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Solutions To Manage Models Of Mass Sports In Hanoi, Vietnam

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Abstract:
Using the common scientific research methods, the study has evaluated the reality of models of mass sports in Hanoi. On such basis, we have analyzed in detail the advantages and disadvantages of each model and proposed solutions to manage mass sports activities in Hanoi.
Keywords: model, mass sports, solution, Hanoi, Vietnam

Introduction

Mass sports have very important position in the development of sports in Vietnam. Since the liberation of Vietnam through many stages of development, in the early stage, mass sports have been mainly for the production of post-war economic recovery. As the country began its renovation, the Party and Government have carried out policies to encourage and promote the sports development in the society, especially have emphasized the important role of the models of mass sports clubs. In recent years, the development of sport clubs with abundant and diversified nature, scale and content has confirmed the importance of sports clubs in meeting the needs of enjoying the cultural and spiritual values of the people, building a healthy lifestyle. Besides, the clubs have been a place to discover and foster the sports talents of the country. The mass sports clubs have attracted the investment and development by not only state management agencies from the central to local levels but also various enterprises, non-state companies, individuals and other social organizations. At present, many models of mass sports have been developed in Hanoi without works to evaluate in detail.In order to study further the development of mass sports in Hanoi, we have conducted research on the solutions to manage models of mass sports in Hanoi, Vietnam.

Research Methods

The research has used the methods of document reference, pedagogical observation, interview, and mathematical statistics.

Results And Discussion

1. Reality of model of mass sports in Hanoi, Vietnam

Learning about mass sports in Hanoi, we have found that in Hanoi, there are various models of mass sports from individual (individual practice), group, the clubs with one and multi sports (managed by private and companies) to the clubs at District Sports Centers (managed by the State) and sports clubs at school (managed by the schools), etc.

Detailed statistics of mass sports clubs in Hanoi are in Table 1.

Table 1: Reality of models of mass sports in Hanoi, Vietnam

No.	Types of models	Number	Forms of models		
			Time	Subjects	Management
1	Individual	>1.200.000	Free	Walking, running	Individual practice
2	Group	>2.000	Free	Health preservation, Aerobic, Patin, Dance, Table Tennis, Badminton, Tennis, Football, Basketball, Martial Arts, etc.	Collective practice (with head)
3	Clubs with one and multi sports	1627	Regulated by the club	Table Tennis, Badminton, Basketball, Football, Dance, Martial Arts, Aerobic, etc.	Managed by private and companies
4	Clubs at District Sports Center	16	Regulated by the Center	Table Tennis, Badminton, Tennis, Football, Swimming, Martial Arts	Managed by State agencies

5	Sports clubs at cultural house of ward	212	Regulated by the cultural house	Table Tennis, Chinese Chess, Badminton	Managed by State agencies
6	Sports clubs at school	>700	Regulated by the school	Table Tennis, Basketball, Martial Arts, Football.	Managed by school

Table 1 shows that:

There are 6 models of mass sports in Hanoi, Vietnam, in which the largest number is the individual model, then the group model, the clubs with one and multi sports, sports clubs at school. The models of clubs at cultural house of ward and District Sports Center have lowest number.

Each model is suitable for different sports, but generally, to develop the popular sports such as Athletics, Physical Education, Table Tennis, Badminton, Tennis, Football, Basketball, Martial Arts, Aerobic, Dance, etc. These are the favorite sports practicing in Hanoi.

Each model has different forms of organization and management as well as different training time.

Specific analysis of advantages and disadvantages by each model is in Table 2.

Table 2: Advantages and disadvantages of mass sports models in Hanoi, Vietnam

No.	**Types of models**	**Advantages**	**Disadvantages**
1	Individual	-The participant have self-consciousness - Time is free,There is no high requirement on training equipment - The participant chooses a suitable location (near the house) - It is not dependent on others - There is no training fee and service	The exercises do not guarantee the volume and intensity as well as the technique and time requirement because of no instructor.The space and place of training may not meet the requirement of the hygienic environmentThere are simple or no training equipment - The training time is uneven
2	Group	- The participants in the group have self-consciousness, promote activeness and initiatives (the skills of the participants are exposed and developed) - The group is based on people with similar interests, regardless of age and gender - The participants have the opportunity to study and exchange experiences with skillful people and have the emulation and effort of each individual in the group. - The head organize and instruct the participants Exercises have been studied to apply to the trainingThe practice sites are public places (park, campus greenery, monument, cultural house of ward, etc.)	- Those who practice in the group do not have the same level and age - The practice place is limited by small area.The exercises have been studied but most of the instructors do not have teaching methods - The participants have to equip the necessary training equipment by themselves
3	Clubs with one and multi sports	- The training is organized and managed by the head of individuals or enterprises - The participants practice under the rules of the club on time, exercises and other regulations - People are free to choose their favorite sports to practice - The training equipment is modern and invested on tools, space and area. - The instructors are qualified coaches. - The training exercises are according to the lesson of coaches. - The participants have the opportunity to study and exchange experiences with skillful people and coaches and have the emulation and effort in the club.	- The participants have to equip the necessary training equipment by themselves. - The participants must pay fees according to regulations of the clubs.
4	Clubs at District	- The participants practice under the rules of the Center on time and other regulations	- There is only a number of sports that do not require high training equipment

	Sports Center	- There is some simple training equipment. - The instructors are qualified coaches. - The training exercises are according to the lesson of coaches.The participants have the opportunity to study and exchange experiences with skillful people and coaches and have the emulation and effort in the Center.	- The participants have to equip the necessary training equipment by themselves.The participants must pay fees according to regulations of the Center.
5	Sports clubs at cultural house of ward	- This is a place for people to practice sports to improve health. - The participants practice under the rules of the Cultural House on time and other regulations - There is some simple training equipment.	- There is only a number of sports that do not require high training equipment - The participants have to equip the necessary training equipment by themselves. The participants must pay fees according to regulations of the Cultural House.
6	Sports clubs at school	- The participants practice under the rules of the school - It creates useful playground for students after hard studying hours. - The self-consciousness and learning spirit of students have been promoted. - There is a lot of training equipment.	- The training time is short, mainly after school (about 30 - 45 minutes, 1 time per week). - The participants have to equip the necessary training equipment by themselves. - The participants must pay fees according to regulations of the school.

Table 2 shows that each model has advantages and disadvantages for participants. For example, the advantage of the individual and group model is the self-conscious by participants, free to choose their favorite training sports. However, the disadvantage is that the exercises do not guarantee the intensity and volume, etc.As each model has its weakness, studying the solutions to promote the advantages and overcome the disadvantages of each model to develop mass sports in Hanoi is necessary and urgent.

2. Solutions to manage mass sports in Hanoi, Vietnam

2.1. Solutions on mass sports socialization

Socialization is a thorough policy of the Party and State in the process of building the country towards industrialization and modernization in order to bring into full play the responsibility of the entire society in caring for the people and the community and to "solve social problems in the spirit of socialization".

To implement the policy of mass sports socialization in Hanoi, it is necessary to fulfill the four following objectives:

Transfer all public sports establishments into operation under the mechanism of self-supplying public-utility or non-public services;

Ensure that the area of land for sports works reaches an average of 3 square meters per person; develop the mass sports movement, mobilize the population proportion of regular sports training to 40%;

Step by step, create and develop the market of sports services; encourage the development of non-public sport establishments, associations or federations; encourage the professionalization of high-achievement sports, in the immediate future is football.

Mobilize funding for socialization outside the State budget to invest in sports.

In order to achieve the above objectives, the following tasks should be done well:

Form a new thought of socialization promotion to create a new great boost for sport development;

Strengthen to mobilize and create favorable conditions for all organizations and individuals to invest in mass sports. Involve the participation of social forces in the management and supervision of sports activities;

Create favorable conditions and adopt mechanisms and policies to encourage and attract social forces (enterprises, social organizations and individuals) to participate directly in organizing the mass sports activities, build mass sport establishments and organizations (sponsorships for training and competition, club establishment, direct organization of sports competition, marketing and entertainment services, etc.).To encourage all economic sectors to invest in building and developing the following types of sports works:

Establishments for athlete training

Sports ground: Football field, court of Volleyball, Badminton, Tennis, Basketball, training ground, stadium, sports complex ,Swimming pool, jump pool, paddling pool, mixed pool, swimming club, water sports club.Sports training hall

2.2. Solutions on mass sports human resource training

The human resources of the sports sector have been increasingly active and contributing to the development of social norms, popularization of life skills, improvement of mental and physical health, increase of people's knowledge and education of the homeland love through raising the people's intellectual standard, training human resources, fostering talents and making the well trained and skillful human resources become national advantages towards fast and sustainable socio-economic development and international integration.

