

INFLUENCE OF TRADITIONAL AND MODERN GAMES PRACTICES ON SELECTED PHYSICAL VARIABLES AMONG COLLEGE STUDENTS

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KEYWORDS ABSTRACT

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Physical fitness is the body's ability to carry out daily activities without feeling excessive fatigue. So, someone with good physical fitness will always have enough energy to carry out physical activities smoothly. Improving physical fitness can be helped with several games, one of which is traditional games. The purpose of the research study was to find out the influence of traditional and modern games practices on selected physical variables among college students, for that forty-five (45) male college students were selected as subjects from Vinayaka Missions College of Physical Education, Seeragapaddi, Salem district, Tamil Nadu, India. Their age ranged between 19 to 24 years. They were divided into three equal groups. Each group consist of 15 students. Namely experimental group I (traditional games group), experimental group II (modern games group) and control group. They were tested twice before and after the training period. The training period for this study was three alternative days per week, for six weeks. The collected data were statistically analyzed by analysis of covariance (ANCOVA) and the significance difference on experimental group with the level of confidence was fixes as 0.05. It was concluded that the experimental groups having more significant improvement on physical variables such as linear sprint, agility and leg explosive power than the control group.

1. Introduction

“A Healthy body has a Healthy mind”. But we cannot keep our Body Healthy. At its base our negligence of body maintenance is responsible. Today people of all classes are busy behind work. In such a situation, irregularities are constantly on the rise as the Student behind Learning, Labor behind the laboring for fulfill their stomach, Business person are working day and night to earn more money (Chris, 2003).

Achieving excellent and good physical health should be the goal of everyone. Not only that, in order to keep the body in good shape for various sports, The person should gradually increase the amount of exercise by doing Speed, Strength, Flexibility and Low intensive exercises and move towards more intensive exercises for that sport **Suherman, (2000)**. The big advantage of sports is that we maintain an interest in our work. Sports bring positive changes in a person's life and lead a person towards overall well-being **(Rineka Cipta, et. al., 2018)**.

Stimulation, hard work, challenge, relaxation, satisfaction, willpower, and dedication are the fundamental ideas of gaming. Generally speaking, games are good for two things: the body and the mind. You will learn skills including executive tactics, problem-solving abilities, focus and attention, abstract reasoning, physical balance, team coordination, and most importantly, it strengthens the mind-body connection **(Steve Craig, 2002)**.

Traditional games are games owned by a community group, because they have been played from generation to generation from their ancestors **Marsia & Ashmarita, 2018)**. Traditional games adhere to norms and customs that are passed down from generation to generation orally **(Catellier, 2021)**. Generally, traditional games have been around since ancient **(Bibo & Xianming, 2022)**. In addition to the physical benefits of playing traditional games, there are also numerous mental and social benefits. These games can help improve cognitive skills such as problem-solving, strategic thinking, and decision-making. They also provide an opportunity for social interaction and teamwork, which can help build relationships and strengthen bonds with others. Overall, incorporating traditional games into a fitness routine can have a positive impact on both physical and mental well-being. Currently, folk games or traditional games are less popular for students, because they know modern games are better. Traditional and modern games have positive and negative impact for motor development young students. Traditional games play a role in children's potential development, such as gross, fine, social, and cognitive motoric development, as well as other aspects of development.

Minor games is defined as that the games rules are modified for the convenient of the players and necessity of the needed skills. Minor games are designed for development of physical attractiveness. These games promote learning and growth for every child who participates and as far as Physical fitness is concern it is the ability to carry out daily tasks with alertness and vigor, without undue fatigue, and with enough energy reserve to meet emergencies or to enjoy leisure time. Minor game require little, if any equipment and can be played almost anywhere **(Santhosh, et. al., 2019)**.

2. Objectives

The purpose of the study was to find out the influence of traditional and modern games practices on selected physical variables among college students.

3. Methodology

To achieve the purpose of the study, forty-five (45) male students were selected randomly as subjects, from Vinayaka Missions College of Physical Education, Seeragapaddi, Salem District, Tamil Nadu, India. Their age ranged between 19 and 24 years. The selected subjects were randomly divided in to three equal groups of fifteen (n=15) each. Experimental group I (n=15) traditional games practice group (minor games), experimental group II (n=15) modern games practice group (major games). For a duration of six weeks, with three days per week, in addition to the regular schedule and group III (n=15) acted as control, who is asked to refrain from any special training except their leisure time pursuit. Members of three groups were consisting of healthy college men students.

Selection of Variables

Taking into consideration of the feasibility of criteria, availability of instruments and the relevance of the variable to the present study, the following dependent variables and tests were selected.

