (DSST)	Source of variance	DF	Sum of square	Mean square	F-ratio
Pre-test mean	4.21	4.23	4.18	B / S	2	0.031	0.016	1.80
				W / S	57	0.494	0.009	
Post-test mean	5.19	5.34	5.06	B / S	2	0.790	0.395	21.70*
				W / S	57	1.038	0.018	
Adjusted post-test mean	5.19	5.35	5.05	B / S	2	0.819	0.410	22.76*
				W / S	56	1.007	0.018	

* Significant at 0.05 level for the degrees of freedom (2, 57) and (2, 56), 3.16

Table 3 reveals the computation of ‘F’ ratios on pretest, posttest and adjusted posttest means of FSST, MSST and DSST on passing. The obtained ‘F’ ratio for the pretest means of FSST, MSST and DSST on dribbling was 1.80. Since the ‘F’ value was less than the required table value of 3.16 for the degrees of freedom 2 and 57, it was found to be not significant at 0.05 level of confidence. Further, the posttest ‘F’ ratio 21.70 after FSST, MSST and DSST on dribbling was

higher than the required table value of 3.16 for the degrees of freedom 2 and 57, hence it was found to be statistically significant at 0.05 level of confidence. The obtained ‘F’ ratio for the adjusted post-test means of FSST, MSST and DSST on dribbling was 22.76. Since the ‘F’ value was higher than the required table value of 3.16 for the degrees of freedom 2 and 57, it was found to be statistically significant at 0.05 level of confidence.

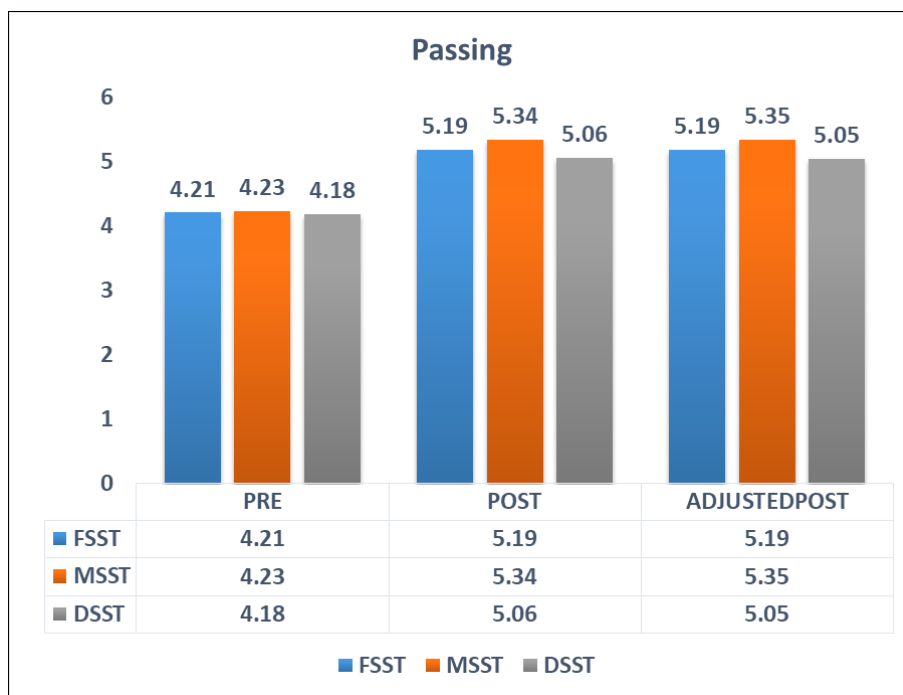


Fig 5: Bar diagram showing pre, post and adjusted post-test means of forwarders specific skill training group, midfielders specific skill training group, defenders specific skill training group and control group on passing, (scores in points)

Table 4: Analysis of covariance on pre, post and adjusted posttest means on kicking of forwarders, midfielders and defenders groups, (scores in meters)

Test	Forwarders specific Skill Training (FSST)	Midfielders specific Skill Training (MSST)	Defenders Specific Skill Training (DSST)	Source of variance	DF	Sum of square	Mean square	F-ratio
Pre-test mean	21.70	21.95	22.05	B / S	2	1.30	0.65	0.28
				W / S	57	128.10	2.24	
Post-test mean	24.25	25.40	26.65	B / S	2	57.63	28.81	16.24*
				W / S	57	101.10	1.77	
Adjusted post-test mean	24.38	25.36	26.55	B / S	2	46.77	23.38	28.66
				W / S	56	45.69	0.81	

* Significant at 0.05 level for the degrees of freedom (2, 57) and (2, 56), 3.16

Table 4 reveals the computation of ‘F’ ratios on pretest, posttest and adjusted posttest means of FSST, MSST and DSST on kicking. The obtained ‘F’ ratio for the pretest means of FSST, MSST and DSST on kicking was 0.28. Since the ‘F’ value was less than the required table value of 3.16 for the degrees of freedom 2 and 57, it was found to be not significant at 0.05 level of confidence. Further, the posttest

‘F’ ratio 16.24 after FSST, MSST and DSST on kicking was higher than the required table value of 3.16 for the degrees of freedom 2 and 57, hence it was found to be statistically significant at 0.05 level of confidence. The obtained ‘F’ ratio for the adjusted post-test means of FSST, MSST and DSST on kicking was 28.66. Since the ‘F’ value was higher than the required table value of 3.16 for the degrees of freedom 2 and

57, it was found to be statistically significant at 0.05 level of confidence.

