Effect of Drills With and Without Music on Playing Ability in Football

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Abstract

The purpose of this study was to find out the effect of drills with and without music on playing ability in football. The selected subjects forty men students in the age group of 18 to 21 years were divided into two homogenous groups by conducting motor educability test. Both the groups were considered as experimental groups, one group underwent the treatment of drills with music and the other group underwent treatment of drills without music. Two groups were subjected to the experimental treatment of performing drills with and without music separately. These trainings were given to both the experimental groups separately five days a week for a total period of six weeks. Drills were practiced by one experimental group in the morning between 8 am and 9 am along with music preloaded with rhythmic activities. The following drills were planned and executed by the experimental group - I. In passing to start, in pairs, passing against a wall, in circles, passing relay practice, on the run - in pairs and relay practice. In dribbling, dribble along a line, dribbling with a turn (right or left), turn relay, ACB vs DEF, and obstacle dribbling. The experimental group – II, was given all the above drills training without music. The playing ability of the subjects was measured subjectively by three experts in the field. The subjects were asked to play a friendly match and the experts were seated in different places, watching the match. The experts were requested to give their subjective rating in the following areas, namely kicking, dribbling, trapping, tackling, passing, position of play, tactics strategy and general behavior like respecting rules and officials, for a maximum of 100 marks. The average of the three experts scoring was the playing ability of the subject in football. The data collected on selected criterion variables were subjected to statistical analyze using't' ratio. The results presented in this study proved that there was significant difference between skills practiced with and without music groups. The results proved that skills practiced with music group were significantly better than group practiced skills without music. Thus the formulated hypothesis was accepted at 0.05 level.

Keywords: Football, Music, Drills.

Introduction

Football is the most popular sports on the planet. More than 200 million people worldwide play more than 20 million football games each year. The reasons for soccer's universal appeal rest with the nature of the game. Football is common language among people of diverse back grounds and heritages, a bridge

that spans economic, political cultural and religious barriers known as "football" throughout most of the world, soccer is the national sport of nearly every country in Asia, Africa, Europe and South Africa. In football a good pass is an important attacking weapon. Kicking the ball to another teammate or into a strategic space is passing. Kicking movement in football is a relatively easy series of rotational movements. Shooting is the most important element in the winning formula of any team. Analysis reveals that a high percentage of opportunities to shoot at goal are not taken. Any team can significantly increase its chance of winning matches if its players could guarantee that they would try a shot whenever they got a chance. Football is a game of physical and mental challenges. One must execute skilled movements under generalized conditions of restricted space, limited time, physical and mental fatigue, and opposing players. One must be able to run several miles during a game, mostly at sprint like speed and respond quickly to a variety of rapidly changing situations during play. Finally, you need a thorough understanding of individual, group and team tactics. Our ability to meet challenges determines how well one performs on the football field. It is a game which calls for strenuous continuous thrilling action and therefore, appeals to the youth the world over. The skill involved in the game are simple, nature and satisfying to anyone who participating in the game. 3 Football skills are a necessity for anyone who wants to play football successfully. Part of the fun of playing football is known the right strategies so one can help our team win the game. Players need to master a variety of talents including making good passes, scoring goals, dribbling to team mates and weaving skilfully through opponents across the field.

Music has a universal language. It influences all levels of human existence. It is a medium for communication, which can be both a pleasant and healing experience. Though the therapeutic values of music have been recognized and employed from a very early stage in the history of mankind, music is known to alleviate both acute and chronic ailments because of the efficacy of sound vibrations in affecting the mental and emotional states and in producing multiple physiological changes in the body. But not enough work has been carried out scientifically to evaluate the efficacy of traditional Indian classical music in healing various ailments. Musical therapy is an ancient but also a new therapy. According to Vedic literature there is a relationship between the melody of the universe and vital rhythm. Coaches and sport psychology consultants can use a segment of practice to teach the athletes ways to reduce anxiety (e.g., music therapy, meditation, deep breathing) and how they can implement these techniques prior to arousal-producing games. Furthermore, coaches should occasionally call for anxiety producing drills during practice to properly prepare the athletes to deal with these situations in games.