To develop human resources for sports, it is necessary to ensure the following specific solutions:

1/ Renovation of mechanisms, policies and laws on sports human resource development

Build and improve the system of legal framework for the development of sports human resources based on market orientation, diversification, inter-linkages between training levels, forms and with other countries to create favorable environment and conditions for sports human resource development;

Continue to develop and improve the policy framework and financial mechanism to enhance the mobilization and effective use of resources for human resources development.

Renovate and improve the policy of employing sports human resources in the context of developing the market economy to promote the human resource development, foster and honor talents, link training with use of human resources, enjoy with talent dedication, results and performance.

2 / Strengthen of cooperation in sports human resource development: Mobilize and efficiently use domestic resources Actively promote international cooperation in order to mobilize resources and integrate with outside parties

2.3. Solutions on propaganda and raise of people's awareness of mass sports

- Promote the dissemination and education to raise the awareness of authorities, branches, mass organizations and people about the position and role of sports in socio-economic development
- Research, thoroughly grasp, propagate and introduce the guidelines and policies of the Party and the State on the dissemination of sports information, knowledge, models and training forms.
- Disseminate the current knowledge and regulations of the legal system at home and abroad to create a full awareness and understanding for all people participating in sports practice;
- Strengthen the propaganda, education, guidance and mobilization of people participating in sports activities at grassroots level; preserve and develop the folk games and national sports;
- Propagate and mobilize organizations, individuals and economic sectors in Hanoi on sports development investment, launch the emulation movements *"Be healthy for the construction and defense of the Motherland"* and the campaign "*All the people exercise their body following the example of Uncle Ho*", build and multiply the typical examples in mass sports.

Conclusion

1. The models of mass sports in Hanoi are abundant and diversified, contributing to meeting the needs of sports practice by the people. However, the mass sports models in Hanoi still have several disadvantages to overcome.
2. The study has proposed three solutions to manage the mass sports models to promote the advantages and overcome the disadvantages of the models, including solutions on mass sports socialization, solutions on sports human resource training and solutions on propaganda and raise of people's awareness of mass sports.

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4. Planning for sports development in Hanoi until 2020 with orientation to 2030

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The Role of Media in Promotion of Sports and Games of Hyderabad

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Introduction:

Over many centuries and decades the performance levels of the games and sports have been gradually and continuously become the breath and livelihood for many people all-over the globe. Some of the spectacular and major competitions of sports and games over a period of time from the ancient to the modern are the Olympics which have been improvising, enhancing. The sports are advising through medicine, science and technology. They are world class today and planed with intense competition. The World Cups, European, African, American, Asian, Commonwealth and many more of such competitive tournaments all through the year has brought a drastic change and interest among the sports personalities and non-sports personalities. Now people all over the world can know, learn and keep themselves updated about these games and sports to suite their tastes.

Role of Media

Communication is perhaps one of the most loosely defined terms in contemporary media and culture studies. Perhaps it is because the term encompasses a multitude of experiences, actions and events, as well as a whole variety of happenings and meanings, and technologies .Thus, a conference or a meeting or even a mela or procession is a communication. Events, newspaper ,radio, video and television are 'communication media' ,phones, computers, satellites and the internet are 'communication technologies', and journalists, advertisers, public relations personnel , and even camera crew and news-readers are 'communication professionals'. A variety of nomenclature is emerging in this field owing to its rapid growth and expansion. Communicating media are also expanding.

The role of the press

Prior to independence, the press in India had a clear cut role to play in the nation's struggle against British rule. It had put up a brave fight in its heroic effort to expose the cruelty of the regime particularly in its suppression of the freedom movement. Many editors of the Indian language press defied censorship regulations to keep the nation informed and agitated about the progress of the movement and especially of the plight of national leaders like Roy, Gandhi, Patel and Nehru. With the goal of independence being achieved at long last the Indian press seemed to have lost its moorings. It was in a dilemma should it play the role of an adversary to the government in power-the role it had played with remarkable success or should it transform itself into an ally and support the government in its efforts at national development. Today the media in India is independent, to the most extent possible.

Television

Early experiments in television broadcasting were imitating. During the 1920s in the United States and Europe, these experiments used a mechanical scanning disc that did not scan a picture rapidly enough. In 1923 however came the invention of the iconoscope electric television tube. The inventions of the kinescope or picture tube the electronic camera, and TV homes receivers arrived in rapid successions during the next few years and by the 1930 the National Broadcasting Corporation NBC had set up a TV station in New York and BBC and TV station in London offering regular telecast programs Germany and France established television stations around the same time. The world war

put a break on future development in television. In Nazi Germany, television was widely used as an instrument of political propaganda.
Nazi party conventions were televised, but the top of event in the first chapter of Germany television history was the 1936 Olympics in Berlin which were as a gigantic propaganda show. By the late 1940s and early 1950s television had become the future of life in most developed countries. In 1948, for instance there were many 41 TV stations in the United States covering 23 cities. Within a decade the figure jumped to 533 stations and 55 million receivers Canada Japan and European countries followed American soon.

Journalism

At the time same time journalism to has rapidly changed in Indian.
Shelton describes development journalism as an integral part of a new journalism that involves analytical interpretation, subtle investigation, constructive criticism. Sincere association with the grassroots rather than with the elite development, journalists reject the mainstream Western style approach to news and news values. They argue that mainstream journalism' is subservient to government and private business interests. They also so argue that Western style journalism aims at upholding supporting and justifying confidence in the status quo development or (developmental)activities. Modern journalism according to some observers rejects the traditional journalism, balance consensus, impartiality, objectivity, and value –neutrality. It also rejects the traditional news values as the criteria for new selections it timeliness. According to development journalists, it promotes sensationalism, elitism and conservatism and thus indirectly suppresses the voice of the silent and oppressed majority. Actually Development journalism is for pro-third world, pro - development/ liberation and pro-marginalised and poor groups. But it is not happening in reality. It projected only highly-funded sports on higher levels.
The relationship between sports and media has been of immense impact in the economy of many a country. The sports have been more interesting and attractive through media were millions and millions of people are locked to their source of watching the sports. The media not only brings the world of sports to our home but in return also highlights the meritorious sports personalities who also all well paid. The sponsors', the advertising agencies of various companies, products and brands have been paying well to the sportsmen and women which is a great source of encouragement and financial support to them.
Some research scholars think of themselves as physical educational personal of the city of Hyderabad, Telangana, but serious study of how research scholars relate to sport and the part sport plays in society has only emerged in the past decade or so. This collection of data in this study serves to highlight recent research on sport in Hyderabad, Telangana state as well as to suggest areas where future endeavours may be directed for further development or upgrading the fields of games/sports in the city.
Much of the work on sport and games has been dealt with in the city of Hyderabad, Telangana, state. This collection does not seek to privilege sport and games over other states, but reflects the significance given to the sport within Indian society.
This collection of data is offered as demonstration of the work being undertaken on sport in Hyderabad, Telangana society. It also points to many avenues for future research. While we hope this volume raises greater awareness as to the development of the history and sociology of Telangana sport, researcher also hopes that it inspires others to take research on the history and sociology of sport and leisure in Hyderabad, Telangana in future.

Selection of Subjects

Total 276 subjects were randomly selected, some were involved in sports as competitors and some were non sports people. Non Sportsman means who did not actively participated in sports and games i.e. enjoying as a spectator. Population was divided into four groups such as 1) Female Juniors (N=89) who are below intermediate and present intermediate students 2) Female Seniors (N=93) who are studying graduation and above graduation 3) Male Juniors (N=40) who are below intermediate and present intermediate students 4) Male Seniors (N=54) who are studying graduation and above graduation and media representatives who are covering sports news from their respective media from Hyderabad in Telangana, India.

Sampling And Data Collection

This study was concerned with the exploration of sports and games events carried out by public service broadcasters in Hyderabad city of Telangana.
For this purpose, a few popular companies, namely, TV-9 Company; NTV Company, Channel ABN-Andhra Jyothi-T-News-Sakshi-News-Z-TV Telugu News Gemini-News-HMTV-Maha-TV News were selected as Electronic Media for this Study.

For this purpose, few popular Print Media companies, namely, Eenadu-Sakshi-; Vartha, Andhra Jyothi Andhra Bhumi Namastha-Telangan a News Paper were selected for this Study.

The methodology section has been organized into the following categories: research design, data source, sampling technique (area sampling, data source sampling, and respondent sampling), data gathering instrument and procedure, method of data analysis.

Instruments

Data were collected by using the respond sheets on Role of media for the promotion of sports and games. A similar study was done on media role for the promotion of sports and games by many countries.