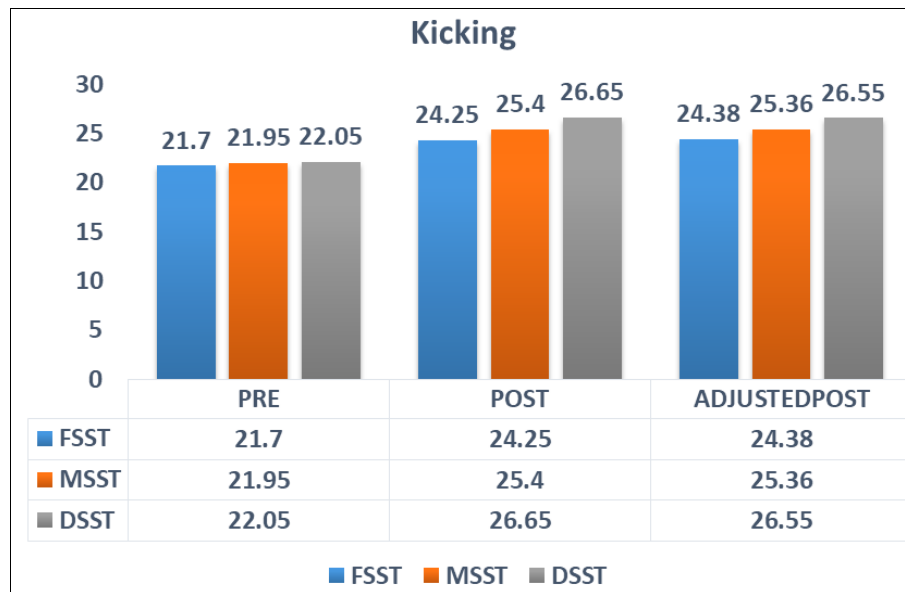


Fig 6: Bar diagram showing pre, post and adjusted post-test means of forwarders specific skill training group, midfielders specific skill training group, defenders specific skill training group and control group on kicking, (scores in points)

Discussion on findings

Football players must combine speed, strength, agility, power, and endurance as qualities before the individual skills inherent to the playing of soccer can be utilized. The understanding of the physical and the mental demands of the sport will enable a more scientific approach to the training of soccer players than has been prevalent heretofore. (Raven *et al.*, 1976) [15]. The results of this study selected that position wise specific skill training is more efficient to bring out desirable changes over the skill performance variables of the footballers. Investigators have extended their interest to consider the dribbling, passing and kicking beginning from the way a footballer approaches the position wise specific skill training after twelve weeks. The current study considered the influence of twelve weeks of position wise specific skill training on skill performance variables of footballers.

The results of the present study indicate that the forward players have better dribbling than midfielders and defenders, defenders have better kicking than forward and midfielders and midfielders have better passing than forward and defenders and at school level football players.

Ahmed *et al.*, (2022) [2] the improvement in the experimental group was significantly better than in the control group. Core training improves football-specific Speed dribbling skills hence core training should be added to regular training of players.

Carling (2011) [3] skill-related demands varied substantially according to opponent formation and may have consequences for tactical and technical preparation and team selection policies.

Dhanaraj (2012) [4] there was a significant improvement in passing and shooting performance due to the effects of football skill training programme.

Joo *et al.*, (2016) [6] we suggest that middle and high school soccer players should improve aerobic, an - aerobic capacity, and soccer skills irrespective position to achieve high-level soccer performance.

Kishore *et al.*, (2016) [7] speculated that skills and drills practice training is more efficient to bring out desirable changes over the kicking ability of High School Level male football players.

Mohammed *et al.*, (2015) [8] there was a significant difference of the training program on the passing and receiving of the 9 to 12 football players.

Pinillos *et al.*, (2015) [9] suggest that HF is a key factor for performing football-specific skills, such as sprinting, jumping, agility, and kicking in young football players.

According to these results; it can be said that regular, structured and planned position wise specific skill training for 12 weeks of footballers who have a positive effect on improving their skill performance changes.

Conclusion

Based on the results, the following conclusions have been arrived.

From the results of the present study, it is very clear that, football players at school level significantly differ in dribbling, passing and kicking. It was concluded that forward players have better dribbling than midfielders and defenders at school level football players. Also, it was concluded that midfielders have better passing than forward players and defenders at school level football players. Further, it was concluded that defenders have better kicking than forward players and midfields at school level football players.

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