ISSN: 2349 - 4891

International
Journal of Recent Research and Applied Studies
(Multidisciplinary Open Access Refereed e-Journal)

Effect of Imagery Training and Combined Effect with Game-Specific Training on Selected Skill Performance Variables among Hockey Players

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Received 1st July 2015, Accepted 5th September 2015

Abstract

The purpose of the study was to find out the effect of imagery training and combined effect with game specific training on selected skill performance variables among college hockey players. It was hypothesized that there would be significant differences on selected skill performance variables due to the effect of imagery training and combined effect with game specific training among college hockey players. For the present study the 30 male hockey players from Jamal Mohamed College, Tiruchirappalli, Tamilnadu, India were selected at random and their age ranged from 18 to 25 years. For the present study pre test – post test random group design which consists of two experimental groups was used. The subjects were randomly assigned to two equal groups of fifteen each and named as Group 'A' and Group 'B'. Group 'A' underwent imagery training and Group 'B' underwent imagery training with game-specific exercises. Skill performance variables were assessed using coaches rating. The data was collected before and after six weeks of training. The data was analyzed by applying dependent 't test. The level of significance was set at 0.05. The imagery training had positive impact on hit and dribbling among college hockey players. The imagery training with game-specific exercises group had positive impact on hit and dribbling among college hockey players.

Keywords: Imagery Training, Hit, Dribbling, Hockey.

Introduction

Almost all of the early mental imagery research in sport psychology stems from the mental practice model. Studies done as early as the 1930's examined the effects of mental practice on the learning and performance of skills. Two of the most prominent theoretical frameworks emerge out of the motor domain from the mental practice research to explain why mentally rehearsing (imaging) a physical activity may improve physical performance (Martin et al., 1999). It is believed that sports are a psycho-social activity full of tension, anxiety, fear, strain and stresses. In competitive sports, sports persons play to win and this spirit of winning causes many psychological stresses. The resource generation, systematization of resources developed, utilization of resources in appropriate context in required quantum, running into conflicts or the resolution of conflicts and decision making are to be done in split seconds in various sports situations, which depend on the personality adjustment of the athlete and the team to which he belongs to. Teams may win or lose under psychological stress. It is believed that winning an international sports competition greatly depends on the psychological abilities. Therefore superb psychological fitness and training of the individual are the factors which help in achieving outstanding performance.

The Greek physician Galen (AD 129 – 210) is generally accepted to be the originators, devised training drills to replicate movements from the arena, as seen in the functional training, that is, exercises consisting of movements that are specific to a particular sport. With practice we may get better at performing these exercises but to date there is no conclusive evidence that this makes any difference to the sporting performance of normal everyday function of the muscles specifically targeted.

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Methodology

The purpose of the study was to find out the effect of imagery training and combined effect with game specific training on selected skill performance variables among college hockey players. It was hypothesized that there would be significant differences on selected skill performance variables due to the effect of imagery training and combined effect with game specific training among college hockey players. For the present study the 30 male hockey players from Jamal Mohamed College, Tiruchirappalli, Tamilnadu, India were selected at random and their age ranged from 18 to 25 years. For the present study pre test – post test

random group design which consists of two experimental groups was used. The subjects were randomly assigned to two equal groups of fifteen each and named as Group 'A' and Group 'B'. Group 'A' underwent imagery training and Group 'B' underwent imagery training with game-specific exercises. Skill performance variables were assessed using coaches rating. The data was collected before and after six weeks of training. The data was analyzed by applying dependent 't test. The level of significance was set at 0.05.

Results

The findings pertaining to analysis of dependent 't' test between experimental groups on selected skill performance variables among college hockey players for pre-post test respectively have been presented in table I to II.

