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Research Article

Correlation of overall experiences and mentors' quality on continuous professional development short courses in the fitness industry

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ABSTRACT

Overall experience quality has emerged as a crucial and relatively novel concept for service businesses seeking a sustainable competitive advantage. As a personal trainer working in the fitness industry, continuous professional development is essential for maintaining high-quality standards. This ongoing short course training ensures that fitness professionals stay updated on the latest techniques and best practices, ultimately improving the effectiveness of the training they provide to clients. The sports massage essentials short course for fitness professionals offered by fitness edutaining Asia (FEA) aims to address exercise-related fatigue and stress, common among avid exercisers. Mentors in the fitness industry play a crucial role in equipping personal trainers with the necessary knowledge and skills to effectively serve their clients. A limited number of published studies have explored the correlation between personal trainers' overall experiences and the qualities of mentors in short courses within the fitness industry. The primary objective of this study is to investigate the relationship between personal trainers' feedback on the qualities of the mentors teaching short courses offered by FEA. Feedback forms were collected upon completion of the sports massage essentials for fitness professionals course offered by FEA. Out of 89 participants across 6 batches, 28 submitted feedback forms. Current study utilized the questionnaire comprising of demographic data, 8 closed ended questions and 2 opened ended questions. Descriptive statistics revealed that all items on the Likert scale received excellent ratings, with the lowest score being 4.74 and the highest reaching 4.87. Current study demonstrated a significantly positive and strong correlation between personal trainers' feedback on their overall experiences and the qualities of mentors, as indicated by a Pearson correlation coefficient of $r(38) = 0.532, P = 0.001$. This suggests that as mentor qualities improve, personal trainers are likely to have enhanced overall experiences. As such, mentors should possess a thorough understanding of the fitness industry, encompassing exercise science, nutrition, and injury prevention. Mentors with strong interpersonal skills can positively influence the overall experiences of personal trainers, mentors with practical experience in the fitness industry, mentors encourage their mentees to engage in critical thinking and problem-solving and mentors who are committed to their own professional growth and stay updated on the latest developments in the fitness industry can contribute to enhancing the overall experiences of personal trainers.

Keywords: Overall experiences, Mentor qualities, Continuous professional development short courses, Fitness industry

INTRODUCTION

The health and fitness industry has experienced rapid global growth over the past decade (Alguacil *et al.*, 2021). Overall experience quality has emerged as a crucial and relatively novel concept for service businesses seeking a sustainable competitive advantage. Experiences serve as the fundamental

building blocks of the exchange process (Prahalad and Ramaswamy, 2004). Creating and sustaining superior overall experiences has become a primary objective for service companies, including those in the fitness sector. In today's competitive landscape, merely offering commodities, goods, or services is insufficient for long-term profitability. These offerings become meaningful when presented in conjunction with exceptional experiences (Cetin and Dinçer, 2013).

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As a personal trainer working in the fitness industry, continuous professional development is essential for maintaining high-

quality standards (Timothy, 2020). This ongoing short course training ensures that fitness professionals stay updated on the latest techniques and best practices, ultimately improving the effectiveness of the training they provide to clients.

The sports massage essentials short course for fitness professionals offered by fitness edutraining Asia (FEA) aims to address exercise-related fatigue and stress, common among avid exercisers. Sports massage can effectively relieve muscle tension, promote relaxation, and prepare the body for subsequent workouts. This course equips fitness professionals with non-invasive sports massage techniques and stretches to enhance client well-being. The objectives include describing the physiological effects of massage on body systems, explaining massage routines, differentiating between massage groups, recognizing the distinction between massage sequence and flow, and performing comprehensive massage routines. While sports massage services vary, encompassing medical treatments and fitness/wellness offerings, they share a common goal: To promote feelings of wellness, well-being, and health for clients (Boguszewski *et al.*, 2014).

Mentors in the fitness industry play a crucial role in equipping personal trainers with the necessary knowledge and skills to effectively serve their clients. Effective mentors possess several key qualities that contribute to the successful application of course material in real-world practice (Hudson *et al.*, 2013).

Mentors should have a deep understanding of the fitness industry, including exercise science, nutrition, and injury prevention. Their expertise allows them to provide accurate and up-to-date information to their mentees (Hudson *et al.*, 2013). Furthermore, the mentors must have an effective communication skill whereby clear and concise communication is essential for mentors to convey complex concepts effectively. They should be able to tailor their explanations to the varying learning styles of their mentees (Straus *et al.*, 2013).

In addition, mentors should be some strong interpersonal skills so that mentors should be empathetic, supportive, and approachable. A positive and encouraging environment fosters a trusting relationship between mentor and mentee, facilitating learning and growth (Allen *et al.*, 2005).

On top of that, practical experience in the fitness industry is very important. Mentors with hands-on experience in the fitness industry can offer valuable insights into real-world applications of course material. They can provide practical tips and strategies for implementing new knowledge in client sessions (Leenstra *et al.*, 2019).

Mentors should have an ability to foster critical thinking too. Effective mentors encourage their mentees to think critically and problem-solve. They challenge their mentees to apply

their knowledge to various scenarios and consider different approaches to client care (Khaerunnisa *et al.*, 2023).

In addition, mentors should be committed to their own professional growth and stay updated on the latest trends and research in the fitness industry. This ensures that they are providing their mentees with the most relevant and current information (Jyoti and Sharma, 2015).

By possessing these qualities, mentors can create a supportive and engaging learning environment that empowers personal trainers to apply their newfound knowledge to enhance the lives of their clients.

A limited number of published studies have explored the correlation between personal trainers' overall experiences and the qualities of mentors in short courses within the fitness industry.

The primary objective of this study is to investigate the relationship between personal trainers' feedback on the qualities of the mentors teaching short courses offered by FEA. The insights gleaned from this feedback can be utilized to enhance the existing training program. Furthermore, given the rapid advancements and heightened competition within the fitness industry, additional research is warranted to explore consumer experiences, particularly in the context of sports massage essential courses for fitness professionals.

METHODS

Surveys are designed to describe, record, and interpret phenomena without manipulating variables (Nayak and Narayan, 2019). They are commonly used for descriptive analysis of responses (Nayak and Narayan, 2019). Surveys offer a relatively quick and inexpensive method for gathering people's feedback on personal experiences and opinions regarding services, individuals, or situations (Nayak and Narayan, 2019). The current study utilized descriptive analysis and inferential statistics to address the research objectives.

Participants

Feedback forms were collected upon completion of the sports massage essentials for fitness professionals course offered by FEA. Out of 89 participants across 6 batches, 28 submitted feedback forms, resulting in a response rate of 31%. Based on the sample sizing methodology, this response rate is sufficient to represent the entire population (Hashim, 2010).

Procedures

To investigate personal trainers on their overall experiences and the mentor's qualities in the sports massage course, it was necessary to identify, collect, and analyze relevant information. Upon course completion, participants were instructed to scan

a QR code using their smartphones at the front desk. This redirected them to an online feedback form, where they could provide their input on the course.

Modern information and communication technologies, such as mobile technologies and QR codes, offer significant potential for enhancing teaching and learning. Mobile technologies facilitate learning across various contexts through social and content interactions (Crompton, 2013). This enables learners to engage in anytime, anywhere learning that is personalized, situated, and authentic (Traxler, 2009). All feedback data will be transmitted to a central unit for scanning and subsequent statistical analysis.

Instrument

Collecting feedback from personal trainers through questionnaires remains one of the primary and most widely used research tools in the social sciences (Young, 2015). In this study, a self-administered questionnaire was used. This structured form featured both closed-ended and open-ended questions. As a self-administered questionnaire, respondents completed it independently, without an interviewer.

The current study utilized the questionnaire comprising of demographic data, 8 closed-ended questions, and 2 open-ended questions, it takes <5 min to complete the questionnaire and submit directly through the mobile phone.

Statistical Analysis

All data obtained from feedback forms were analyzed using the Statistical Package for the Social Sciences software (version 26.0). The respondents were asked to rate the statements in the survey questionnaire using a 5-point Likert scale as follows: 5-Excellent; 4-Good; 3-Fair; 2-Poor; 1-Very poor. For current study, we only analysed the items from the closed-ended items.

Descriptive statistics were employed to present the results of this study. To analyse the relationship between personal trainers' overall Experiences and the qualities of the mentors in conducting the sports massage essential short course, a Pearson correlation statistic was employed (Schober *et al.*, 2018).

RESULTS

Research plays a pivotal role in guiding humanity toward progress, uncovering new facts, concepts, and truths that ultimately lead to improved methods (Davis, 2009). Descriptive research is a widely employed type of research within the social sciences. Its primary objective is to describe a phenomenon as it exists, such as social systems or relationships between events (Adams, 2011). Table 1 shows the personal trainers' feedback of the overall experiences and mentor's quality in this course.