Media Coverage about Sports and Games

Electronic Media

The results about print media use under media coverage towards sports and games, is compiled the first question asked about was is it important for them to follow electronic media to watch TV or listen radio about sports and games news similarly how often they watch TV to follow latest new and statistics about results of sports and lastly do you feel out of touch if you do not watch TV.The results from statistical interpretation, the senior female athletes highly responded positively on importance of watching TV and listening radio as well as these watch often TV to follow latest news and statistical results about sports however male youth responded highly on that they felt out of touch if they cannot able to watch TV.

Print Media Use

The results about print media use under media coverage towards sports and games, is compiled. The first question asked about was is it important for them to follow print media

Mobile Phones

The results about print media use under media coverage towards sports and games, is compiled the first question asked about was is it important to use mobile phones to watch sports and how often used their mobile phones to watch sports and games.

Through statistical interpretation the senior male athletes and novice population felt that it was important to use mobile phone to watch sports and both male and female seniors used their mobile phones to watch sports very often.

Online Media

The results about print media use under media coverage towards sports and games, is compiled. the first question asked about was is it important for log on to online media to watch sports and games as well as how often log on to internet to follow news about results of games.The statistical results stated that senior male athletes and novice population responded highly on to the internet to watch sports and games and junior male athletes responded highly on very often they want to log on to internet to know about results of games and sports.

Recommendations

Media, especially print, is in forefront in promoting sports and games in Hyderabad. All major tournaments are duly covered by print media in specially allocated pages. Depending on the magnitude of the tournament, day to day reports or results are covered either in the main page or district tabloid. Many times, photographs of winners and runners take place in large size. If a major tournament is won, the media gives high priority is projecting it.

Academies, coaches, players and parents and the organizers of the tournaments expect the following:

Sports reporters should step output to cover the events instead of relying on press notes.

Personal interviews would boost the morale of players and encourage young and budding players.

Parents, who are struggle hard to get proper coaching for their wards should be given voice and their openings taken into consideration.Along with results, reports should impress upon governments to sponsor players and their opinions take into consideration.

Electronic media should give importance to local games and players and local players should be felicitated upon winning by local organizations, agencies.

Awards are being presented by sports journalists to outstanding players is welcome. Steps and it boosts the morale of the players.

Sports media play an important role in the field of Physical Education it is necessary to include the concept of Sports media in the curriculum of Physical Education.

Sports reporters can be given priority in the good coverage in the sports and games and the seniors can be given a role in policy making.

Parents, governments, society, and organizations should encourage both player and media for further development of games and ports in all categories.

At school level, junior college Jr. College level and University level, all the instructions should compulsorily provide a time tables for games and sports.

Hyderabad is a happening city with about one crore population and about thirty percentage of the population is fit for playing games and sports. Institutions, organizations and the government should come out with news and attractive policies for encouraging games and sports among these people.

Notorious food, playing grounds, suitable facilities and incentives can be provided on large scale to encourage games and sports. Media organization can provide special time zones in their channels or spaces in point media with attractive in centimes to the supporters for further development of games and sports.
All us efforts and initiatives can be taken t nurture the international level players in the city of Hyderabad, more and more, in the coming days by involving the potential youth in the physical education.

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Study Of Physical Tests In The Selection Of 8 - 11 Year Old Male Table Tennis Players In Ho Chi Minh City, Viet Nam.

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Abstract
The article uses the methods of common scientific research in physical education and sports, thereby identifying 05 physical tests in the selection of 08 - 11 year old male table tennis players in Ho Chi Minh City has sufficient reliability and notification. Keywords: test, physical strength, table tennis, Ho Chi Minh City

Introduction:
Nowadays, a modern table tennis player must have not only a thorough tactical technique, a good psychological state, a combination of control between the vortex, the speed, the power and the drop point of the ball in a reasonable way but also a high level of physical strength. Therefore, physical strength is a very important factor for modern table tennis players. The precise and scientific identification of physical selection tests is one of the most important determinants of success in the selection of table tennis players.
Purpose of the study: To identify physical tests in the selection of young table tennis players.
Objectives of the study: To achieve the above purpose, we address the following objectives:
- Synthesis of physical tests in the selection and assessment of physical strength for the table tennis players from local and foreign authors.
- Interviews with trainers, experts and professionals.
- Verification of the reliability and notification from tests

Methodology – organization of the study: methods of reference, pedagogical examination, questionnaire and statistics mathematics.
Subject for the study: 66 male players (34 players aged 10-11 and 32 players aged 8-9) are talented in table tennis in Ho Chi Minh City.

Study Results And Discussion:
The current situation of the use of physical tests in the selection of table tennis players by local and foreign authors. Through the synthesis of documents by Nguyen The Truyen (1999), Bui Huy Quang (1997), selection documents of Ho Chi Minh City Department of Culture, Sports and Tourism (2005), National target selection program (1998), selection documents of China (2008), we have eliminated the unsuitable tests and selected the following specific tests: Run 20m XPC (s), run 30m XPC (s), run 60m XPC (s), long jump in place (cm), hit the ball away from the table (cm), throw badminton away (cm), jump rope for 45 seconds (8 - 9 years old), 1 minute (10-11 years) (times), jump rope for 2 minutes (times), hit the ball against the wall for 1 minute (times), move to pick up 21 balls x 3m (s), move to pick up 42 balls x 3m (s), move to pick up 11 balls x 3m x 2 times (s).

Interview results:
From the results of the above, conduct building the test slips and the interviews. Time of two interviews is 1 month apart. In both interviews, 39 respondents answered, of which 32 respondents were experts and coaches accounting for 82.05%, 7 respondents are managers accounting for 17.95%. In order to test the coincidence of the results of the two interviews, compare them to the index χ^2 (as squared) (Table 1).

Table 2.1. Comparison of results of two interviews of physical tests in the selection of male table tennis players aged 8-11

TEST		1st time n = 20		2nd time n = 19		χ^2	P
		$\sum diem$	Ratio %	$\sum diem$	Ratio %		
Physical Strength	Run 20m XPC (s)	58	58.00	54	56.84	0.21	> 0.05
	Run 30m XPC (s)	*84*	*84.00*	*80*	*84.21*	*0.18*	*> 0.05*
	Run 60m XPC (s)	72	72.00	69	72.63	0.02	> 0.05
	Long jump in place (cm)	70	70.00	67	70.53	0.02	> 0.05
	Hit the ball away from the table (cm)	70	70.00	69	72.63	0.09	> 0.05
	Throw badminton away (cm)	*91*	*91.00*	*86*	*90.53*	*0.07*	*> 0.05*
	Jump rope for 45 seconds (8 – 9 years old), 1 minute (10 – 11 years old) (times)	*95*	*95.00*	*91*	*95.79*	*0.03*	*> 0.05*
	Jump rope for 2 minutes (times) (s)	70	70.00	66	69.47	0.07	> 0.05
	Hit the ball against the wall for 1 minute (times)	*96*	*96.00*	*93*	*97.89*	*0.06*	*> 0.05*
	Move to pick up 21 balls x 3m (s)	*100*	*100.00*	*95*	*100.00*	*0.00*	*> 0.05*
	Move to pick up 42 balls x 3m (s)	74	74.00	71	74.74	0.02	> 0.05
	Move to pick up 11 ball x 3m x 2 times (s)	70	70.00	67	70.53	0.03	> 0.05

The study result from Table 1 show that in all the results of the two interviews from the tests to be $\chi^2_{calculated} < \chi^2_{table} = 3.84$ at the probability threshold P> 0.05, so the difference between the two interviews is not statistically significant at the probability threshold P> 0.0.5. Based on the results of the interviews, select the tests with a total score > 75% of total scores in both interviews (1st time > 75 points, 2nd time > 71.25 points). According to the above rules, choosing the physical tests for the selection of 8 - 11 year old table tennis players is as follows: run 30m XPC (s), throw badminton away (cm), jump rope for 45 seconds (8 - 9 years old), 1 minute (10-11 years) (times), hit the ball against the wall for 1 minute (times), move to pick up 21 balls x 3m (s).