Table I: Criterion Measures and Test Selection

Criterion Variables	Test Items	Units of Measurement
Linear Sprint	30m Fly	In Seconds
Agility	Illinois Agility Test	In Seconds
Leg Explosive Power	Vertical Jump	In Centimeter

Training Programme

The subject of the experimental group I underwent traditional games were practiced three alternative days per week, for a period of six weeks. Training session consist of approximately 90 minutes, including warming up and cooling down.

Table II: Training Schedule for Traditional Games Practice Group

S. No	Name of the Game	Duration of the Game
1.	Snatching the Tail	15 min
2.	Pig Tackle	15 min
3.	Hen and Chicken	15 min
4.	Humal Bullock Cart Race	15 min
5.	Pacha Kuthirai	15 min

Note – Warming up and cooling down for 15 min included.

Table III: Training Schedule for Modern Major Games Group

S. No	Name of The Game	Duration of the Game
1.	Hand Ball	35 min
2.	Foot Ball	35 min

Note – Warming up and cooling down for 20 min included.

4. Results

The subjects of all the groups were tested on linear sprint, agility and leg explosive power. The collected data from the three groups prior to and immediately after the training programme on selected criterion variables were statistically analyzed with dependent 't' test to find out the significant improvement between pre-test and post-test means of both groups and analysis of covariance (ANCOVA) was used to find out the significant difference between experimental and control groups. Whenever the 'F' ratio for adjusted test was found to be significant, the Scheffe's test was applied as post-hoc test to find out paired mean difference. In all the cases 0.05 level of significant was fixed to test the hypothesis.

Table IV: Mean Standard Deviation and Dependent ‘t’- Test Values on Linear Sprint Agility and Leg Explosive Power of Experimental and Control Groups

S. No.	Variables	Group	Pre-Test Mean	SD (±)	Post –Test Mean	SD (±)	‘t’ -Test
1.	Linear sprint	TGPG	4.01	0.20	3.77	0.14	4.55*
		MGPG	4.07	0.20	3.83	0.15	5.04*
		CG	4.07	0.16	4.05	0.19	0.64
2.	Agility	TGPG	18.63	0.59	17.11	0.38	9.77*
		MGPG	18.87	0.60	18.17	0.48	7.92*
		CG	19.01	0.56	18.97	0.53	0.80
3.	Leg Explosive Power	TGPG	46.80	6.98	54.33	6.69	8.64*
		MGPG	47.07	6.49	51.53	6.51	11.14*
		CG	46.67	5.34	47.20	5.45	1.04

Significant at 0.05 level. (Table value required for significance at 0.05 level for ‘t’-test with df 14 is 2.14) TGPG -Traditional Games Practice Group MGPG -Modern Games Practice Group CG - Control Group

The tables-IV, pre and post-test means, standard deviations and dependent ‘t’ value for linear sprint, agility and leg explosive power among college students were numerical presented. The pre and post-test mean values of experimental and control groups on linear sprint, agility and leg explosive powers were graphically represented in the figure 1.

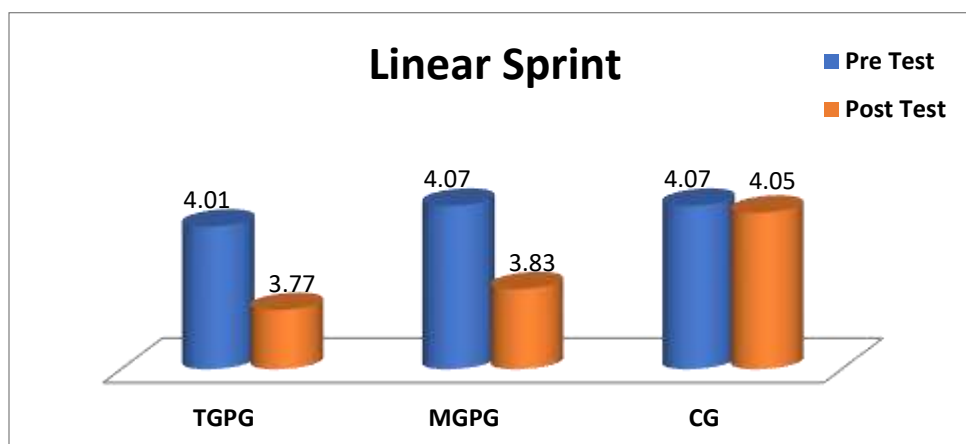


Figure 1: Pre and Post Test Mean of Experimental Groups and Control group on Linear Sprint among College Students