Table 1: Personal trainers' feedback on the overall experiences in sport massage essential course for fitness professional

No	Statement	Mean (\pm)
1	How was your overall learning experiences?	4.87 (0.34)
2	Were the course materials helpful?	4.82 (0.51)
3	Was the course content like what you expected?	4.74 (0.56)
4	Was registration and administration smooth?	4.84 (0.37)
5	Was Edutrainer (Mentor) clear, organized, and communicated effectively?	4.82 (0.46)
6	Would you like to learn more from the Edutrainer (Mentor)?	4.84 (0.37)

Descriptive statistics revealed that all items on the Likert scale received excellent ratings, with the lowest score being 4.74 and the highest reaching 4.87. This indicates that personal trainers perceived the short course to align with their expectations and expressed a high level of satisfaction.

The results of the current study demonstrated a significantly positive and strong correlation between personal trainers' feedback on their overall experiences and the qualities of mentors teaching the short courses offered by FEA, as indicated by a Pearson correlation coefficient of $r(38) = 0.532$, $P = 0.001$.

DISCUSSION

Table 1 shows the overall experiences mean values of participants' feedback results shows they rated excellent with the overall training experience statement ($M = 4.87$, standard deviation = 0.34) that the course provided by FEA are: Appropriate, achieved their objectives, useful, suitable duration, positive effects, relevant and important with their work. Fitness educational training services, like other services, have intangible, inseparable, perishable, and heterogeneous features that cannot be owned, and participants pay not only for the core product (fitness educational courses) but also for "non-refundable" experiences in the fitness educational training environment (Eskiler and Safak, 2022).

The findings of the current study ($r [38] = 0.532$, $P = 0.001$) indicate a strong positive correlation between the overall experiences of personal trainers and the qualities of their mentors in the short courses. This suggests that as mentor qualities improve, personal trainers are likely to have enhanced overall experiences. As previously reported by Hudson *et al.* (2013), mentors should possess a thorough understanding of the fitness industry, encompassing exercise science, nutrition, and injury prevention. This expertise enables them to provide accurate and up-to-date information to their mentees. With

that, the overall experiences of the personal trainers will be increased too.

As previous research suggests, mentors with strong interpersonal skills can positively influence the overall experiences of personal trainers (Allen, Day, and Lentz, 2005). Furthermore, communication skills of the mentors should not be a monologue and should promote originality in creating a unique overall experience, as the interaction between each customer and personal trainer will be different. Another group of researchers point out the importance of good interaction skills in terms of mentor's attitudes, behavior, level of expertise, and so on (Ko and Pastore, 2007).

Consistent with previous research, the current findings suggest that mentors with practical experience in the fitness industry can enhance the overall experiences of personal trainers (Leenstra *et al.* 2019). Mentors with practical experience in the fitness industry can offer valuable insights into real-world applications of course material. They can provide practical tips and strategies for implementing new knowledge in client sessions.

In addition, effective mentors encourage their mentees to engage in critical thinking and problem-solving. They challenge mentees to apply their knowledge to diverse scenarios and explore different approaches to client care (Khaerunnisa *et al.*, 2023). This characteristic can significantly enhance the overall experiences of personal trainers participating in the short course.

Finally, mentors who are committed to their own professional growth and stay updated on the latest developments in the fitness industry can contribute to enhancing the overall experiences of personal trainers (Jyoti and Sharma, 2015). Given these positive characteristics, it is highly likely that the overall experiences of personal trainers who enrolled in the short course will be positively impacted.

Based on the findings of this study, it can be inferred that all personal trainers who participated in the six batches of the sports massage essentials for fitness professionals course offered by FEA were satisfied and had excellent overall experiences. As a result, they are likely to become loyal customers of FEA.

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CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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Research Article

Effect of resistance training on selected motor abilities of basketball players of Palamuru University

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ABSTRACT

Muscle strength is increased by resistance exercise, which involves working your muscles against weight or force. Utilizing free weights, weight machines, resistance bands, and your own body weight are among the several resistance training methods. The study's goal was to find out how resistance training affected the components of teenage boys' basketball players' motor fitness. The purpose of the study is to find out the shoulder strength among basketball players of Palamuru University, Mahbubnagar. For 6 weeks, the experimental group (Group I) did 3 days of resistance exercise per week. The control group (Group II) did not get any additional training beyond their routine activities. The following dependent variables were chosen for this study: Agility, endurance, and leg explosive power. Data on these chosen dependent variables were obtained both before and immediately. After the 6-week trial period called pre-test and post-test, respectively. The sample for the study consists of 30 basketball players of Mahbubnagar, the subjects are divided into 2 groups, one is the experimental group and another is the CG each group divided into 15 members. To assess the strength, the medicine ball put test was conducted for the study. It is concluded that the experimental group has more strength power compared to the CG. It is recommended that conditioning must be given to all basketball players.

Keywords: Shoulder strength, Conditioning, Medicine ball put

INTRODUCTION

Basketball is one of the most fast-paced sports in the world today, and it is typified by spectacular plays, such as the smash dunk and blocked shot. Everyone should be proficient in the fundamentals of this game, including dribbling, passing, shooting, rebounding, and defense. Opposition Adult strength and power measurements can be improved with a training program. Resistance training for children and adolescents has been shown to increase strength and power. Resistance training throughout a training cycle should be designed to maximize efficiency and physical improvement. Young basketball players are frequently urged to undertake static stretching before resistance training has been widely used to improve fitness and athletic performance. It has been shown to improve strength, power, and jumping ability. Various resistance training routines have been shown to stimulate and increase in one-repetition

maximum strength. It is crucial to determine the effectual method. For improving physical performance in children and adolescents.

METHODOLOGY

The purpose of the study was to find out the effect of resistance training on performance among Palamuru University basketball players. To achieve the purpose of the study, 30 male basketball players were selected as subjects who were from various colleges under the University of Palamuru Mahbubnagar, Telangana. The selected students in the age of 18–23 years were chosen as samples for the study. The selected participants were divided into two groups. Group I underwent Resistance training and Group II act as the CG. The experimental groups underwent 12 weeks of training in their particular workout. For this study dependent variable is Speed, agility, and flexibility. The data were collected at prior and immediately after the training period. The data were analyzed by using a standardized “t” test. Moreover, the level of significance set as 0.05.

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Group	n	Pre-test		Post-test		Mean deference	t	df	P-value
		Mean	SD	Mean	SD				
Control group	15	7.08	1.31	7.026	1.29	63.0	2.25	14	0.04
Experimental group	15	7.02	0.65	6.64	0.48	0.38	5.33	14	0.000

SD: Standard deviation

Experimental Design

In this study, 30 Male basketball players were randomly divided into two equal groups namely, experimental Group I called the resistance training group (RTG) ($n = 15$, RTG), and Group II act as the control group (CG) ($n = 15$ CG) who have not taken part in any special training apart from the regular basketball practice. Each group consists of 15 subjects. The selected subjects were initially tested on the selected variables of speed agility and flexibility. After the completion of the initial test, the subjects belonging to experimental Group-I were treated with their respective training program for 12 weeks. Experimental Group I (RTG) underwent a resistance training program and CG II did not practice any specific training. After 12 weeks of the training period, the post-test was conducted on the dependent variables of Speed, agility, and flexibility, for all the two groups.

Selection of Variables and Tests

The variables were tested using the tests that are given below. A 50-yard dash was used to assess speed, while the Illinois Agility Test was used to evaluate agility. The sit-and-reach test was used to measure flexibility. The tests that were used were highly standardized, suitable, and excellent for evaluating the variables that were chosen.

Training Program

The experimental Group I (RTG) received a specially developed resistance training program. This workout included push-ups, squats, stomach crunches, back extensions, lunges, planks, modified pull-ups, leg trust, and militarily press deadlift. These trainings took place only one session in the mornings. Basketball skills drills, practice training, and game practice were modified during the evening sessions. The CG practiced their typical basketball game, as well as their personal conditioning and training routines.

Statistical Analyses

The “t” ratio was used to compare the impact of training treatments. The alpha level of 0.05 was used to determine the significance of the results.

RESULTS OF THE STUDY

To find out if the training schedules resulted in noticeably different gains in speed, agility, and flexibility between the RTG

and the CG, analysis of covariance was used. The following tables display the analysis.

Evaluation of the Results

The table value is 2.045 at 14 df with a 0.05 level of significance.

From the above table, it is observed that the speed (50 Mt dash) of the selected sample in the experimental group, pre-test mean is 7.02 with standard deviation is 0.059 and post-test is 0.38 here the “t” calculated value is 5.33 at 14° of freedom with 0.05 level of significance. It shows that there is a significant difference between the pre-test to post-test seen.

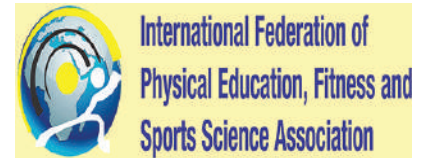
Whereas CG, the pre-test mean is 7.08 with a Standard Deviation is 1.31 and the post-test mean is 7.026 with a Standard Deviation is 1.29. The mean difference from pre-test to post-test is 63.0. Here the calculated value “t” is 2.25, which is less than the table value of 2.045 at 14° of freedom with a 0.05 level of significance. It shows that there is no significance difference between the pre-test and post-test seen. Which means there is no significant difference in the CG, due to the CG did not underwent resistance training or any other specific training. Hence, there is no significant changes occurred in the CG. From the above table clearly reveals that there is a significant effect of resistance training on the development of speed (50 mt dash) on the experimental group better improvement than the CG of college basketball players of Mahbubnagar dist.