2.3. Verification of the reliability and notification of the tests

2.3.1. Verification of the reliability.

In order to test the reliability of the physical tests in the selection of male table tennis players aged 8-11, we inspected the performance of the tests in the two times, the time between two intervals is five days, the test conditions between the two times are the same. We then calculated the correlation coefficient (r) of the tests between the two testing times and obtained the results in Table 2 and Table

Table 2.2. Reliability coefficient of physical tests in the selection of 8-9-year-old male table tennis players

TT	**Test**	**1st time** $\overline{X}$ **± S**	**2nd time** $\overline{X}$ **± S**	**Reliability coefficient (r)**	**P**
1	Run 30m XPC (s)	5.92±054	5.93±0.54	0.97	<0.01
2	Jump rope for 45 seconds (times)	80.06±7.31	79.34±7.38	0.94	<0.01
3	Throw badminton away (cm)	570.84±51.56	573.13±45.50	0.97	<0.01
4	Hit the ball against the wall for 1 minute (times)	37.34±4.14	37.47±4.71	0.97	<0.01
5	Move to pick up 21 balls x 3m (s)	72.81±6.86	73.03±7.08	0.89	<0.01

Table 2.3. Reliability coefficient of physical tests in the selection of 10-11-year-old male table tennis players

No	**Test**	**1st time** $\overline{X}$ **± S**	**2nd time** $\overline{X}$ **± S**	**Reliability coefficient (r)**	**P**
1	Run 30m XPC (s)	5.86±0.53	5.87±0.55	0.99	<0.01
2	Jump rope for 45 seconds (times)	136.03±8.87	135.15±10.64	0.92	<0.01
3	Throw badminton away (cm)	654.71±46.20	655.00±44.20	0.97	<0.01

4	Hit the ball against the wall for 1 minute (times)	44.71±6.94	45.29±7.17	0.96	<0.01
5	Move to pick up 21 balls x 3m (s)	54.04±8.21	54.66±7.94	0.95	<0.01

In case of the correlation coefficient r ≥ 0.8, P ≤ 0.05, then the test is sufficiently reliable.
In case of the correlation coefficient r <0.8, then the test is not reliable.
From Table 2 and Table 3, we find that all tests have r> 0.8 and P <0.01. Thereby, all the above tests are reliable enough to select the physical strength of 08 - 11 year old male table tennis players in Ho Chi Minh City.

Verification of notification:
In order to verify the notification of the physical tests in the selection of table tennis players, we calculated the correlation coefficient between the results of the tests and the results of the tournament to rank according to Spirmen hierarchical correlation formula that obtained the results in Table 4. From the results in Table 4, we compare the hierarchical correlation coefficient r_{table} with the degree of freedom n – 2 and we have the following results:

Table 2.4. Hierarchical correlation coefficient between the tests in the selection of male table tennis players aged 08 - 11 with competition ranking

TT	Test	Correlation coefficient (r)			
		8 – 9 years old		10 – 11 years old	
		r	P	r	P
1	Run 30m XPC (s)	0.77	<0.01	0.81	<0.01
2	Jump rope for 45 seconds (8 – 9 years old), 1 minute (10 – 11 years old) (times)	0.85	<0.01	0.73	<0.01
3	Throw badminton away (cm)	0.75	<0.01	0.68	<0.01
4	Hit the ball against the wall for 1 minute (times)	0.69	<0.01	0.73	<0.01
5	Move to pick up 21 balls x 3m (s)	0.73	<0.01	0.73	<0.01

The results in Table 4 show that all tests express a strong correlation with competition performance (r> 0.6, P <0.01). These tests are sufficiently noticeable and feasible in physical selection for male table tennis players aged 08 - 11 in Ho Chi Minh City.
In summary, through synthesis of documents, from the results of the interviews, verification of the reliability and the notification we have identified the physical tests in the selection of male table tennis players aged 08 - 11 in Ho Chi Minh City including run 30m XPC (s), throw badminton away (cm), jump rope for 45 seconds (8 - 9 years old), 1 minute (10-11 years old), hit the ball against the wall for 1 minute (times), move to pick up 21 balls x 3m (s).

In ping-pong competition, it is necessary to make quick judgments, quick reactions, quick hand swings, fast-moving directions so the professional physical strength of the table tennis players needs to have the speed of the individual movement, not cyclical, ie when smashing the ball needs to have the speed to swing the hand and have the appropriate angle to catch for the ball smash or when the ball comes, it is needed to have a fast body movement speed.

Ball smash act in the table tennis is due to the impact of the weight of the arm (arms and racket) and its speed of movement, of course, it must be manifested by certain strength. The strength that table tennis players need is the power of fast speed (spontaneous strength). Fast-attack fighting style attaches great importance to the force of the forearm. From the dynamitic perspective to consider the organization and placement of the muscles of the forearm, elbow bending is actually a speeding lever. Of which, the main muscle to bend elbows is the arm muscles, the musculus biceps brachii. These muscles are the retractors starting in the arm and cling to the forearm or rounding the side of the arm. If these muscles contract in outburst, it will cause the racket holding hand to move at a relatively large speed, thus make the ball smash speed increase. From that shows the choice of throwing badminton far to assess the outburst strength of table tennis players is reasonable.

Flexibility is a very important factor for table tennis players, the flexibility that table tennis players need is their ability to adapt in the match. It is also the ability to react quickly. The flying time of the ball comes in mid-air only 0.3 - 0.5 seconds. For a short period of time, it is necessary to judge the speed of the ball, the drop point and the swirling properties of the ball, and to rely on the position of the opponent that quickly decide the strategy. This requires players to have the capacity to adapt well. High or low flexibility is indicated by the speed at changing from one movement to another movement quickly or slowly, judging the coming ball's feature accurately or inaccurately. In the actual table tennis tournament, players need to move quickly to the right, to the left, then to the right, sometimes backward and forward to hit the ball in different positions, thus requiring players to have feet moving fast, turn quickly, reasonably and the dexterity of hands rhythmically coordinated. Another indispensable physical force in a modern table tennis player is professional endurance. Indeed, table tennis is a game of personal antagonism with a great central nervous system energy drain for consecutive days of competition. In the late stages of increasing stress, the player must have the high professional endurance to compete to the highest efficiency.

The professional endurance that the ping-pong player needs is the professional endurance with fluctuating intensity and professional tight combination between speed and flexibility. According to Khau Trung Hue and colleagues (1997), depending on the different grip of the opponent, the working density of the hand in 1 minute (hit the ball) ranged from 19 to 46 times. It shows that the intensity of movement in table tennis is often unstable. This fluctuation depends on the level of the opponent. In ping-pong competition, one day has many matches to play, the time between the matches is short, the recovery ability of table tennis players is very important, the table tennis players must have good professional endurance. On the other hand, the professional endurance of the table tennis players must be tightly integrated from the start to the end, adapted to speed and flexibility, otherwise speed and flexibility cannot be maintained until the final match, game and score.Based on these analyzes and based on age-specific psycho physiological characteristics, the study results to choose physical tests in the selection of male table tennis players aged 8-11are appropriate.

Conclusion

The results of the study have identified five physical tests in the selection of male table tennis players aged 8-11in Ho Chi Minh City that have enough reliability and notification including: run 30m XPC (s), throw badminton away (cm), jump rope for 45 seconds (8 - 9 years), 1 minute (10-11 years old), hit the ball against the wall for 1 minute (times), move to pick up 21 balls x 3m (s).

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Mentoring in Youth Sports To Facilitate Youth Development Through Learning

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Abstract
In sports, coaching has always been associated with elite, high performance, and professional athletes, but not mentoring. However, to develop youth as human resource and human capital development in sports, mentoring should be employed. Mentoring is about the holistic development of the individual through a partnering relationship, which in this case is that of the coach/mentor with the athlete/mentee. In this study of mentoring on youth in a leisure-based youth development programme where sport is a component, mentoring facilitates to the learning outcomes of cognitive, affective, and psychomotor learning to develop the youth athlete. For youth to develop through sports, learning should take place. This quantitative study demonstrated thatfor mentoring to be effective it has to constitute a mentoring ecosystem framework for their development. This study employed questionnaire survey design of two main variables - mentoring as independent variable, and learning outcomes as dependent variables. The study found that the mentoring relationship with bonding together with coaching, guiding and facilitation contribute to learning through trust and respect. In the process of the relationship, coaching, guiding and facilitation approaches employed together with reflective learning are what contributes to the three domains of learning.
Keywords:Mentoring, coaching, non-formal learning, youth development, youth sports.

Introduction

In sports, when it comes to development of athlete, mentoring has rarely been mentioned, nor part of their development. Instead, it is coaching. However, coaching contributes to only part of athlete development, whereas mentoring is for holistic development In athlete development, sports can also be a platform for youth development – directly or indirectly. It is through sports that athletes also develop their character. The question is which comes first – sports performance or athlete personal development? It depends on whether you develop the athlete for his sporting excellence first, or develop him to grow as a person. Which comes first? Coaching or Mentoring? Or vice versa?

Coaching has always been given more prominence and emphasis in sports is because of it being about developing elite, high performance and professional athletes. But, another dimension to sports is that of sports in the human development element. And this is where mentoring comes in instead of coaching. Hence, if an athlete programme aims at developing the high performing and elite athlete, then coaching would come in first. Nonetheless, in developing these high performing athlete, mentoring should also not be left out to develop the human side of the athlete.