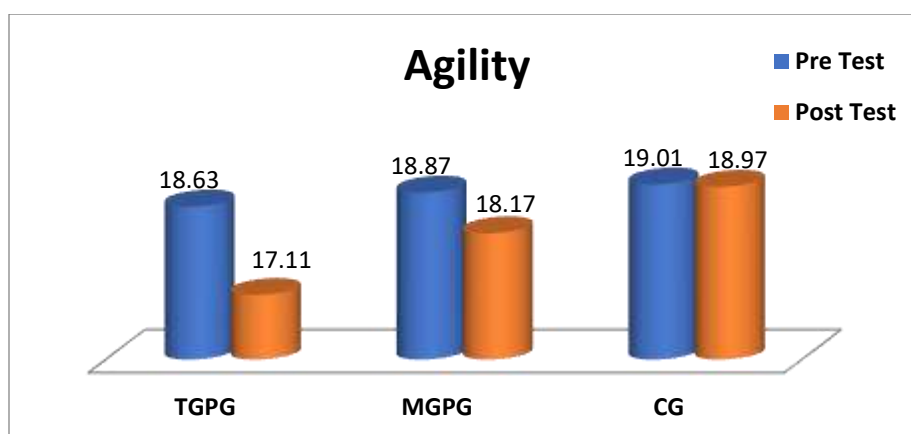


Figure 2: Pre and Post Test Mean of Experimental Groups and Control group on Linear Agility among College Students

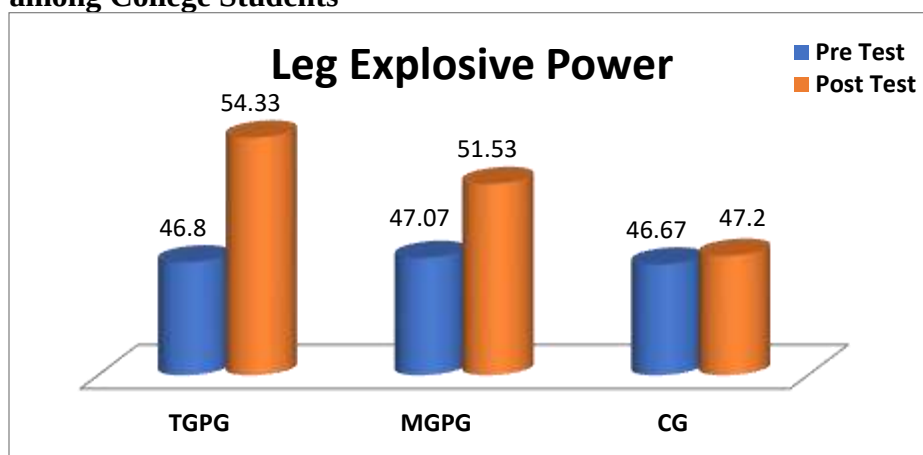


Figure 3: Pre and Post Test Mean of Experimental Groups and Control group on Linear Leg Explosive Power among College Students

Table V: Computation of Analysis of Covariance on Linear Sprint, Agility and Leg Explosive Power among College Students

Adjusted Post Test Means									
S.No	Variables	TGPG	MGP	CG	SOV	SS	Df	MS	F-Ratio
1.	Linear Sprint	3.78	3.82	4.04	B.S.	0.57	2	0.28	12.72*
					W.S.	0.91	41	0.02	
2.	Agility	17.23	18.15	18.87	B.S.	18.71	2	9.36	83.07*
					W.S.	4.62	41	0.11	
3.	Leg Explosive Power	54.37	51.33	47.36	B.S.	370.77	2	185.39	32.04*
					W.S.	237.27	41	5.79	

* Significant at. 0.05 level of confidence (The table value required for significance at 0.05 level with df 2 and 41 is 3.23).

From the table - V, the adjusted post-test mean values of linear sprint for experimental group are 3.78 and 3.82, agility for experimental group are 17.23 and 18.15 and leg explosive

power for experimental group are 54.37 and 51.33 were as the control group values are 4.04, 18.87 and 47.36 respectively. The obtained F-ratio of linear sprint 12.61, agility 83.07 and leg explosive power 32.04, for adjusted post-test mean is more than the table value of 3.23 for df 2 and 41 required for significance at 0.05 level of confidence. The results of the study indicate that there was significant difference between the adjusted post-test means of experimental and control groups on the development of linear sprint, agility and leg explosive power. The adjusted post-test mean values of experimental and control groups on linear sprint, agility and leg explosive power are graphically represented in the figure 2.