CONCLUSION

It can be concluded that there is a significant difference between the pre-test to post-test because of the resistance training effect of the selected player’s speed, coordination was improved among young basketball players of motor abilities of Speed, agility, and flexibility in the experimental group. It was concluded that the results showed that 6 weeks of resistance training significantly improved among young basketball players of Physical fitness variable speed Recommendations: Based on the analysis of collected data, the investigators would like to recommend the research work to extend further more as mentioned below. 1. Similar research work should be done on a similar set of sports to validate the results. Use a variety of training to develop physical strength, focusing on the development of her motivations through all methods that have to do with each quality to be created.

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Research Article

Kawat-Suanoy: A collection of traditional games in Catanduanes Island, Philippines as basis for the development of a reference material

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ABSTRACT

Folk games serve as vital expressions of local culture, offering insights into values, customs, and community dynamics. The primary aim of this study is to document and analyze the traditional folk games, or Kawat Suanoy, focusing on their classification, cultural values, and skills. The study utilized ethnographic methods, comprising interviews with 44 senior community members and direct gameplay observations. A total of 46 folk games were identified and categorized based on their mechanics, required materials, and cultural values. The research revealed that the names of the games are often derived from the equipment used, such as “agawang panyo” (snatch the handkerchief), “bilaka” (bukaka or step not), and “lukso sa butong” (leap over the bamboo). The games were classified into individual, dual, or team-based formats, emphasizing cultural values such as perseverance, sportsmanship, and social responsibility. In addition, the games aim to develop various skills, including agility, coordination, and strength. Collaboration with local cultural organizations, such as Catanduanes Cultural Heritage, is essential for promoting and preserving these games. Documenting the rules and cultural significance of each game will create a valuable resource for future generations. Community engagement initiatives, including workshops and public demonstrations, are encouraged to raise awareness of the importance of folk games in maintaining cultural identity. The researcher made a primer that should be presented to the Department of Education Catanduanes to advocate the integration of traditional games into educational curricula. This approach will not only enhance children’s understanding of their cultural heritage but also foster their social, cognitive, and emotional development.

Keywords: Kawat-Suanoy, Bilaka, Lukso sa butong, Irik-ikan, Salgo, Tumbalata

INTRODUCTION

In the realm of human social interaction, individuals possess the innate capacity to establish connections with others to fulfill their innate need for acceptance and belonging within a group. Various avenues exist through which individuals can engage with those around them, including rituals, celebrations, occupations, and more. During primitive times, rituals emerged as a means of appeasing the inexplicable aspects of life. These rituals often featured expressive elements such as dances, music, and games, enhancing the enjoyment and liveliness of the activities. Festivals, in particular, were characterized by the inclusion of games that contributed to the overall merriment. Different tribes developed their own unique games,

...serving as expressions of their emotions, available resources, power dynamics, environment, and even religious beliefs. Consequently, games have been an integral part of human existence since its earliest stages, with some enduring through the present day.

However, it is important to note that games are not solely confined to special occasions; they also encompass leisurely activities that people engage in to pass the time, alleviate the monotony of work, or for various other purposes.

With the advent of computers, the current generation has largely overlooked the traditional games of yesteryear. Some of these games have faded into obscurity due to neglect, while others have been dismissed as outdated fads. Even the elders responsible for transmitting these games to the younger generations have become engrossed in computer technology, much like the younger individuals themselves.

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This phenomenon is evident not only at the local level but also on a national scale. The disappearance of indigenous games creates a void, distancing us from our past and our cultural roots. Although games may be perceived as ordinary activities, they possess profound cultural symbolism embedded within their properties, participants, rules, and conduct. The games carry meaning that can be readily understood by those involved, representing a multitude of cultural values. If these games are forgotten, a significant loss occurs, not only in terms of entertainment but also in comprehending the essence of being Bikolano, specifically Catandunganon.

The preservation of cultural identity was supported by several sections in the provisions of the 1987 Constitution of the Republic of the Philippines – Article XIV Education, Science and Technology, Arts, Culture and Sports in Section 14 which states that... the state shall foster the preservation, enrichment and dynamic evolution of a Filipino national culture based on the principle of unity in climate of free artistic and intellectual expression; Section 16: All the country’s artistic and historic wealth constitutes the cultural treasure of the nation and shall be under the protection of the state which may regulate its disposition; Section 17: The State shall recognize, respect and protect the rights of indigenous cultural communities to preserve and develop their cultures, traditions and institutions. It shall consider these rights in the formulation of national plans and policies. Section 18 (2): The state shall encourage and support research and studies on the arts and culture. This serves as the legal basis for the importance of physical education (P.E.) and sports in the country hence, they must be given extra consideration to develop among the youth the effective citizenry that the government envisions.”

To further promote this mandate, House Bill 7103 was promulgated, which mandates the inclusion of Philippine traditional games and sports in P.E. courses at all levels of educational institutions and sports activities of local government units, and for other purposes. One component of heritage mentioned in the 1987 Philippine Constitution is traditional games and sports, which is considered a dying cultural legacy. The United Nations Educational, Scientific, and Cultural Organization stated that the preservation and promotion of traditional games and sports is a fundamental contribution for the valorization of such an important and essential field for the intangible world cultural heritage.

This was also supported by Section 2 of the Republic Act No. 10066 dated March 26, 2010, otherwise known as the National Heritage Act of 2009, an Act providing for the protection and conservation of the national culture heritage. Strengthening the National Commission for Culture and the Arts and in affiliated cultural agencies and for their purposes. It states “In the pursuit of cultural preservation as a strategy for maintaining Filipino identity, this act should pursue the

following objectives: (a) protect, preserve, conserve, and promote the nation’s heritage, its property and histories, the ethnicity of local communities; (b) establish and strengthen cultural institutions; and (c) protect cultural workers and ensure their professional development and well-being.” This research aimed to collect and document the Kawat-Suanoy, or folk games, in the province of Catanduanes and to finally come up with reference material, which was widely disseminated to the community. Specifically, the study aimed to identify the different folk games in the province of Catanduanes. Determine the classification of games. Analyze the cultural values/beliefs implicated in the game. Document the games through photos and videos. Develop a reference material as a cultural and P.E. resource material to ensure its preservation.

METHODOLOGY

The study employed an ethnographic approach, involving direct observation and interaction with participants in the real-life environment. Interviews were conducted in the Bikol dialect, and photo and video documentation supported the observations, particularly during reenactments of folk games described by older informants. The research focused on documenting folk games across 11 municipalities in Catanduanes: Virac, San Andres, Caramoran, Pandan, Bagamanoc, Gigmoto, Payo, Viga, San Miguel, Baras, and Bato. Participants, primarily older residents knowledgeable about the games, were selected through purposive sampling with assistance from local government units. Data were collected from primary sources, including interviews and observations, as well as through photo and video documentation. Secondary sources included theses, books, articles, and online materials. Data collection involved a systematic approach to gather information relevant to the research questions, starting with a prepared research proposal that was subsequently approved. The researcher described the games’ names, types, classifications, and cultural significance, alongside the local materials used. The research documented the process from obtaining permissions to identifying key informants and conducting the study. Interviews were recorded, and findings were organized into categories. The documentation included details on settings, rules, and dynamics of the games. Finally, the study culminated in the launch of “Kawat-Suanoy: A collection of traditional games in Catanduanes Island, Philippines.”

RESULTS AND DISCUSSION

As shown in the Table 1, the top 1 most played folk games in Catanduanes was the game Tayaan/Habolan/Irik-ikan which is comprised of 38 responses and has a percentage of 86%. Tayaan/Habolan/Irik-ikan was originally played on moonlit nights where players (can be individual or team) hide in the shadows. The game can be played either individually or in

Table 1: Different folk games played in Catanduanes

Kawat-Suanoy	Frequency	Percentage
Agawan ng Buko	1	2
Agawang Panyo (Snatch the Handkerchief)	5	11
Bilaka (Step Not)	13	30
Bincay/Binkay/Kariring/Kariling	24	55
Bungag-bungagan (Dodgeball)	2	5
Buradol	1	2
Burubungkang	1	2
Culliot	1	2
Dama	1	2
Habol-habulan sa dagat	12	27
Igo goma	2	5
Iloy-ilyoy	1	2
Jolen/Holen/Matsob	18	41
Lukso sa Butong (Leap over the bamboo)	1	2
Luksong Baka	14	32
Luksong Lubid (Jump Rope)	16	36
Luksong Tinik	16	36
Luto-lutuan	1	2
Palmo	1	2
Palpal/Badil-badilan	2	5
Payag-payagan	17	39
Pikot-bado/Kariki	27	61
Piring-piringan	1	2
Pukol	1	2
Ralandingan/Sipa Bagol/Lata/ Salbatana	13	30
Saltarín/Santarina	21	48
Shato/Siato/Siatong/Pilpig	20	45
Simpanan	1	2
Sinsitu	1	2
Suksok-dagom	1	2
Sungkit-goma	1	2
Sunka/Sungka	29	66
Tatsi	3	7
Tayaan/Habolan/Irik-ikan	38	86
Taytayan	1	2
Teks	1	2
Ticbalo/Kadang-kadang	6	14
Tigpanao/Singkaw	28	64
Trumpon (Spinning Top)	7	16
Tubig-tubigan/Salgo/Patintero	35	80

(Contd...)