Table 1: ELITE SPORTS vs YOUTH SPORTS

ELITE SPORTS	YOUTH SPORTS
▪ For Elite Athletes	▪ For Ordinary Youths
▪ To Excel	▪ To develop character, personality, skills, knowledge, human values
▪ To Win tournaments, championships, titles, medals, gain world rankings	▪ For holistic development and growth
▪ To be highly paid professionals	▪ To develop positive assets
▪ To be endorse and market sports merchandise/products/services	▪ To develop human resource and human capital
▪ To earn endorsement income	▪ To develop identity and transit from childhood to adulthood ▪

▪ To promote national image and goals	▪ To be nation builders, leaders, and peace promoters
▪ To be Coached	▪ To be Mentored

Mentoring

The primary purpose of mentoring is a learning relationship (Zachary, 2000, 2012). It is partnering relationship between two or more people where one party – the *mentor* - facilitates the learning process of the other party – the *mentee* (aka *protégé*). And that learning is about development and change of a person (Knowles et al.,2005).

Mentoring is however, not for the short term. Studies have found that at least a 12-month relationship will be more effective (Rhodes, in DuBois &Karcher, 2005) where a bond has to be established (Dolan & Brady, 2012). A mentor's role also extends to being a coach, educator, counselor, facilitator, motivator, role model, and so forth (Johnson & Ridley, 2008).

For an athlete to be developed as a person, we have to facilitate their self-learning to learn by themselves through non-formal and informal means such as mentoring. The model of mentoring employed in this study comprised of coaching, facilitating, guiding, reflective and experiential learning to enable their cognitive (knowledge), affective (attitude), and psychomotor (skills) learning outcomes (Anderson et al., 2001; Krathwohl et al., 1956). The sport pyramid model (Figure 1, adapted from Woods, 2016) demonstrates where mentoring and coaching are associated in sports development.

This model is however, also for the purpose of youth development in sports to demonstrate which level is for youth development to take place. Youth development is however, not concerned with excellence in sports, nor sports being a profession. That is why at the high levels, coaching takes precedence over mentoring. Moreover, the recreation element in sports is more conducive for more holistic development of the youth.

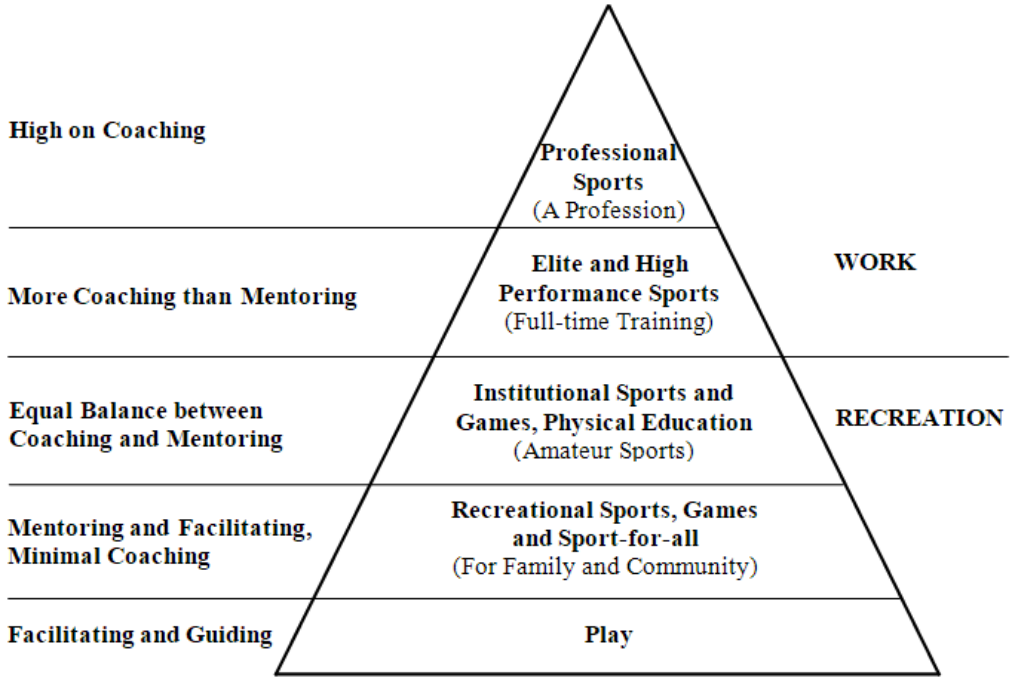

Figure 1 : MENTORING AND COACHING IN THE SPORTS PYRAMID
(Adapted from: Woods (2016)

Youth Development and Sports

There are four approaches to youth development: 1) the *deficit* model where youths are 'problematic' and need to be 'corrected' and 'rehabilitated'; 2) the *equity and welfare* model whose basic human needs, social and economic welfare needs to be addressed; 3) the *instrumentalist development model* where the youth are instruments for development, empowerment and employment; and 4) the *asset-based model* to equip them with knowledge, attitudes, skills and the necessary behaviours to be problem-free and be of the larger good as full functioning adults (Seneviratne, 2017; Witt & Caldwell, 2005).

Sports is where through its leisure and recreation elements contain features through its activities to promote positive youth development as it is a popular activity of young people (Holt, 2008). It is where the youth develops their physical development, human values, citizenship, knowledge, skills, and competencies which are their human capital for the workforce, their community, and as nation builders.

And of course, it also develops lifelong sports interests and contribute to youth development (Edginton et al., 2002).Studies cited by Zarrett et al. (in Holt, 2008) have found indicators of physical, social, psychological, and achievement-related development, as well as higher academic achievements from youth participation in organized sports. Moreover, youth sports programmes further accomplish three important objectives in a youth's development: 1) physical health; 2) psychosocial and learning important life skills - cooperation, discipline, leadership, and self-control; and, 3) the learning of motor skills that are essential for development of elite, high performance sports athletes at recreational sport participation (Cote, et al. in Holt, 2008).

Methodology

The research design employed is an *ex post facto* co relational study which refers to an observation after the events have occurred (de Vaus, 2014, Cohen et al., 2011). This survey questionnaire study was to examine the relationship between mentoring practices (independent variables) and learning outcomes (dependent variables). The samples were students of a private school who were participating in a leisure-based youth development programme. This is a quantitative study and analyses was conducted on IBM SPSS Statistics 19.

Results

Respondents of the study have an average age of 17.3 years (M = 17.30, S.D = 0.46). They mostly comprise of male (60%) with the remained females. In terms of racial composition, the Malays comprise of 91.1% of the population sample. The correlation analysis (Lee et al., 2016) found that Coaching has a high correlation with knowledge and skill learning outcomes (r = 0.6***, p < 0.000; r = 0.62***, p < 0.000 respectively), with only a moderate correlation with attitude learning outcomes (r = 0.40***, p = 0.000). Facilitating has only moderate correlation with all three learning outcomes of knowledge, attitude, and skills (r = 0.54***, r = 0.51***, r = 0.52***, with all being significant at p < 0.000). Reflecting is only moderately associated with knowledge learning outcomes at r = 0.43***) but low correlation with attitude and skill learning outcomes. Bonding does not contribute to any of the three learning outcomes. In the regression analysis, the β coefficients indicated that Coaching is a high contributor to knowledge learning (β = 0.56, p < 0.000) and skill learning (β = 0.69, p < 0.000); while attitude learning is contributed by Facilitating (β = 0.48, p < 0.000). Reflecting has a negative contribution to all the learning outcomes (β = -0.08 for knowledge, β = -0.24 for attitude, and β = -0.48 for skill). There is no association of Bonding with any of the learning outcomes.

From the correlation analysis and regression analysis (Lee et al., 2016), the results were summarized as shown in Table 1.

Table 1 : SUMMARY OF RELATIONSHIPS BETWEEN MENTORING PRACTICES AND LEARNING OUTCOMES

VARIABLES	LEARNING OUTCOMES		
	Cognitive (Knowledge)	**Affective (Attitude)**	**Psychomotor (Skill)**
Reflecting	MR	WR	WR
Coaching	SR	MR	SR
Facilitating/Guiding	MR	MR	MR
Bonding	NR	NR	NR

Note:

SR – Strong Relationship; MR – Moderate Relationship; WR – Weak Relationship;
NR – No Relationship

Discussion

The common denominator in definitions of mentoring is that of a *relationship* with the purpose of acquiring knowledge for personal growth and development (Eby, Rhodes, &Allen, 2007). While bonding does not have any relationship to learning, it serves to strengthen the mentor-mentee relationship of building trust, respect, confidence for the mentee to learn from the mentor. The time spent enables them to build mutuality, trust and empathy (Rhodes & DuBois, 2008). This is unlike the relationship of a coach and athlete where bonding is not that necessary so long as the athlete is able to carry out the coach's instructions to perform and meet the targeted results in tournaments and championships. The coach can therefore maintain a distance from the athlete since bonding is not required (Hamilton & Hamilton, 2010).Nonetheless, mentoring can indirectly be employed in coaching if the relationship is over a long-term basis to strengthen the understanding and confidence between the coach and athlete. The answer to the question of which comes first – mentoring or coaching – therefore depends on the purpose of the relationship and their priorities. No doubt, they support each other whichever way.

