

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Sports coaches, performers and scientists are constantly in search of new means to enhance sports performance and gain a competitive edge. Sports vision is conceived as a group of techniques directed to preserve and improve the visual function with a goal of enhancing sports performance through a process, which involves teaching the visual behaviour required for different sporting activities (Quevedo & Sole, 1995).

It is established that highly skilled players have better visual abilities than non-athletes (Christenson & Winkelstein, 1988). The consensus is that expert and novice athletes are not characterized by differences in basic visual skills (Abernethy, 1987), but several of the recent Studies show that visual training can improve sports performance (Kluka et al, 1986). Although these Studies highlight the potential of perceptual training programmes, various shortcomings in the literature prevent a clear evaluation of their usefulness.

Visual skills play an important role in most sports. According to Venter and Ferreira a skill is a specialized movement pattern and can be

learned. It can be acquired through practice and competition. Visual skills refer to any skill that involves the eye, and include the testing and evaluation thereof (Buys, 2002).

Specific sports require specific visual skills, but the skills that are generally tested in sports vision include general ocular health, visual acuity, contrast sensitivity, colour discrimination, stereopsis, fusion and accommodative flexibility, visual adjustability and visualization, as well as eye-hand and eye-body co-ordination, central-peripheral awareness and visual response time.

It is often assumed that visual abilities are trainable and that this training is transferable to sports performance. Some Studies have shown positive results (Planer , 1994)with training, but in contrast to this there are also studies that have shown no positive effect of visual skills training (Dookhi, 2004). There is strong evidence to support both of the above arguments. One possibility for the difference in findings is that different testing methods were used in the separate investigations. Standardized testing procedures should be implemented and testing should be separated from training. Standardized measures are used and training of these skills should be made sport specific (Planer, 1994 & Coffey et al, 2006).

The purpose of the study is to find out the relative effect of skills training with and without video modeling on selected performance

variables of soccer players. To achieve the purpose of the study, thirty six (n=36) men soccer players from St.Pauls College, Kalamassery; St.Alberts College, Ernakulam and Bharath Matha College, Ernakulam who are represented the men soccer team of their college to take part in the M.G University Intercollegiate soccer tournaments were selected as subjects at random and their age's ranged between 18 to 25 years.

The selected participants were randomly (simple random sample) assigned to one of three groups of twelve (n=12) each, such as experimental group I, experimental group II and control group. The group I (n=12) underwent skills training with video modeling, and group II (n=12) underwent skills training without video modeling for a duration of 12 weeks and the number of sessions per week is confined to three days, in addition to the regular schedule and group III (n=12) acted as control, who is asked to refrain from any special training except their leisure time pursuit.

Among the performance variables, the following dependent variables were selected for this Study such as dribbling, passing, shooting, kicking and playing ability. The following independent variables were selected for this study such as skills training with and without video modeling. The level of significance was fixed at .05 levels, which was considered to be appropriate.

The pre-test and post-test randomized control group design was used as experimental design in which 36 men participants were divided into three groups of twelve each at random. No attempt was made to equate the groups in any manner. The collected data from the three groups prior to and immediately after the training programme on selected criterion variables were statistically analyzed with dependent „t“ test to find out the significant improvement between pre-test and post-test means of both groups and analysis of co-variance (ANCOVA) was used to find out the significant difference between experimental and control groups. Whenever „F“ ratio for adjusted test was found to be significant, hence, to make adjustments for difference in the initial means and test the adjusted post-test means for significant the Scheffe“s test was applied as post-hoc test to find out pairs mean difference.

The level of significant to test „F“ ratio obtained by the Analysis of Co-variance was fixed at 0.05 level of confidence which was considered to be appropriate in view of the fact that very highly sophisticated equipment were not used for more stringent levels of significance.

5.2 Conclusions

The following conclusions were derived from the present Study

1. The skill training with video modeling had significantly improved the participants“ dribbling performance.

2. The skill training with video modeling had significantly improved the participants' passing performance.
3. The skill training with video modeling had significantly improved the participants' shooting performance.
4. The skill training with video modeling had significantly improved the participants' kicking performance.
5. The skill training with video modeling had significantly improved the participants' playing ability performance.
6. The skill training without video modeling had significantly improved the participants' dribbling performance.
7. The skill training without video modeling had significantly improved the participants' passing performance.
8. The skill training without video modeling had significantly improved the participants' shooting performance.
9. The skill training without video modeling had significantly improved the participants' kicking performance.
10. The skill training without video modeling had significantly improved the participants' playing ability performance.
11. The skill training without video modeling had significantly outperformed than the skill training without video modeling on

the participants' dribbling, passing, shooting, kicking and playing ability performance.

12. Control did not show any significant improvement on the selected dependent variables such as dribbling, passing, shooting, kicking and playing ability performance.

5.3 Recommendations

1. In the present Study, it was concluded that performance variables of soccer players were improved by skill training with video modeling. Hence, it is recommended to the coaches, trainers and physical educators to adopt these findings to improve performance factors among soccer players.

2. A similar Study may be conducted by selecting self-efficacy, self esteem and self confidence as criterion variables.

3. A similar study may be attempted by selecting the state or national level players as subjects.

4. A similar study may be conducted on female subjects.

5. A similar Study may be undertaken and its influences on psychological social parameters may be assessed.

6. A study on video modeling, self modeling and visual feed back may be conducted.