Table 1: (Continued)

Kawat-Suanoy	Frequency	Percentage
Tukon	1	2
Tumba Lata/Preso (Knock down the Can)	34	77
Tumpok	1	2
Ukig-ukigan (Catch the dragon's tail)	1	2
Yukod	1	2

teams. To determine who will be “it” (taya), a coin can be tossed or a game like pik-pak boom can be played. The chosen taya will then select a post to serve as their base. Once a post is found, the taya will sing a popular Filipino song adopted for this game, which goes like this: “Tagu-taguan, maliwanag ang buwan, walang tatago sa likod at harapan, pagbilang kung tatlo, nakatago na kayo, isa, dalawa, tatlo” (Hide and seek, the moon is bright, no one can hide from the front or back, when I count to three, you should be hidden, one, two, three).

After singing, the taya will search for the other players and must touch at least one part of their bodies. Any player who is touched by the taya without reaching the base will become the next taya. However, if all the players successfully reach the base without being touched by the taya, they will be safe and the game will resume. Winning is based on the ability to hide and run to avoid being tagged.

The top 2 most played folk games in Catanduanes were Tubig-tubigan/Salgo/Patintero which has 35 responses and a percentage of 80%. Tubig-tubigan/Salgo/Patintero was also originally played on moonlit nights on the streets. Lines are made by pouring water forming big squares. The teams are split into two groups, and each group should have a minimum of five players. In this game, one player from each team is required to pass through the opposing team to score points. The player who is tagged by an opponent becomes the taya (it), and then it becomes the other group's turn. The team that reaches a certain number of points first is declared the winner and advances to the next round. In this game, the players will develop their smartness and body kinesthetics and value the significance.

The top 3 most played folk games in Catanduanes was Tumba Lata/Preso which has 34 responses and a percentage of 77%. In Tumba Lata/Preso, the players are trying to hit a can with a stone on top. First, a circle is formed using leaves or charcoal, and the can is placed in the center of the circle. To make it more challenging to topple, the empty can be flattened by gently striking its sides with a blunt object until it folds, and then carefully stepping on it. When the players run out of pamato (throwing objects), the game transitions into a chase; some players act as bait, while others attempt to kick the empty can to avoid being tagged. Once the can falls down, the game is

paused, and all the throwing objects are collected. In this game, the players will develop their sportsmanship, alertness of body and mind, patience, develop strategies, and build teamwork.

Research has revealed that language encompasses much more than simply expressing and communicating internal thoughts that are independently formulated before being verbalized. Folk games have various versions not only in the country itself but also in other countries. For instance, in Pararian, Calamba, Laguna, there is a game called *Buhat Baiwang* (Waist-Lifting). In India, there is a game known as “Hunt and Cain,” while in New York, United States, there is a game called “Trunk Lifting.” In Tagalog, there is a game called *Tumbang Preso*, and in Nueva Ecija, it is known as “*Bol Preso*.” Similar games can be found in different countries such as *Scotch-hoppers* in England, *La Marelle* in France, *Tempelhupfen* in Germany, *Duck on the Rock* in Greece and the United States, *El Campanon* in Italy, and *Borken Topa* in Persia. The titles of these games, in this particular study, are based on the localities in 11 (11) municipalities in Catanduanes, especially considering that the island is divided into a northern and southern area. In some instances, the same language is used in different Bicol areas. Furthermore, in this study, the researcher collected and documented 46 games as identified by the 44 senior citizens in 11 municipalities in Catanduanes through a questionnaire and in-depth interview using the Bikol dialect. The Games that were collected are *Agawan ng Buko*, *Agawang Panyo* (Snatch the Handkerchief), *Bilaka* (Step Not), *Bincay/Binkay/Kariring/Kariling*, *Bungag-bungagan* (dodgeball), *Buradol*, *Burubungkang*, *Culliot*, *Dama*, *Habol-habulan sa dagat*, *Igo goma*, *Iloy-ilyoy*, *Jolen/Holen/Matsob*, *Lukso sa Butong* (Leap over the bamboo), *Luksong Baka*, *Luksong Lubid* (Jump Rope), *Luksong Tinik*, *Luto-lutuan*, *Palmo*, *Palpal/Badil-badilan*, *Payag-payagan*, *Pikot-bado/Kariki*, *Piring-piringan*, *Pukol*, *Salbatana*, *Saltarin/Santarina*, *Shato/Siato/Siatong/Pilpig*, *Simpanan*, *Sinsitu*, *Ralandingan/Sipa Bagol/Lata*, *Suksok-dagom*, *Sungkit-goma*, *Sunka/Sungka*, *Tatsi*, *Tayaan/Habolan/Irik-ikan*, *Taytayan*, *Teks*, *Ticbalo/Kadang-kadang*, *Tigpanao/Singkawaw*, *Trumpo* (Spinning Top), *Tubig-tubigan/Salgo/Patintero*, *Tukon*, *Tumba Lata/Preso* (Knock down the Can), *Tumpok*, *Ukig-ukigan* (Catch the dragon’s tail), and *Yukod*.

Research has shown that Filipino children engage in Traditional Filipino Games using indigenous materials and instruments. Despite having limited access to toys, Filipino children continue to experience the joys of childhood through the games passed down by their ancestors. These traditional games vary across regions and communities, reflecting the influence of local culture and environment. Factors such as physical space, available materials, and seasons determine where and when these games are played, as well as the props used and the specific form of the game. This demonstrates the resourcefulness and creativity of the Filipino people in inventing the concept of

“*Larong Pinoy*” (Filipino Games), which remains vibrant and alive in the present generation. Despite the prevalence of new and modern forms of entertainment, such as computers and foreign games, the enduring appeal of Traditional Filipino Games displays the enduring cultural significance and enduring interest of the young generation.

LeBlanc, (2020) asserts that games can be considered a form of art, wherein participants known as players make decisions to strategically manage resources using game tokens to achieve a specific objective. In the research conducted by Lopez (2001), the term “materials” or “props” is a shortened form of “properties,” borrowed from the realm of drama and applied to the animals and objects utilized by players in games. It is common for props to be substituted from one region to another, as the diverse regional environments in the Philippines influence the types of props used. Throughout the country, coconut shells (*bao*) and bamboo (*kawayan*) emerge as the most popular props employed. Following them, stones or pebbles, freshwater or sea shells, and fruit seeds take second place. Traditional games do not require costly props, highlighting their accessibility and affordability.

According to the International Council of Sport Science and P.E. (2020), traditional activities possess characteristics that make them accessible and beneficial. They do not require large spaces or expensive equipment, as they are designed to be simple and easy to implement. These activities can be enjoyed in various weather conditions and promote values related to life and health-related fitness. In the Philippines, due to the limited availability of toys, Filipino children often invent games using only themselves as players. The human capacity for creativity and adaptability adds to the intrigue and challenge of these games. Conventionally, Filipinos prefer playing games in open and spacious areas, typically outside their homes. Considering the scarcity of materials for making toys, Filipinos, particularly in rural areas, showcase their resourcefulness by crafting playthings from available household items or neighborhood resources. Moreover, they often invent games that require no equipment, relying solely on the participants themselves.

Games can be played individually, in pairs, or in teams. Abt (2015) defines a game as an activity involving two or more independent decision-makers striving to achieve their objectives within a particular context. Shea (2015) discusses games in which individuals form competing teams, aiming to complete tasks before the opposing team. These games require minimal or no equipment, can accommodate both small and large groups of players, and contribute to the development of skills such as ball handling and locomotor movement. The required number of players for each game varies.

The suitability of games is determined by various factors, not solely age or gender. The specific conditions and prevailing

moods, such as sadness during wakes or joyousness during town fiestas, can engage players of all ages and enable them to find pleasure and interest in the same game. In general, boys and girls tend to outgrow games they perceive as “babyish,” but adults often rediscover enjoyment in simple games they played in their youth.