Conclusion

When it comes to youth development, especially, their positive assets, mentoring is a contributor through its mentor-mentee partnering relationship, but with learning as its important objective. Mentoring however, should not be merely restricted to the bond and emotional relationship between the mentor and mentee. It has to employ various approaches in its practice, such as coaching, facilitating, guiding, reflecting – directly or indirectly – to ensure that learning is inculcated. Without learning, development and change will not take place. In sports coaching, if the coach is also concerned with the athletes' overall development, then he has to include mentoring.

Recommendations

Further studies to establish mentoring practices with levels of learning outcomes Future studies on contribution of mentoring to sports activities and learning outcomes Studies need to establish which sports activities contribute to which positive youth development assets Studies to identify which learning outcomes are from which sports activities Need to assess the extent of fun in youth sport that facilitates learning and development Studies to determine the fine line for optimal balance in the mentor-mentee relationship to avoid heading towards negative outcomes and consequences.

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Socio-Cultural Factors and Attitudes of Maguindanao Women in Relation to Physical Activity Participation

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Introduction

Physical inactivity has been established as a major risk factor for cardiovascular disease around the world. The need to increase physical activity participation beyond the workplace and home is a necessity to a healthy and productive way of life. The importance of participation in physical activity among individuals for health, fitness and productivity is recognized as a major concern not only of individuals but of governments as well. Specifically, the need to increase the level of participation in physical activity among women to reduce the risk of obesity, heart ailments and other chronic diseases has been recognized as an important concern by the government of many countries. Participation in physical activity is a source of fun and enjoyment and provides positive benefits to the physical and mental health of the people. It also contributes to personal growth and development and provides opportunity for socialization.

While there are many benefits that can be derived from participating in physical activity and sports, some sectors of society find less time and interest in it. In a society where sport has been traditionally a male dominated activity, women in particular are facing barriers in their access and participation in sports and physical activity. Furthermore, cultural practices and religious beliefs play significant influences in the participation and non-participation of women in sport and physical activities. While girls and women's involvement in sports in some countries have increased, women in the Philippines particularly the Filipino Muslims and members of cultural communities have limited or no participation at all in sport or physical activity.

The traditional role of women in Philippine society dictates that they take care of the family and attend to their needs. Such role limits their activities to doing household chores giving less time for participation in physical activities such as sports, physical fitness and exercise activities. Furthermore, the present financial crisis and the need to supplement the income of the family necessitate more women to work outside of the home. The dual role of women as working mothers further reduced the opportunity for women to participate in physical activity and contribute to their health and fitness.

In a culturally diverse country like the Philippines, many factors influence women's participation in sport and physical activities. As more and more women are working to augment the income of the family, their participation in sports and physical activity is decreasing as they find less time to exercise and participate in physical activity outside of work and home.

The increasing risk of chronic diseases and health-related problems as a result of inactivity among women necessitates the need to study the state of women's participation in sport and physical activity. The growing concern for the health and fitness of people in general and women in particular is a priority not only by health professionals but most importantly by individuals themselves.

As more and more people suffer from heart diseases and other related illnesses resulting from inactivity or the lack of it, the need to address this problem is of great value. Very little information has been recorded in terms of the physical activity participation of women in the Philippines much less the participation of Muslim women in Mindanao.

In a culture that often prohibit participation in a male dominated activity like sports and exercise, no study has been conducted as to the factors that affect the attitude and participation of Muslim women in general and Maguindanao women in particular. Studying the relationship of socio-cultural factors and attitude in relation to physical activity participation among Maguindanao women is very relevant and necessary.

Statement of the Problem

This study determined the relationships between socio-cultural factors and attitude of Maguindanao women and physical activity participation. It has four major purposes namely: (1) to determine the profile of Maguindanao women respondents, their attitude towards physical activity participation and the perceived socio-cultural and religious restrictions on participation; (2) to determine the relationship between socio-cultural and religious factors and attitude of Maguindanao women toward physical activity participation; (3) to determine the influence of age, civil status, educational attainment, personal monthly income, employment status, residential location on physical activity participation; (4) to develop recommendations to enhance attitude and increase participation of Maguindanao women in physical activities for physical, mental, social and spiritual development.

Research Methodology

The study employed a descriptive-correlational method and was conducted at the Province of Maguindanao, Philippines. Respondents of the study were Maguindanao women residing in both rural and urban areas of the province and were either employed or unemployed. Stratified random sampling method was used with a total of 200 respondents included in the study.

A modified Attitude Towards Physical Activity Participation Questionnaire by Nelson and Johnson (1996) was used to measure the attitude of the respondents toward physical activity. Likewise, a researcher-developed questionnaire on socio-cultural and religious restrictions was used to gather data on the restrictions imposed by culture and religion on physical activity participation. Data on the profile of the respondents to include age, civil status, educational attainment, employment status, personal monthly income, residential location, and physical activity participation were also gathered.

Statistical Tools

In analyzing the data of this study, descriptive statistics such as mean, frequency and percentage were used. To determine the significant relationships between the variables the following statistical methods: Pearson Product Moment Correlation or Pearson *r*, and Chi-Square, x^2 were used.

Results and Discussion

Results on the profile of the respondents indicated an age range of 16 years old as the youngest and 56 years old as the oldest with the highest percentage of the respondents in the age range of 36-45 years old with 28.0%. Data also revealed that the civil status of the respondents ranged from single, married, single parent and legally separated with married respondents comprising the majority with 73.0%.

Data revealed that the educational attainment of the respondents ranged from no education to college level with 60% of the respondents having studied in college or obtained a college degree. The personal monthly income of the respondents vary from no income to as high as p20,000.00 or more with the highest percentage of the respondents (34.5%) earning less than p5,000.00. As to the employment status, 52.0% of the respondents were unemployed with similar percentage of respondents residing in the rural area.

Findings of the study revealed that participation in physical activity among Maguindanao women is allowed with and without restrictions with 61.5% and 36.0% respectively while only 2.5% citing it is totally not allowed. Similar results were obtained on the religious restrictions imposed on physical activity participation of Maguindanao women with 61.0% citing that it is allowed with some restrictions and 36.0% allowing without restrictions. As to the attitude of Maguindanao women towards physical activity participation, a high percentage of 66.5% of the respondents expressed positive attitude with 15.5% having strongly positive attitude.

Results on the physical activity participation of the respondents revealed that 93.0% were participating in physical activity. Participation in physical activity ranges from always, sometimes and seldom with 61.8% of the respondents indicating that they sometimes participate in physical activity. As to the length of time of participation, it ranges from less than one hour to 4-6 hours per week with 43.0% of the respondents were engaged in physical activity from1-3 hours per week. Results also revealed that 44.6% of the physical activity participation happen during weekends and is usually engaged with family members and friends. The types of physical activity engaged by the respondents ranged from sports, dance, and fitness exercise as the most common with volleyball and badminton garnering the highest participants for sports, social dance for dances and walking as the most popular activity that respondents participate.

In terms of relationship between the variables of age, civil status, educational attainment, personal monthly income, employment status and residential location and socio-cultural, religious restrictions and attitude of the respondents towards physical activity, results of the statistical analyses revealed significant relationships between personal monthly income and residential location with attitude of the respondents towards physical activity Therefore, the null hypothesis is rejected for these two variables. On the other hand, no significant relationships were obtained between age, civil status, educational attainment and employment status with attitude towards physical activity participation. Thus the null hypothesis is accepted for these variables.

On the relationship between the moderating variables and socio-cultural restrictions on physical activity participation of Maguindanao women, results of statistical analyses revealed significant relationships between age, educational attainment, personal monthly income and employment status with socio-cultural restrictions. Thus, the null hypothesis is accepted for these variables. On the other hand, no significant relationships were found out between civil status and residential location and socio-cultural restrictions, the null hypothesis is hereby, rejected.

The relationship between the moderating variables and religious restrictions on physical activity participation among Maguindanao women revealed the following results: significant relationships between age, educational attainment, personal monthly income, employment status and residential location and religious restrictions on physicals activity participation of Maguindanao women. Therefore, the null hypothesis is hereby rejected. On the other hand, there are no significant relationships found between civil status and residential location with religious restrictions on physical activity participation among women. Thus, the null hypothesis is accepted for these variables.