Table I. Significance of mean gains & losses between pre and post test scores on selected variables of imagery training group

S.No	Variables	Pre-Test Mean	Post-Test Mean	Mean difference	Std. Dev (±)	σ DM	't' Ratio
1	Hit	4.13	5.93	1.80	1.20	0.31	5.77*
2	Dribbling	4.00	6.00	2.00	0.92	0.23	8.36*

An examination of table-I indicates that the obtained't' ratios were 5.77 and 8.36 for hit and dribbling respectively. The obtained't' ratios were found to be greater than the required table value of 2.14 at 0.05 level of significance for 14 degrees of freedom. So it was found to be significant. The results of this study showed that statistically significant and explained its effects positively. The graphical representation of data has been presented in figure I.

Figure I. Comparisons of pre – test means and post – test means for imagery training group in relation to skill performance variables

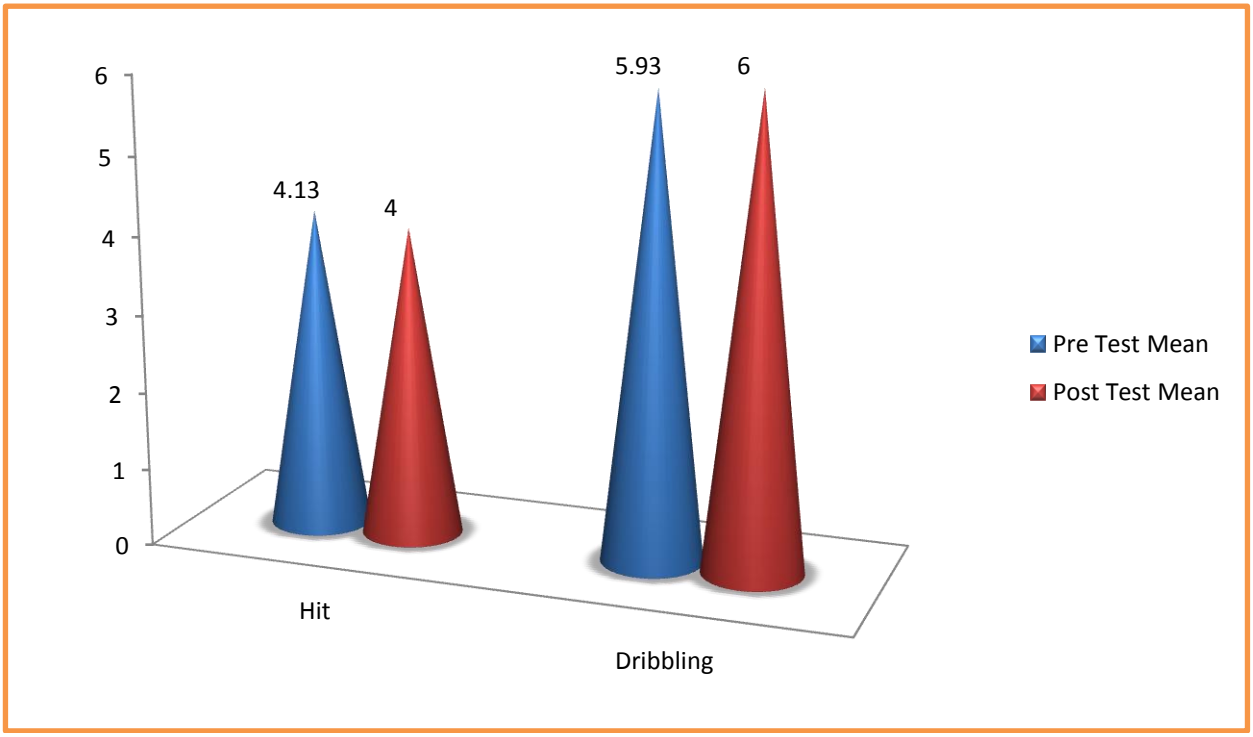
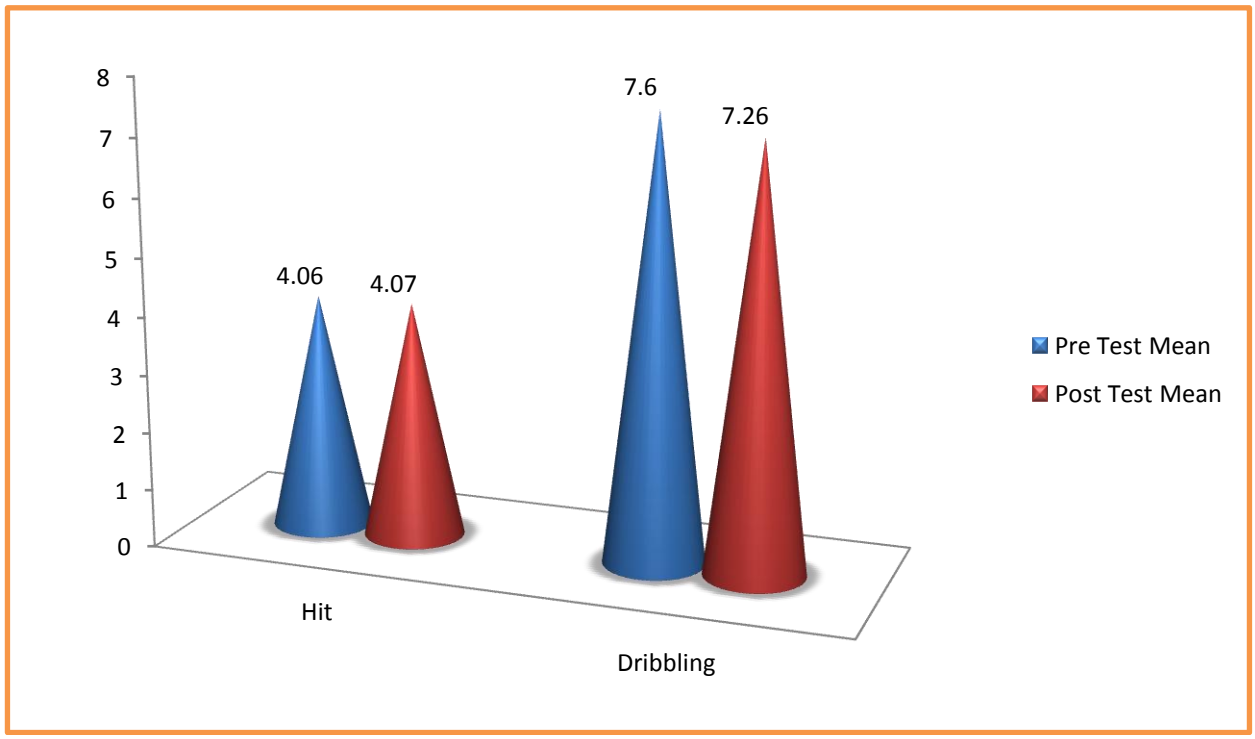