Research conducted by the Aga Khan Education Service Pakistan (2008) supports the notion that play is an optimal form of physical activity for children. Engaging in traditional games enables children to learn about the rules and values embedded within their culture. Beyond physical development, children also acquire holistic values through these activities. A study by Aypay (2016), which investigated the role of traditional children’s games in teaching ten universal values in Turkey, revealed that the current landscape of children’s games lacks emphasis on values education, representing a missed opportunity. There is a need to design games that encourage children to embrace more positive values. Interestingly, Khalid (2008) concluded in his study on the values of traditional games that such games expose children to invaluable life lessons and contribute to the formation of cherished childhood memories, which are vital for healthy and holistic development. Through play, both individually and collectively, children have the opportunity to showcase and enhance their cognitive and physical abilities. In terms of values that can be developed in playing traditional games, some of my interviewees gave these statements in playing Piring-piringan. It says Kung ika so taya, matiyaga ka dapat na mangdali maski pa an maawat lalo na ta nakapiring ka pa. Batid ka dapat makisama sa mga kakawat mo bakong seryoso na grabe lalo na kung ika so taya (If you’re “it” in the game, you should be patient in catching others, even if it takes a while, especially if you’re blindfolded. It is important to get along with your playmates and not take things too seriously, especially when you are the one who is “it.”). Another interviewee said in her statement about playing Tigpanao, Sa pagkawat kaan dapat batid ka magpasubri ta para pasubriyon ka man pag ika so dai. Mag ingat sana pati dapat ta ang disgrasya, butong pa naman so ya kawatan baad no magkasuruysog (In playing “tigpanao,” it is important to know how to lend your item so that others will also lend it to you when you do not have one. Always be cautious because accidents can happen, especially since bamboo is used in the game, and there is a risk of getting hurt.)

Traditional games hold significant cultural and humanistic values, while also contributing to the development of motor skills. These games play a crucial role in fostering emotional aspects within the realm of P.E.

In terms of values developed among children while playing traditional games, Marlina, (2017) states that every child gets as much opportunity as possible for the participation in games to make him alert and fulfilled. In playing, pupils learn to be more

observant. The greatest value of play lies in the cooperation of all the participants, all working together for a common goal.

It emphasizes that the games we played as children were not only important for our learning process but also had a positive impact on our physical, mental, emotional, and moral well-being. These benefits can continue to be reaped throughout our adult lives if we actively seek to revive and maintain them (The Impact and Magic of Traditional Games on Children, 2023).

In a study conducted by Alfarero and Mejarito (2014) on traditional games in Leyte and the values imparted to players, several values were identified, aligning with the Department of Education (DepEd) Values Education Framework. These values encompass appreciation of cultural heritage, creativity, critical thinking, concern for the common good, cooperation, courage, fairness, honesty and integrity, openness and respect for others, personal discipline, physical fitness, self-worth and self-esteem, social responsibility and accountability, trust, and unity.

Research suggests that children will always find enjoyment in traditional games as long as they are taught how to play them. These games offer numerous benefits, including physical activity, social skills development, creativity, imagination, competition, camaraderie, and many more. In essence, traditional children’s games stimulate both their physical and intellectual growth.

According to Salen and Zimmerman (2004), games can be defined as systems in which players engage in artificial conflicts with quantifiable outcomes based on defined rules. Mechanics play a key role in enhancing the depth of a game. The combination of various game mechanics determines the complexity and level of player interaction within the game, in addition to the game’s environment and resources. While some game mechanics have existed for centuries, others have emerged more recently, invented within the past few decades.

During my research, one of the participants from the Municipality of Virac told her story about how they played the bilaka (Step Not), she states that “Ma drawing muna ning dakulang boxes tapos ibanga sa walo. Salong player sana pirme, perming mainot sa number 1 na box tapos makiki ka ta so bato ipapunta mo sa panduwa hanggang sa pang anom na dapat dai ka na touch. Sa pang apat na box, ma stop ka duman ikuha mo so pamato mo buda mo isabod sa masunod na box. Pag matapos mo na so walo na box, ma kahang kang pamato sa triangle na ginibo sa gitna nin duwang box, sa laog nin triangle igwang sampulo na guhit na pigaapod na level. Uubuson ang sampulo na level na ito tapos habang pigakahang sa sampulong level ang pamato, ma piyong kana tapos masabi ning step not. Pag nakahari ka sa pag step not, matarikod ka buda mo na isabod kung sain mo gustong box so bato pag

kung aring box ang nahulugan saimo na itong halong kanghan mo ning star (The game involves drawing large boxes divided into eight sections, with a triangle drawn in the middle of the two adjacent boxes, consisting of ten lines. Only one player participates at a time. The player always starts at the number one box, then jumps from box to box to reach the second box. The objective is to move the stone to the next boxes until reaching the fourth box. Pause briefly at the fourth box, pick up the stone, and throw it into the fifth box, then continue jumping to deliver the stone to the eighth box. Afterward, the player closes their eyes and says “step not” while jumping on the boxes using both feet. Throughout this process, the stone is placed in the triangle with ten lines inside, representing levels. The player must overcome these levels, and once they do, they take the stone and go outside any of the created boxes, turn around, and drop the stone over their head. The goal is for the stone to fall into the box, which serves as your home and the location of the star you made. Only you are allowed to step on the star in subsequent games. The game continues in a repetitive manner.)

According to Lopez (2001), the mechanics of a game encompass the “pre-game” phase, which involves the preparations before the actual competitive action begins. These preparations include various preliminary activities such as laying out or preparing the playing area, selecting the player who will be “it” or “taya,” assigning roles to the other players, determining the order of turns, and organizing the formation of players, such as standing, sitting, forming a circle, square, line, rectangle, or scattering informally. The specific order of these preparations may not follow a strict sequential pattern but instead varies based on the requirements of each game. Furthermore, Lopez explains that there are additional elements that are not directly related to the actions of the game but provide insights into the reasons behind certain movements. For example, “punishments” for losers may be given at the end of some games, although these punishments are relative and subject to the preferences of the winners.

CONCLUSION AND RECOMMENDATIONS

The Kawat-Suanoy in Catanduanes was conducted through interviews and direct observations. The interviews with 44 senior participants revealed a total of games. These games were categorized based on their classification, cultural values, required materials, and mechanics. The materials used in the games varied depending on the availability in the players’ location. The researcher discovered that the names of the games were derived from the props or equipment used in each game. For instance, games like “agawang panyo” (snatch the handkerchief), “bilaka” (bukaka/step not), “burubungkang,” “holen,” “lukso sa butong” (leap over the bamboo), “luksong lubid” (jump rope), “payag-payagan,” “pikpik tsinelas” (flip-flop slapping), “sipa bagol,” “sungkit-goma” (pick up the

rubber band), “teks,” “trumpo” (spinning top), “tukon,” and “tumbalata” (hit the target) are all named after the specific items or actions associated with each game.

The games were further classified as individual, dual, or team-based. Moreover, these games showcased distinct cultural values, including perseverance, sportsmanship, socialization, enjoyment, punctuality, cooperation, commitment, resourcefulness, determination, honesty, social responsibility, respect, and even love. The objectives of the games were also identified, aiming to develop skills such as accuracy, speed, agility, balance, power, strength, alertness, coordination, stamina, endurance, focus/concentration, and flexibility.

In the light of the above findings and conclusions, the following recommendations are offered: There should be a collaboration with local cultural organizations such as Catanduanes Cultural Heritage to promote and preserve traditional folk games. These organizations can provide resources, expertise, and platforms for highlighting and teaching the games. The documentation of the rules, mechanics, and cultural significance of each folk game can serve as a valuable resource for future generations and contribute to the preservation of cultural heritage. It is recommended to organize community engagement programs and awareness campaigns to promote the importance of folk games in preserving cultural identity and fostering community bonds. These programs can include workshops, exhibitions, and public demonstrations of traditional games. The primer made by the researcher can be handed a copy to the Catanduanes tourism office to work with tourism authorities to integrate folk games into tourism initiatives. This can attract visitors who are interested in experiencing and learning about local traditions and cultural practices. The primer on folk games made by the researcher can also be presented to the DepEd Catanduanes authorities to initiate discussions about integrating these games into the teaching methods and curriculum. This initiative aims to raise awareness among children about the cultural heritage of their community and foster their social, cognitive, and emotional development through active participation in traditional games. By incorporating folk games into the educational system such as playing traditional games as target games in Matatag Curriculum under Grades 4–7, it provides an opportunity to promote the preservation of local traditions and enrich the learning experiences of students. It is recommended to collaborate with educational institutions to conduct further research on the cognitive, social, and physical benefits of playing folk games. This research can help promote the inclusion of traditional games in educational curricula and highlight their value in child development.