Significant relationships existed between age and educational attainment with physical activity participation. Thus, the null hypothesis is hereby rejected. However, no significant relationships were found between civil status, personal monthly income, employment status and residential location with physical activity participation. Therefore, the null hypothesis is hereby accepted

Results of statistical analysis revealed significant relationships between attitude, socio-cultural and religious restrictions on physical activity participation among Maguindanao women. Therefore, the null hypothesis is rejected.

Recommendations

The following are hereby recommended:

A. For the Local Government Units: (1) Establish an office that will plan, organize and implement and promote physical activity programs to promote and enhance the health and fitness of girls and women in the different local government units in the Province of Maguindanao; (2) Conduct leadership training for women to provide continuity of program and develop physical activity leaders, trainers, or coaches, (3) Make available the facilities and equipment for the use of girls and women for their sports and physical activities; (4) Construct facilities for physical activities like sports, exercise and recreation for women's use with consideration on the socio-cultural and religious restrictions on women's participation in physical activities; (5) Develop of programs and activities that incorporate socio-cultural and religious restrictions on women's participation in physical activities to increase participation in the activities like family day, community day among others; and (6) Development of awareness on the values and benefits of physical activity participation through educational awareness campaign.

B. For the Schools: (1) Strengthen physical education programs in the school with emphases on values, benefits and participation specifically among girls and women; (2) Provide greater opportunities for participation of women in sports and physical activities by creating an atmosphere that is conducive for women's participation; (3) Consider the socio-cultural and religious restrictions in planning and developing sports programs and physical activities for the school curriculum; (4) Provide equal opportunities and access for girls and women to participate in sports and physical activities in the school by making available the facilities and equipment for use; (5) Encourage more students to organize or join club sports and other physical activity organization to promote the physical, mental, social and spiritual development; and (6) Strengthen curricular programs of the Madrasah schools to incorporate physical activities for women that are in line with the religious and cultural norms and standards; and (7) Establish the Physical Education Department of MSU Maguindanao, Philippines as center for women in sports and physical activity promotion in the Province.

C. For the Respondents: (1) Encourage regular physical activity participation among the respondents by creating an environment that is conducive for women's participation with consideration on the socio-cultural and religious restrictions; (2) Promote physical activity for the whole family to strengthen unity, understanding and closer relationships through physical activity; (3) Explore other forms of physical activity participation that is in accordance with the socio-cultural and religious norms and standards for women's participation; (4) Increase the length of time and frequency of participation in physical activities to achieve optimal benefits for better physical, mental and social development; and (5) Increase awareness on the values and benefits derived from physical activity participation as a means to promote healthy lifestyle.

D. For the Researcher: (1) Explore other areas of research related to women and physical activity participation considering other variables and type of respondents; (2) Conduct further studies to validate the findings of the study by expanding the coverage of the respondents; (3) Submit proposals on the promotion of physical activity participation of girls and women for implementation by the schools and the local government units; (4) Take active role in the educational awareness campaign on physical activity participation for both men and women in Province of Maguindanao; and (5) Encourage other researchers to conduct researches on women and women's participation in sports and physical activities.

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Individual Event In A Team Sport Whilst Keeping The Number Of Parties In Order To Define The Player-Generated Result

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Abstract.
To put it simply, in competitive sports 80 percent of the players' success is due to genes, and only 20 percent of success is due to the coaching work. Therefore, the coach's activity in selection is more important as compared to that done during work-outs. A web resource http://personal-champ.ra-first.com/championships was created, which is capable of generating a large number of micromatches for individual events with the conventional ratio of players (4 to 4, 5 to 5, 6 to 6 etc.) and with a uniform distribution of all players of both a partner team and an opponent team.This enables us to see the difference generated by the player during their stay on the field, to put the players in the descending order of such a difference and, thus, to hold a competition among an arbitrarily large number of participants. Such a competition should be held among the gifted children from the related sports, which certainly increases the potential of both the club and the national teams. The web resource was created for futsal (coach of the national team – S.L. Skorovich, Merited Coach of Russia, Candidate of Education). The proposed on-line form for ordinary competitive sports clubs and sports schools for children and adolescents fills the gap in gaming practices and promotes a rapid growth of their skills. The individual event allows to eliminate the subjectivity of coaching assessment.
Keywords: football, hockey, basketball, handball, work-out session, selection

Introduction

R. Shepard (1992) sees an opportunity of increasing the maximal oxygen consumption due to a strenuous work-out by not more than 20 percent. Authors studying the efficiency of aerobic performance increase this limit to 30-35 percent (Hollmann, Hettinger, 1980) and even to more than 50 percent (N. Volkov, 2000). The contribution of heredity in various speed indicators amounts to 70-90 percent, making it the least trainable quality. (E.B. Sologub, 2003). Flexibility as the ability to perform large amplitude movements in one's joints is 75 percent genetically predetermined. (Sologub, 2003). The amount of muscle fibers (MF) in the muscle during work-outs cannot increase by more than 5 percent (Hoppeler, 1987). The development of maximum static force is 55 percent hereditary and only 45 percent determined by environmental influences (i.e. work-out sessions) (E.B. Sologub, 2003). According to V.N. Seluyanov, this maximum static force is 68 percent hereditary. V.N. Platonov (2005) believes that the maximum anaerobic performance, which is so important in hockey and handball, is 85-96 percent predetermined.

The debate over the correlation of innate and acquired skills has a very long history. Competitive sports are multi-sport events. If we make an arbitrary summary of the above opinions, it can be argued that 75-80 percent of the player's success is due to genes and only 20-25 percent is due to the coaching work. Therefore, the majority of football academies rely on an extensive network of coaches and scouts rather than on work-out sessions. For example, the Ajax Youth Football Academy each year enrolls only 15 children, most of them being sent by scouts from China, Asia, Africa, etc. ... In 2005 the Ajax Youth Football Academy at the Sportspark De Toekomst ("The Future") enrolled only one child out of 1,100 children who came there. On average, 8 out of 10 graduates of this academy become professional football players.

All-Russian Register of Sports now includes 132 kinds of sports. This means that there are many young people, whose career was a failure in some particular kind of sports, though it could have been successful in another.

S.L. Skorovich, Head Coach of the Russian National Futsal Team, Merited Coach of Russia, Candidate of Education, has repeatedly mentioned the fact that there are lots of children who may be not very promising in football, hockey, sprint etc. but they may substantially strengthen our U-15, U-17 youth futsal teams. The Head Coach of the Russian National Futsal Team complained of the lack of necessary on-line tools.

Relevance:

In the coaching practice there are a number of the following persistent problems that have no clear solutions and predetermine moral hazards:

- How to choose the necessary one from a number of candidates to the team?
- How may the level of the players' game be compared?
- Whom to choose to the starting line-up from those who are really the strongest ones at the moment?

How can the efficiency of coaching work be determined beyond the official games?

A natural question may arise. Why is it necessary to look for a method to determine the level of players, if there is a coach?In 2008, one of the authors (A.A. Polozov) carried out a study for V. Bykov, Head Coach of the Russian Ice Hockey Federation combined team. Of the 400 players from the play-off teams the coach selected those whose average rank was 92.If we consider that half of the players had been taken from the NHL then, it turns out that it is the seventh string of our team that plays at the World Cup. This is the coach of the Russian national team. And it should be noted, a very successful one. We have repeatedly asked the coaches to outline the expected configuration of forces before an individual event and then compared it with the obtained results. The average level of competency was close to 30 percent. This is that part of the players, for whom the expected and the obtained configurations of forces were confirmed. It mainly focused on the players who were in the beginning and at the end of the list. The low level of the coach's competency in this issue, which is a matter of priority for them, is due to the fact that a competitive sport involves too many players, various aspects, and components of the game. That said, the objective tools are missing..

The aim of the workis to create the tools for the direct determination of the player-generated goal difference and the relevant on-line resource for:

- selection of players for youth teams and club teams in the form of individual events
- elimination of the game practice gap for youth teams
- creation of additional motivation for the development of player's skills

Problem of Research.