Table II. Significance of mean gains & losses between pre and post test scores on selected variables of imagery training with game-specific exercises group

S.No	Variables	Pre-Test Mean	Post-Test Mean	Mean difference	Std. Dev (±)	σ DM	't' Ratio
1	Hit	4.06	7.60	3.53	1.06	0.27	12.90*
2	Dribbling	4.07	7.26	3.20	0.94	0.24	13.16*

An examination of table-II indicates that the obtained't' ratios were 1.34 and 0.87 for hit and dribbling respectively. The obtained't' ratios were found to be lesser than the required table value of 2.14 at 0.05 level of significance for 14 degrees of freedom. So it was found to be insignificant. The graphical representation of data has been presented in figure II.

Figure II. Comparisons of pre – test means and post – test means for imagery training with game-specific exercises group in relation to skill performance variables



Discussions

In case of skill performance variables i.e. hit and dribbling the results between pre and post test has been found significant in both the groups. The findings of the present study have strongly indicates that both the training groups have significant effect on selected skill performance variables i.e., hit and dribbling of college hockey players.

Conclusions

On the basis of findings and within the limitations of the study the following conclusions were drawn:

1. The imagery training had positive impact on hit and dribbling among college hockey players.
2. The imagery training with game-specific exercises group had positive impact on hit and dribbling among college hockey players.

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