Methodology

Before conducting the test the subjects were oriented as to the purpose of the problems. They were also well explained and demonstrated about the procedure in order to collect the accurate data.

Forty men students subjects were randomly selected from YMCA College of physical education, Chennai in the age group of 18 to 21 years were divided into two homogenous groups by conducting motor educability test. Both the groups were considered as experimental groups, one group underwent the treatment of drills with music and the other group underwent treatment of drills without music. Two groups were subjected to the experimental treatment of performing drills with and without music separately. These trainings were given to both the experimental groups separately five days a week for a total period of six weeks. Drills were practiced by one experimental group in the morning between 8 am and 9 am along with music preloaded with rhythmic activities. The following drills were planned and executed by the experimental group - I. In passing to start, in pairs, passing against a wall, in circles, passing relay practice, on the run - in pairs and relay practice. In dribbling, dribble along a line, dribbling with a turn (right or left), turn relay, ACB vs DEF, and obstacle dribbling. The experimental group – II, was given all the above drills training without music. The playing ability of the subjects was measured subjectively by three experts in the field. The subjects were asked to play a friendly match and the experts were seated in different places, watching the match. The experts were requested to give their subjective rating in the following areas namely, kicking, dribbling, trapping, tackling, position of play, tactics strategy and general behavior like respecting rules and officials for a maximum of 100 marks. The average of the three experts scoring was the playing ability of the subject in football. The data collected on selected criterion variables were subjected to statistical analyze using't' ratio.

Results and discussions

Since the subjects were equated at the initial stage based on the playing ability of the subjects, the final scores on the playing ability were subjected to statistical analysis to find out the effect of experimental protocols, namely, drills with and without music. The obtained results were presented in Table I.

Table-I

Showing Means, Mean Difference, Standard Deviation and obtained't' value due to Drills with and without Music on Playing Ability

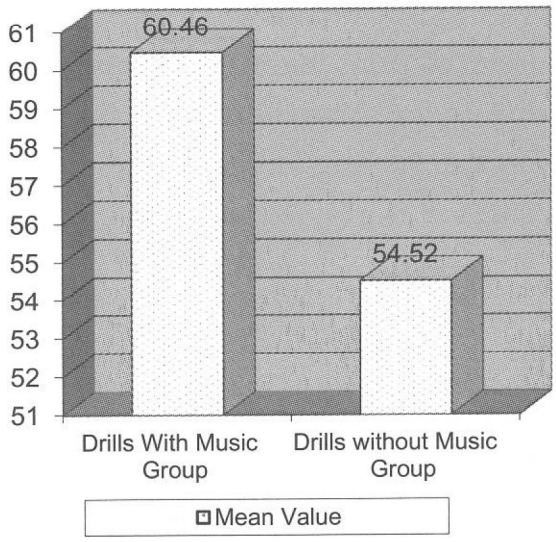
Group	Mean	Md	Sd	Sdm	Obtained t'
Practicing Skills with Music Group	60.46	5.94	9.25	2.80	2.12*
Practicing Skills without Music Group	54.52		8.47		

* Significant at 0.05 level

The results presented in Table I shows that the mean value of playing ability of the group practiced drills with music was 60.46 and the mean value of playing ability of group practiced drills without music was 54.52 with mean difference of 5.94. The obtained't' value of 2.12 was greater than the required table value of 1.70 to be significant at 0.05 level. Hence, it was proved that the drill practiced with music was significantly better in improving playing ability than drills practiced without music. The obtained mean values for drills practiced with and without music groups were presented through bar diagram for better understanding of the results.

Figure-1

Bar Diagram Showing Mean Values of Drills with and Without Music Groups



Conclusions

The practicing of drills with music was found to be significantly better than practicing without music in improving the playing ability of the subjects.

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