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Research Article

A comparative study on speed and endurance level between government and private high school football players of Kodagu district

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ABSTRACT

Sport is a significant part of life in India. The country has a very long sports history, with sports being a part of tradition, culture, finance, and entertainment. People in India closely follow various sports and enthusiastically participate in them. Kodagu district is called the Kashmir of south India. The people of Kodagu are good sportspersons. They are tall strong and athletic built. Kodagu is involved in various sports activities. Hockey is the most popular sport in Kodagu, but Football is considered as the most favorite sport. The ability to sustain effort over an extended period is a non-negotiable component of soccer fitness. Consider the length of a full match often 90 min of continuous movement. Endurance training is the bedrock that allows players to maintain their high-energy output from kick off to the final whistle. Speed work is more than just being the fastest it is about effective acceleration and quick changes in direction. Speed potential specially signifies the capacity to execute motor moves with high speed. Endurance is the ability to do sports movements with the desired quality and speed under the conditions of fatigue or the ability to with stand stress and to sustain movement for an extended period of time. The purpose of the study was to compare the speed and endurance level between private and government high school Football players of Kodagu District. To achieve this purpose of the study twenty five players of private school and twenty five players of government school studying in the various high schools' Football players of Kodagu district were randomly selected as subjects and independent variables. The age group of the subjects was ranged between 13 and 17 years. The following on speed and endurance were only selected as the criterion variables. The data were collected from boys of football team players on selected criterion variables, such as speed and endurance were assessed by using the 50 m run and 12 min run and walk Cooper test, respectively. The Mean, Standard Deviation, Correlation Coefficient value, and the T-value and P-value of the selected variables of speed and endurance of football players were calculated. It was concluded that there is a significant difference in linear measurements such as speed and endurance variables in private high school football players. For athletes both test score can help determine their training regimen and potential for success in their sport. Both tests are also often done in physical education classes to test student's physical abilities. According to my study both tests more suitable test for private and government high school football players. Overall, private high school football players are more significant than the government high school football players.

Keywords: Speed, Endurance, Private school and government school, Football players, Kodagu district

INTRODUCTION

Sport is a significant part of life in India. The country has a very long sports history, with sports being a part of tradition, culture, finance, and entertainment. People in India closely follow various sports and enthusiastically participate in them. In the

history of humankind, physical fitness has been considered as a vital element of the everyday life of an individual. These involved performances of some basic skills, such as strength, speed, endurance, flexibility, agility for running, jumping, throwing and climbing for the persistence of hunting, gathering food, and building shelter for their living. The wealth of a nation depends entirely upon the health of every citizen of the country. Hence, physical fitness of school children is a major factor to be considered. Hence, the school physical education programmer should include multi furious activities appropriate

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to each age group. The complex nature of physical fitness can best be understood in terms of its components, such as cardiovascular endurance, strength, flexibility, and muscular endurance. Physical fitness has two dimensions health-related fitness and motor fitness. Speed ability should no longer be equated with mechanical pace which is equal to the distance covered per unit of time. Kodagu district is called the Kashmir of south India. The district is a part of the Western Ghats and is covered with green forest, high lands and cultivated plantation valleys, and orange groves. Kodagu is well known in the world for coffee and its brave warriors. The people of Kodagu are good sportspersons. They are tall strong and athletic built. Kodagu is involved in various sports activities. Hockey is the most popular sport in Kodagu, but Football is considered as the most favorite sport. People in Kodagu enjoy playing Football. There are so many clubs in Kodagu. The football matches held in Kodagu for school children are very popular. Consider the length of a full match often 90 min of continuous movement. Endurance training is the bedrock that allows players to maintain their high-energy output from kick off to the final whistle. Speed work is more than just being the fastest it is about effective acceleration and quick changes in direction. Speed potential specially signifies the capacity to execute motor moves with high speed. Endurance is the ability to do sports movements with the desired quality and speed under the conditions of fatigue or the ability to with stand stress and to sustain movement for an extended period of time. The purpose of the study was to compare the speed and endurance level between private and government high school Football players of Kodagu District.

Delimitations

This study was delimited to the Government and Privet High School Students of Kodagu district. This study was delimited to High school boys and the age group of the players was between 13 and 16 years and was delimited to the year 2023–24.

Limitations

The study depends on primary sources available in the Government and Private High Schools in Kodagu district and limited to the Speed and Endurance test. All the subjects were participated in district and state-level competitions. The training program of the participants was not taken into consideration.

Hypothesis

It was hypothesized that there would be no significant difference among the selected skills of Speed and Endurance level between Government and Private High School Football players.

Significance of the Study

The results of the study may be helpful to improve the selection criteria, skills analysis test of the High School Students, and

other important aspect related to the performance. The finding of the study may add a new knowledge to the field of research in physical education and sports in general Speed and Endurance in particular.

METHODOLOGY

The purpose of the study was to compare the speed and endurance levels between private and government high school Football players of Kodagu District. To achieve this purpose of the study, twenty-five players of private schools and twenty-five players of government schools studying in the various high schools' football players in the Kodagu district were randomly selected as subjects and subjects were ranged between 13 and 17 years. The following on speed and endurance were only selected as the criterion variables. The following groups namely private school football team players and government school football team players were selected as independent variables. The data were collected from boys of football team players on selected criterion variables, such as speed and endurance were assessed by using the 50 m run and 12 min Cooper test, respectively. In the present study, standard equipment was used to assess the dependent variables. The selected speed and endurance parameters were measured with standard tests and equipment. A period of two days consisting of four sessions was used to teach the procedure of the 50-m dash run test and 12 min Cooper test.

50 m Dash Run

The aim of this test is to determine acceleration and speed. Equipment required: measuring tape or marked track, stopwatch, cone markers, flat and clear surface of at least 50 m. The test involves running a single maximum sprint over 50 m, with the time recorded. Two trials are allowed, and the best time is recorded to the nearest 2 decimal places.

12 min Cooper Test

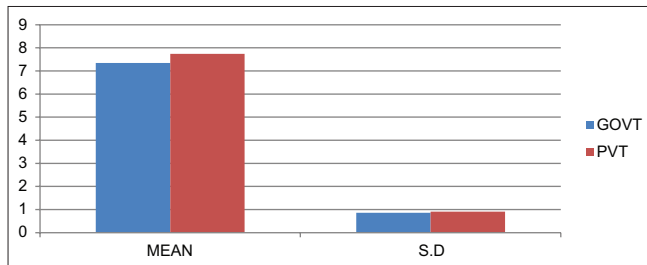
The Cooper test is still used today as a field test for determining aerobic fitness. The Cooper 12-min run test requires the person being tested to run or walk as far as possible in a 12-min period. The objective of the test is to measure the maximum distance covered by the individual during the 12-min period. A stopwatch is required for ensuring that the individual runs for the correct amount of time.

Data Analysis

The above Graph 1 depicts the mean and standard deviation of the selected variable speed with the performance by using 50 m dash run test of selected government and private high school football players. In this case Low standard deviation (0.8558 and 0.9112) mean data (7.3455 and 7.7375) are clustered around the mean, and high standard deviation indicates data are more spread out.

Above Table 1 depicts the mean and standard deviation of the selected variable Endurance with the performance by using 12 min Cooper walk and run test of selected government and private high school football players. In this case Low standard deviation (6.3296 and 5.1674) mean data (29.643 and 16.741) are clustered around the mean, and high standard deviation indicates data are more spread out.

The above Table 2 depicts the correlation value, t-value, and P-value of the selected variables (endurance and speed) with the performance by using 50 m dash run test and 12 min Cooper walk and run test of selected government and private high school football players. Here, we can see that government high school player's correlation coefficient value shows the very strong value that is 0.9357 but in case of private high school boy's correlation coefficient value shows the weak value that is 0.1210 but both values are positive. Private high school players T-value shows higher value 1.2731 than the government high school boy's correlation T-value that is 1.7291 but both values are positive. Generally, any t-value $>+2$ or <-2 is acceptable. However, in this case private high school boys more effective than the government high school boys. If the P-value is below your threshold of significance (typically $P < 0.05$), then you can reject the null hypothesis, but



Graph 1: Mean and standard deviation of the selected variable speed with the performance by using a 50 m dash run test

Table 1: Mean and standard deviation of the selected variable endurance with the performance by using 12 min Cooper walk and run test

	Mean	Standard deviation
Government high school	29.643	6.329
Private high school	16.741	5.167

Table 2: The correlation coefficient value of the 50 m dash run test and 12 min Cooper run and walk test

50 m dash run test and 12 min cooper walk and run test	Correlation value	t-value	P-value
Government high school players	0.9357	1.2731	0.19915
Private high school players	0.1210	1.7291	6.00 E-02 or (0.012)

this does not necessarily mean that your alternative hypothesis is true. Hence, in case of government high school boys test result shows the typically 0.1991 is more than 0.05, then we can accept the null hypothesis and reject the alternative hypothesis. Hence, in case of private high school boys test result shows the typically 0.012 is < 0.05 , then we can reject the null hypothesis and accept the alternative hypothesis. Finally we can say that selected private high school football players more significant (speed and endurance) than the government high school football players in Kodagu district.

FINDINGS

It was found that there is no relationship between the government high school football players' speed test and endurance test. It was found that the variables move in the same direction. Hence, the variables (private high school football player's test results) are increases so does the other, and conversely, when one variable decreases so does the other. It was found that the test result shows the 12 min' walk and run test is less performance in government high school football players. Comparatively, 50 m dash run test has the in its more performance value. It was found that the 50-m dash run test takes more fitness in private high school football players. It was found that both tests is required for government high school football players.

