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Physical fitness variable response to the influence of different traditional games training packages of school girls

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Abstract

The study was designed to find out the physical fitness variable response to the influence of different traditional games training packages of school girls. To achieve the purpose of the study thirty school girl were selected Katary Sports Association football club, The Nilgiris, District, Tamil Nadu, their age ranged between 14 and 17 years. They were divided into two equal groups consist of 15 each. The group I (n=15) was considered as experimental group. The group II (n=15) was considered as control group. The investigator did not made any attempt to equate the group. The experimental group underwent different traditional games training for a period of for 6 weeks and control group did not involve in any specific training. Leg Power was assessed by verticle jump unit of measurements was in centimeters. The collected data on physical fitness variable was analyzed by using 't' test at 0.05 level of confidence. The result of the present study explored that the leg power significantly improved due to the influence of different traditional games training packages of school girls.

Keywords: different traditional game training, leg power, girls

Introduction

Traditional game was played informally with minimal equipment, which children learned by example from other children and that can be played without reference to written rules (Sierra 1995) [1]. Traditional games was played within an area of people for many years. As a form of play, traditional games include participants, some sort of challenge or goal or rules although they are not organised as sports. The process of game selection was by collecting the games that children's grandparent's used to play.

The games and sports is indispensable to folks and has been a part of their culture. The performance of an athlete is influenced by various factors but the motor fitness is placed as primary factor (Lidior and Zjv, 2010) [2]. Motor fitness is a term that completely describes an athlete's ability to implement the performance efficiently. Sports researchers considered motor fitness to work as a milestone for the performance in any discipline. One of the most important factors regarding the performance is the explosive power of sports individuals (Hall 1969) [3]. In a fruitful motor performance, power is a single effort put in an effective order to achieve performance.

Methodology

In order to achieve the study thirty school girl were selected Katary Sports Association football club, The Nilgiris, District, Tamil Nadu, their age ranged between 14 and 17 years. They were divided into two equal groups consist of 15 each. The group I (n=15) was considered as experimental group. The group II (n=15) was considered as control group. The investigator did not made any attempt to equate the group. The experimental group underwent different traditional games training for a period of for 6 weeks and control group did not involve in any specific training.

Design

The evaluated physical fitness variable Leg Power was assessed by verticle jump unit of measurements was in centimeters. The variable were measured at baseline and after 6 weeks of

different traditional games training were examined.

Training Program

The training program was lasted for 45 minutes per session in a day, 3 days in a week for a period of six weeks duration. These 45 minutes included 5 minutes warm up and 5 minutes warm down remaining 35 minutes allotted for different traditional games training programme. Every two weeks of training 5% of intensity was increased from 65% to 75% of work load. The training load was increased from the maximum working capacity of the subjects during the pilot study. +3.

The collected data on above mentioned parameter due to impact of different traditional games training was analyzed by using 't' test to find out the significant improvement between pre and post. In all cases the criterion for statistical significance was set at if 0.05 level of confidence ($P < 0.05$).

Table 1: Computation of 't'-ratio between pre and Post test Means on leg Power of Experimental and Control Group

Group	Tests	Means	SD	SEM	t ratio
Experimental Group	Pre Test	38.13	3.23	0.26	4.84*
	Post Test	39.40	3.26		
Control Group	Pre Test	38.15	3.08	0.01	1.83
	Post Test	38.17	3.09		

*Significant at 0.05 level for the degrees of freedom 1 and 14, 2.14

Table I reveals the computation of 't' ratio between mean of pre and post test on leg power of school girls. The mean values of pre and post test of experimental group control group and were 38.13, 39.40, 38.15 and 38.17 centimeters respectively. The obtained 't' ratio of experimental group and control group were 4.84* and 1.83 Hence the required table value 2.145, for the degree of freedom 1 and 14 at 0.05 level of significance. The results clearly indicated that the leg power of the experimental group improved due to the influence of different traditional games training when compared to control group.

The bar diagram shows the mean values of pre-test and post-test on leg power of experimental group and control group.

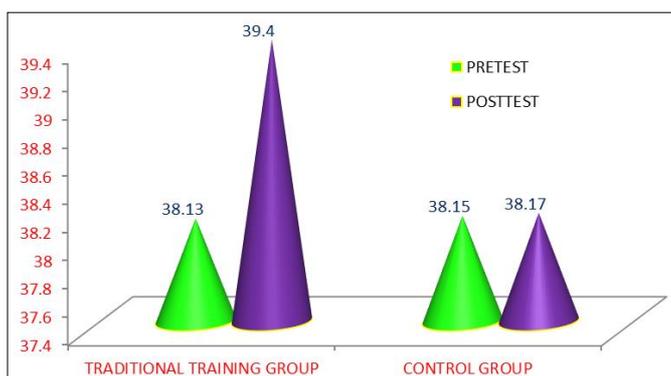


Fig 1: Bar Diagram showing that the Pre test and Post Test Means of Experimental Group and Control Group on Leg Power

Discussion on Findings

The results of the study indicated that the physical fitness variable such as leg power improved significantly after six weeks of different traditional games training. In the present study, it was observed that different traditional games training improved the Power to 3.33%. The result shows significant difference in comparison from base line to the post line treatment. However, there was no significant difference observed on Leg Power among the control group. After

hopscotch traditional game training, the gross motor skills improved 90% (Darmayeti, 2014) [4]. Traditional game of jump rope training improved three aspects of motor fitness. There was a significant difference in children's gross motor skills, speed, agility and power. (Sholatul, 2017) [5]. Pratiwi and Kris showed an increase in the gross motor skills as learning outcomes with their treatment of traditional games. The player must possess the strength of leg muscles as well as capable of controlling the position (Rochi, 2012) [6]. In traditional games, as motor experience, there are all kinds of loco motor skills such as gallop, hop, jump a fundamental motor fitness especially that a leg power developed (Hakimeh) [7].

Leg power is improved through leapfrog and hopscotch game. Nondi tag and sack race played a vital role to progress power of the leg. Jump rope race and game produced a valuable result towards leg power.

Conclusion

1. Based on the results of the study it was concluded that the twelve of different traditional games training have been significantly improved leg power of school girls.
2. From the findings of the present study it is postulated that the different traditional games training is suitable mode to bring out the desirable changes over leg power of school girls.

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