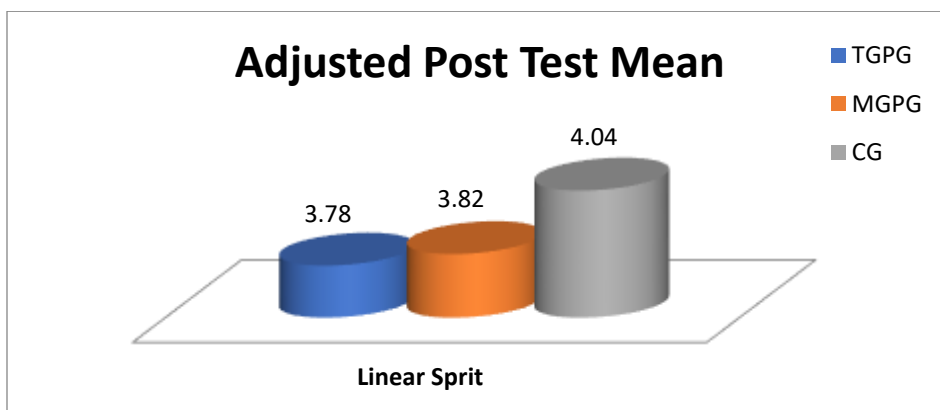


Figure 4: Adjusted Post Test Mean Values of Linear Sprint of Experimental Groups and Control Group on College Students

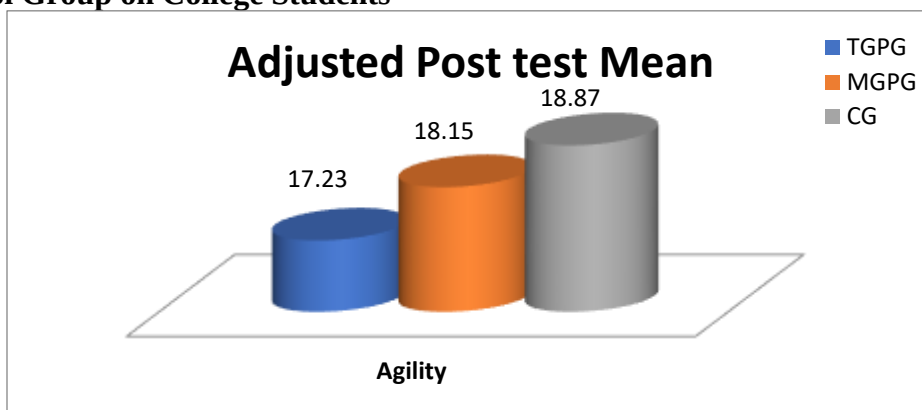


Figure 5: Adjusted Post Test Mean Values Agility of Experimental Groups and Control Group on College Students

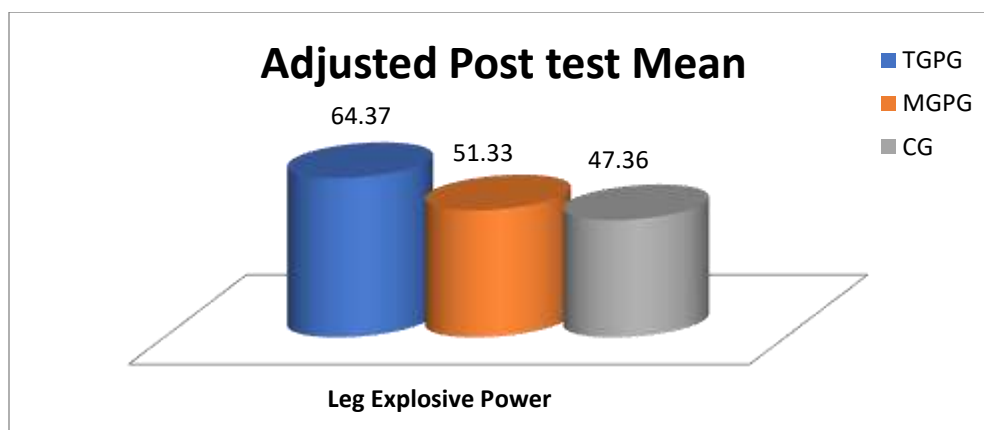


Figure 6: Adjusted Post Test Mean Values of Leg Explosive Power of Experimental Groups and Control Group on College Students

5. Discussion on Finding

The results of the study reveal that there was a significant change found after the effects of traditional recreational games and modern major games on linear sprint, agility and leg explosive power among college students. These results are in corroboration with the studies of **Darshana, Senghani and Geetaben Patel, (2021), Pradeep C Surendran (2013).**

6. Conclusions

From the analysis of the data, the following conclusions were drawn.

1. It was concluded that the six weeks of traditional games practice group significantly improved on linear sprint, agility and leg explosive power.
2. It was concluded that the six weeks of major game practice group significantly improved on linear sprint, agility and leg explosive power.
3. When compare to the entire experimental group, traditional games practice practice group shows much better improvement on linear sprint, agility and leg explosive power.

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