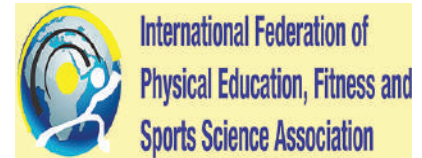
CONCLUSION

It was concluded that there is a significant difference in linear measurements such as speed and endurance variables in private high school football players. For athletes, both test scores can help determine their training regimen and potential for success in their sport. The 50 m dash run test score can also be used to track their progress from one competitive sports season to the next. Both tests are also often done in physical education classes to test student's physical abilities. According to my study both tests more suitable test for private and government high school football players. Overall, private high school football players are more significant than the government high school football players.

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Review Article

Impact of social media in sports and on the present era

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ABSTRACT

Over the last decade, social media has become a primary communication tool for maintaining social networks. Social media platforms serve the dual function of social communication and entertainment, supplying news across the globe, labeling societal trends, and creating opinions; Facebook, Twitter, TikTok, and Instagram have partially replaced TV networks and Newspapers. However, this development is associated with some negative aspects as well – crude conspiracy theories, cyberbullying, and hate speech are but a few examples of the downsides of the social media success story (Sanderson and Truax, 2014). One of the most significant impacts of social media on sports is the ability for fans to connect with their choice of athletes and teams. Social media platforms provide an accessible and personal connection between athletes and their fans, allowing fans to follow their favorite players and teams, interact with them, and get a behind-the-scenes look at their lives. These platforms have given fans a gateway to engage with those athletes, share their thoughts and opinions, and get real-time updates on the latest news and events. Most of these platforms do not have ways of censoring content, which usually allows for toxic and negative fan reactions to directly impact athletes' performance. It is very easy to overlook the impact social media has on an individual's mental health, as these types of messages and widespread hate are certain to cause unnecessary anxiety and feelings of depression to these individuals. The links and interrelations between sport and the mass media are many and multilayered and opinions on them differ greatly. It is not possible to unequivocally decide whether they are good or bad as far as contemporary people and modern civilization are concerned. Like most social and cultural phenomena, they certainly can be both. The mass media and sport are two domains which influence each other and each of them has changed because of the other. One could say that nowadays, the mass media and sports form an almost perfect union.

Keywords: Athletes, Performance, Social media, Sports

INTRODUCTION

Social media as a social evaluative threat refers to the psychological and physiological responses that arise from the fear of negative evaluation from others (Dickerson and Kemeny, 2004). In other words, being judged, evaluated, and possibly rejected or excluded by others can lead to anxiety and stress. Social evaluative threats can occur in a variety of

social situations, including public speaking, job interviews, performance evaluations, or any situation where an individual feels that they are being observed, evaluated, or judged by others. People who are highly sensitive to social evaluative threats may experience greater distress and negative outcomes in social situations, and they may be more prone to social anxiety, often feeling self-conscious and worrying excessively about being embarrassed or humiliated. The fear of negative evaluation can trigger the release of stress hormones, such as cortisol and adrenaline, which can lead to physiological responses such as increased heart rate, sweating, and muscle tension. These responses can increase anxiety and impair performance.

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MASS MEDIA

The mass media is a tool used for mass communication, communication on a large scale. The term encompasses the press, cinema, radio, and television, as well as books, posters, music records, and other media that circulate in huge numbers of copies. According to many researchers, information carriers as such and the way in which information is delivered have a stronger effect on those who receive information than the very information which is being communicated. Many also believe that the development of the mass media should serve as a criterion for identifying stages in the history of humankind. Mass communication, the functioning of the mass media, and the consequences thereof are referred to in professional literature as mass culture, a term first used in 1941 by German philosopher and sociologist Max Horkheimer and then, 2 years later, by American writer and journalist Dwight Macdonald.^[7,8] The emergence of mass society has depended on the development of new technology and new technical tools which are used to deliver information to wide audiences. It is a gradual process which in its initial phase involved the invention of the rotary printing press that resulted in a high-circulation press. The world's first sports periodical was published in London in 1791 whereas Poland published its first sport-related press title, the Lviv-based *Przewodnik Ginnastyczny* magazine, almost a century later.^[9] The main drawback of publishing sports news in the press was that the news reached readers with a considerable delay when one sporting event or another was already over.

STRESS AND ATHLETIC PERFORMANCE

The relationship between stress and athletic performance is complex, and research suggests that stress can have both positive and negative effects on performance, depending on the level of stress experienced. The “stress U curve” model – also known as the inverted-U hypothesis (Yerkes and Dodson, 1908; Arent and Landers, 2010), proposes that moderate levels of stress can be beneficial for performance, whereas both low and high levels of stress can have negative effects. According to this model, at low levels of stress, athletes may lack the necessary motivation and arousal to perform at their best. As stress levels increase to moderate levels, athletes may experience increased motivation, focus, and performance. Nevertheless, as stress levels continue to increase to high levels, athletes may become overwhelmed and experience negative effects on performance, including anxiety, fatigue, and impaired decision-making. Factors such as the athlete's personality, coping strategies, and level of experience can also influence the relationship between stress and performance. For example, athletes with high levels of anxiety may be more susceptible to the negative effects of stress, whereas athletes with effective coping strategies may be better able to manage stress and maintain optimal performance.

Overall, the stress U curve model suggests that moderate levels of stress can be beneficial for athletic performance, but too much or too little stress can have negative effects.

THE EFFECTS OF THE MEDIA ON SPORT

Most people, whether or not they play or watch sports, are aware of sports through the media. This includes local, national, and international sports. From school sports newsletters to worldwide TV coverage, the media is a powerful voice for and influence on sports.

TYPES OF MEDIA

- Television – Local and national, freeview, subscription or pay-per-view, interactive, on-demand, Red Button services, satellite or cable
- Radio – Local and national, analog and digital, public and commercial
- Press – Newspapers – Local, national, daily, and weekly; magazines – general and specialist; books – Technical, biographies, and novels
- Films – Cinema, television, DVD, and online
- Internet – Websites, blogs, video channels, live streaming, and online sports channels
- Social media – Facebook, Twitter, Instagram, Snapchat, and Flickr.

MEDIA INFLUENCES

The media can have both a positive and negative effect on sports. Consider the inspiring images from the Paralympic Games and how they change people's perception of people with disabilities in our society. Compare that to the media coverage of athletes who are perceived to have “failed” in some way.

Positive Influences of the Media

- Raise awareness of sport
- Promote healthy active lifestyles
- Showcase sport's positive values
- Present positive and inspiring role models
- Motivate people to take part
- Set high standards for performance
- Provide examples of skills and tactics
- Publicize a variety of sports and activities
- Make certain sports more fashionable
- Introduce new supporters to sport
- Educate spectators through analysis
- Celebrate effort and success
- Give sport a high status in society
- Give people a sense of belonging
- Generate revenue and attract investment for sport
- Generate revenue for charity.

Negative Influences of the Media

- Intrude on performers' privacy
- Undermine people's confidence and careers
- Showcase negative values and behavior
- Undermine officials and their decisions
- Dictate event schedules and availability
- Alter competition rules and traditions
- Edit coverage so it is incomplete or biased
- Obstruct spectators and participants
- Reduce spectator attendance at live events
- Reinforce inequalities by limiting coverage to traditional sports or social groups and under-representing women's, black and minority ethnic, and disability sport
- Incite distrust and prejudice between groups
- Discourage activity by encouraging armchair spectators.

CONCLUSION

The impact of social media on sports has been great for accelerating sports and its content within the Internet, and it has transformed the way we consume, share, and discuss sports-related content. Social media has provided a direct and personal connection between athletes and their fans, which also leads to harmful comments that directly impact athletes and how they live their daily lives. However, it is essential to recognize the challenges that social media can pose to athletes' mental health and take steps to address these issues.

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Research Article

Effect of core strength training exercises for the development of speed among long jumpers of Hyderabad district

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ABSTRACT

The objective of the study is to determine the effect of core strength training exercises on the development of speed among men long jumpers of Hyderabad district between the age group of 18 and 22 years. The sample for the present study consists of 20 male long jumpers out of which 10 are experimental group and 10 are controlled group. Core strength training exercises were given to the experimental group along with general training of the long jump and the control group has doing general training of the long jump for 8 weeks. To assess the speed, 50 M run used in the pre-test and post-test of the study. This study shows that the experiment group increases the speed compared to the control group. It is concluded that due to core strength training, there is an improvement in speed among long jumpers.

Keywords: Core strength training, Core strength training, Long jumpers, Speed, etc.

INTRODUCTION

The core is at the center of your body, and it encompasses your abs, hips, back, and chest. Your core stabilizes your body, allowing you to move in any direction as well as having proper balance. It helps prevent falls and supports your body. Hence, having a strong core is beneficial to everyone because it allows your body to function properly.

Good core strength plays an essential role in achieving optimal performance in your chosen sport. Since the core is the foundation of all bodily movements, training it to work effectively helps you achieve the kinds of fast and powerful body movements required by your sport and reduces your risk of injury because it helps your muscles and joints to function more efficiently.

Core training is important for sports because all sports involve core-based movements of one form or another. Because training your core helps your mobility, stability, and strength, it will increase the power, efficiency, and consistency of the movements you make, while improving your stability and balance, and reducing your chances of injury.

Kumar and Kumar (2023) studied the effect of core strength training exercises on the development of speed among kabaddi players of Osmania University between the age group of 18 and 25 years. The sample for the present study consists of 20 male kabaddi players out of which 10 are experimental group and 10 are controlled group. Core strength training exercises were given to the experimental group along with general training in kabaddi and control group has doing general training in kabaddi for 6 weeks. To assess the speed, 50 M run was used in the pre-test and post-test of the study. This study shows that the experiment group increases the speed compared to the control group. It is concluded that due to core strength training, there is an improvement in speed among kabaddi players.

Kumar (2020) studied about the effect of plyometric and circuit training on selected physical variables among sprinters in the Hyderabad District of Telangana State. To achieve this purpose, 45 sprinters in the age group of 16–20 years those who have participated in the Hyderabad Open Sprints Athletics Championships at Gachibowli Stadium, Hyderabad, for the year 2019 were taken as subjects.

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Purpose of Research

The purpose of the research is to determine the effect of core strength training exercises on the development of speed among

Table 1: The mean values and independent samples test of 50 M test between experimental and control groups of long jumpers

Variables	Group	Pre-test Mean±SD	Post-test Mean±SD	<i>t</i>	<i>P</i> -value
50 M run test	Experimental	7.42±0.294	7.12±0.262	4.58	0.000
	Control	7.53±0.376	7.63±0.408		

SD: Standard deviation. *Significant at 0.05 level

Men Long Jumpers of Hyderabad District between the age group of 18 and 22 years.

Sample of the Study

The sample for the present study consists of 20 male long jumpers out of which 10 are experimental group and 10 are controlled group.

METHODOLOGY

Core strength training exercises were given to the experimental group along with general training in the long jump and the control group has doing general training in the long jump for 8 weeks. To assess the speed, 50 M run was used in the pre-test and post-test of the study.

RESULTS AND DISCUSSION

The independent samples *t*-test statistics are applied for the study. The comparison was made among the experimental group and control group in pre-test and post-test mean.

In Table 1, the mean value of the experimental group of long jumpers in pre-test is 7.42 and the control group of

long jumpers is 7.53. Due to core strength training, the experimental group of long jumpers decreased the mean values in post-test is 7.12 and due to general training, the control group increased the mean values to 7.63. The results of the study show that the experimental group of long jumpers has increased in the performance of 50 M run due to core strength training.

CONCLUSION

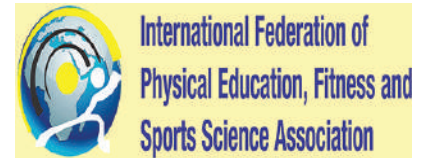
It is concluded that due to core strength training, there will be an improvement in speed among long jumpers in this study; due to the core strength exercises, there is an improvement in speed among long jumpers

RECOMMENDATIONS

It is recommended that similar studies should be conducted on other events in other events and also female long jumpers. This type of study is useful to coaches to give proper coaching for the development of motor qualities for improvement of performance in all sports and games.

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Research Article

Effect of weight training exercises and plyometric exercises for the development of speed among volleyball players of Gulbarga University

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ABSTRACT

The purpose of the study was to find out the effect of weight training exercises and plyometric training exercises for the development of speed among volleyball players of Gulbarga University. The sample for the present study consists of 45 Volley Ball Players of Gulbarga University between the age group of 18 and 25 years. Fifteen volleyball players underwent weight training exercises, 15 volleyball players underwent plyometric training exercises, and 15 volleyball players control group (CG). The experimental groups i.e., the weight training group (WTG) and plyometric training group (PTG) went for specific training of weight training and plyometric training along with general training of volleyball for 8 weeks and CG for general training for 8 weeks. The 50 M run pre- and post-test were conducted on all three groups. The experimental group has increased in performance compared to the CG. The performance of the PTG is better than the WTG and CG.

Keywords: Plyometric training exercises, Speed, Volleyball, etc., Weight training exercises

INTRODUCTION

Sports form an important aspect of life. They play a vital role in bringing about physical, mental, and social growth of an individual at its best physical fitness is a general state of health and well-being and, more specifically, the ability to perform aspects of sports or occupations. Physical fitness is generally achieved through correct nutrition, moderate-vigorous physical activity, exercise, and rest. It is a set of attributes or characteristics seen in people, which relate to the ability to perform a given set of physical activities.

Volleyball is a dynamic sport that combines explosive movements in both vertical and horizontal directions with short periods of recovery. As a dynamic and fast-paced sport, volleyball requires athletes to constantly adapt to rapidly changing situations on the court. This adaptability classifies volleyball as an open-skill sport, where players must perform a variety of acyclic and agile movements in the air. These

movements demand a high level of technical proficiency and physical conditioning, making volleyball a sport where both skill and athleticism are paramount.

Purpose of the Study

The purpose of the study was to find out the effect of weight training exercises and plyometric training exercises for the development of speed among Volley Ball Players of Gulbarga University.

METHODOLOGY

The sample for the present study consists of 45 Volley Ball Players of Gulbarga University between the age group of 18 and 25 years. Fifteen volleyball players underwent weight training exercises, 15 volleyball players underwent plyometric training exercises, and 15 volleyball players control group (CG). The experimental groups i.e., the weight training group (WTG), and plyometric training group (PTG) went for specific training of weight training and plyometric training along with general training of Volley Ball for 8 weeks and CG for general training for 8 weeks. The 50 M run pre- and post-test were conducted on all three groups.

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Table 1: Pre- and post-test data on speed of WTG, PTG, and CG of volleyball players of Gulbarga University

Test	Weight training	Plyometric training	CG	SV	Df'	SQ	MS	F-value
Pre-test								
Mean	6.95	7.07	7.28	BWG	2	1.63	0.81	1.26
SD	0.89	0.82	0.68	WG	87	56.40	0.64	
Post-test								
Mean	6.68	6.36	7.23	BWG	2	55.26	27.63	59.91
SD	0.77	0.58	0.66	WG	87	40.08	0.46	
Adj								
Mean	6.78	5.38	7.10	BWG	2	50.08	25.04	189.3
				WG	86	11.37	0.13	

WTG: Weight training group, PTG: Plyometric training group, CG: Control group. Significance at 0.05 level of confidence

Table 2: Bonferroni “post-hoc test”

“Adjusted post-test” Means			Mean difference	Significance
WTG	PTG	CG		
6.78	5.38		1.40	0.000
	5.38	7.10	1.71	0.000
6.78		7.10	0.31	0.004

WTG: Weight training group, PTG: Plyometric training group. Significance 0.05 level of assurance

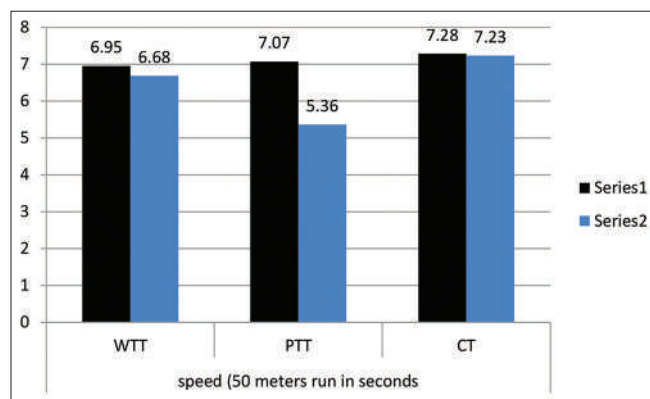


Figure 1: Graph illustrating the difference between the wheel tracking test, partial thromboplastin time and computed tomography test means standard deviation of speed (50 m run in seconds) of Volley Ball Players

RESULTS AND DISCUSSION

Table 1 indicates that the initial assessment means of weight training, plyometric training, and CG are 6.95, 7.07, and 7.28 s, consequently. The achieved “F” value of 1.26 for prior-test means is less than the TV of 3.10 df 2 and 87 for significance to 0.05 levels. Final-test means of WTG, PTG and CGs are 6.68, 6.36, and 7.23 s, consequently. The achieved “F” ratio of 59.91 for post-test means is better than TV of 3.10 for 2 and 87 df at 0.05 level of significance. The findings are illustrated in Table 1.

Table 2 displays that the “adjusted post-test” means variation on speed between WTG and PTG is 1.4; PTG and CG is 1.71, WTG and CGs. 31 are better than that of significant value 0.000. Hence, it is concluded from the result that there is a significant difference exists among 3-EX-Gs on speed.

CONCLUSION

Plyometric training has been shown to result in significant improvements in speed when compared to the weight training and CG. Plyometric training has been identified as a critical component in the development of these strength qualities. This type of training focuses on exercises that enhance the explosive power of muscles through rapid and powerful movements utilizing the stretch-shortening cycle. It helps in the improvement of speed among volleyball players.

Recommendations

- The physical education teachers, coaches, and trainers may employ weight training, and plyometric training for enhancing speed, agility, flexibility, power, and strength.
- Weight training and plyometric training may be included in the training schedule for enhancing one’s vertical jump and speed for volleyball players.

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