The term "competitive sport" shall hereinafter mean football, futsal, handball, basketball, volleyball, hockey, and other similar kinds of sports.The result of the competitive sport is the balance between scored and conceded goals or points.This balance refers to the whole team.The balance of the team's goals as a whole is the sum of the balances of each particular player.Each player forms their balance between the scored and the conceded goals by winning and losing contests on the field.Their sum for the team is reflected on the scoreboard as the score of the match.You will not be able to invent an action that would be useful to the team without affecting its difference.If the defender wisely exposes themselves to a foul, then he takes an opponent's attack by passing the ball to his team.If a player scores few goals, but plays at the back well, he minimizes the possibility of conceded goals, thus improving the difference.There are no useful actions that do not affect the team difference.And can we see the difference generated by each particular player?Is there is any option to visualize the contribution of each player?It is impossible to assess the difference brought by the player, and to "see" it in a typical game.Partners and rivals can "shield" his actual level.A stronger partner will "make" for themselves and for you a better difference.A weaker player will do the opposite.The "+/-" assessment system is used for each player in hockey but it characterizes the whole line.There appears a problem of separating the actual player-generated difference from the "background", from the level of the partners' superiority over the rivals.But how will this be accomplished?

State of the Problem

In 1999 the author defended a Candidate's dissertation on the so-called individual event in competitive sports.Since then clubs have been using different variations of this form.The logic of the proposal was as follows.It is necessary to remove the factor of strong or weak partners influencing the result of a player.The next factor is "partners-rivals".For this purpose it is necessary to make a series of micromatches instead of one match, where all players are equally playing with everyone.It is essential that all the team players should play roles of both partners and rivals.Then no one will be able to say that their results are worse, because he happened to "get" only weaker partners.It should not be forgotten that there is one fewer partner on the field for the given player in comparison with the rivals.Hence, the number of games for each player as a partner will be less than the number of games with them as a rival.First, let us draw a simplified example.Imagine that in a competitive sport two players play against two.In the first micromatch players 1 and 2 play against players 3 and 4, in the second micromatch players 1 and 3 play against players 2 and 4, 13/24, and in the third micromatch players 1 and 4 play against players 2 and 3.Each player became a kind of a team that played in the round robin.He played 1 micromatch with each of the partners and 2 matches against each opponent.And the game is played up to an equal amount of S (scored) and C (conceded) goals.For example, up to 4 points..

12/34 = 3:1 13/24 = 2:2 14/23 = 2:2

Player 1 "collected" the difference equal to +2. Player 4 "collected" the difference equal to -2.

4			
3			●
2		●	●
1	●	●	●

1 2 3 4

Diagram 1. Number of games with each partner (2 with 2)

4			
3			●●
2		●●	●●
1	●●	●●	●●

1 2 3 4

Diagram 2.Number of games against each of the rivals (2 against 2).

Since we are going to practice these games on a constant basis, it is better to convert their results into rankings for the purpose of monitoring them.

Rt(A) = Rt av.+ ((S-C)/(S+C)) × 1500 .

Then we can create a chart of rankings.It is also desirable to average the results of a number of such games.Such games will hereinafter be referred to as test matches or individual events in the competitive sports.

The total difference for all players will be equal to zero.But some players have put a positive difference into this zero result, and others leveled it with zero with their negative difference.The athlete, who wins micromatches more often, is stronger.And vice versa.

Distribution of four by four (futsal).

The usual futsal game mode is the following: 4-5 minutes of the game, 4-5 minutes of the rest.All in all there are 7-8 changes.Suppose there are attacking players – 1,2,3,4, and defending players – 5, 6, 7, 8.

Such a microtournament will consist of seven micromatches:

1. 1234/5678 2. 1256/3478 3.1278/3456 4. 1357/2468
5. 1368/2457 6. 1458/2367 7. 1467/2358

(((7×Rt(1) + 3× (Rt(2)+...+Rt(8)))/28) - (4× (Rt(2)+...+Rt(8))/28)) = ∆(1)

8×Rt(1) - (Rt(1)+Rt(2)+...+Rt(8)) = 28×∆(1)

Now let us replace 1000 in the ∆ formula replace with the actual value - 3500:

Rt(1) = Rt av. + (S-C)/(S+C) × 3500.

Distribution of five by five (futsal).

1. 1 2 3 4 5 / 6 7 8 9 10
2. 1 2 3 6 8 / 4 5 7 9 10
3. 1 2 3 7 9 / 4 5 6 8 10
4. 1 2 4 7 8 / 3 5 6 9 10
5. 1 2 4 6 10 / 3 5 7 8 9
6. 1 2 5 6 9 / 3 4 7 8 10
7. 1 2 5 7 10 / 3 4 6 8 9
8. 1 2 8 9 10 / 3 4 5 6 7
9. 1 3 5 7 8 / 2 4 6 9 10
10. 1 3 4 6 9 / 2 5 7 8 10
11. 1 3 4 5 10 / 2 6 7 8 9
12. 1 3 6 7 10 / 2 4 5 8 9
13. 1 3 8 9 10 / 2 4 5 6 7
14. 1 4 5 8 9 / 2 3 6 7 10
15. 1 4 6 7 8 / 2 3 5 9 10
16. 1 4 7 9 10 / 2 3 5 6 8
17. 1 5 6 7 9 / 2 3 4 8 10
18. 1 5 6 8 10 / 2 3 4 7 9

A protocol is filled in during the test match (Table 1).For the coach and the players more it is more comfortable when the line-ups of the micromatches are given in the figure and not in numbers.In the picture the players of one team are shaded with the same color.The obtained result of the player (S, C) is converted into the ranking, which for the ratio of five by five shall be calculated as follows:

$$Rti = Rticped + \left[\frac{S-C}{S+C} \times 4500\right]$$

Table 1. Test match in basketball

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	S:C	Position
1 Nik	5/0	3/2	1/4																9/6	3-5
2. Ted	5/0	3/2	1/4																9/6	3-5
3 Jack	5/0	3/2	1/4																9/6	3-5
4 Fill	5/0	2/3	4/1																11/4	1-2
5 Bob	5/0	2/3	4/1																11/4	1-2
6 Roy	0/5	3/2	4/1																7/8	6-7
7 Ben	0/5	2/3	1/4																3/12	9-10
8 Luis	0/5	3/2	4/1																7/8	6-7
9 Shon	0/5	2/3	1/4																3/12	9-10
10 Dan	0/5	2/3	4/1																6/9	8

Distribution of six by six (volleyball, handball).

1. 1 2 3 4 9 11 / 5 6 7 8 10 12
2. 1 2 3 5 7 8 / 4 6 9 10 11 12
3. 1 2 6 8 9 10 / 3 4 5 7 11 12
4. 1 2 4 7 10 12 / 3 5 6 8 9 11
5. 1 3 6 7 9 12 / 2 4 5 8 10 11
6. 1 3 8 10 11 12 / 2 4 5 6 7 9
7. 1 3 4 5 6 10 / 2 7 8 9 11 12
8. 1 4 5 8 9 12 / 2 3 6 7 10 11
9. 1 5 7 9 10 11 / 2 3 4 6 8 12
10. 1 2 5 6 11 12 / 3 4 7 8 9 10
11. 1 4 6 7 8 11 / 2 3 5 9 10 12

Rt(1) = Rt av.+ (S-C)/(S+C) × 5500 .

In the first match all participants are assigned an average ranking usually equal to 2200.Accordingly, the average test match ranking is the same.Afterwards, it will have to be calculated before the game, on the basis of the line-up.We continue to assign 2200 to the newcomers.It is possible to include this (k+1) result into the ranking list.But a coach is usually interested in the player's data on the player for the last month (the latest 5-10 results).Then after the k+1 game the previous k ranking will change in such a way so as to give an average assessment within the following interval:

$$Rti(k+1) = Rti(k) + \left(\frac{1}{10}\right) \times (Rti(k+1) - Rti(k))$$

$$\delta_I \times Rt_I + \sum_{\substack{J=1 \\ I \neq J}}^{N} \delta_{IJ}\, partners \times Rt_J - \sum_{\substack{J=1 \\ I \neq J}}^{N} \delta_{IJ} rivals \times Rt_J = \Delta_I \quad \text{, where} i = 1,\ldots, N;$$

$$Rt_{AV} = (\frac{1}{n}) \times \sum_{I=1}^{n} Rt_I .$$

In the given formula the value δ means the share of S and C goals/points of the i-th player from the total sum of this player, which falls on their confrontation with the j-th player.The value Δi = 5500×(S-C)/(S+C) is the balance of the i-th player. The n+1 equation is also necessary, which specifies the average ranking of the participants of a test match.Otherwise, the system of linear equations has no solution.

On-line Service of Individual Events

Such form has been used by different teams for a long time.A special on-line service was created for that purposehttp://individual-championship.ra-first.ru. However, the main problem was that only as many people can play as can be on the field according to the rules.In futsal (4 by 4) 8 people can play, whereas the team usually consists of 15-20 people.The same situation is in other kinds of sports.And what should the rest of the athletes do?It turns out that a certain part of the players are discriminated.On the other hand, in case the player, who is playing micromatches, is injured, the game should stop, since only another player could replace the injured one.

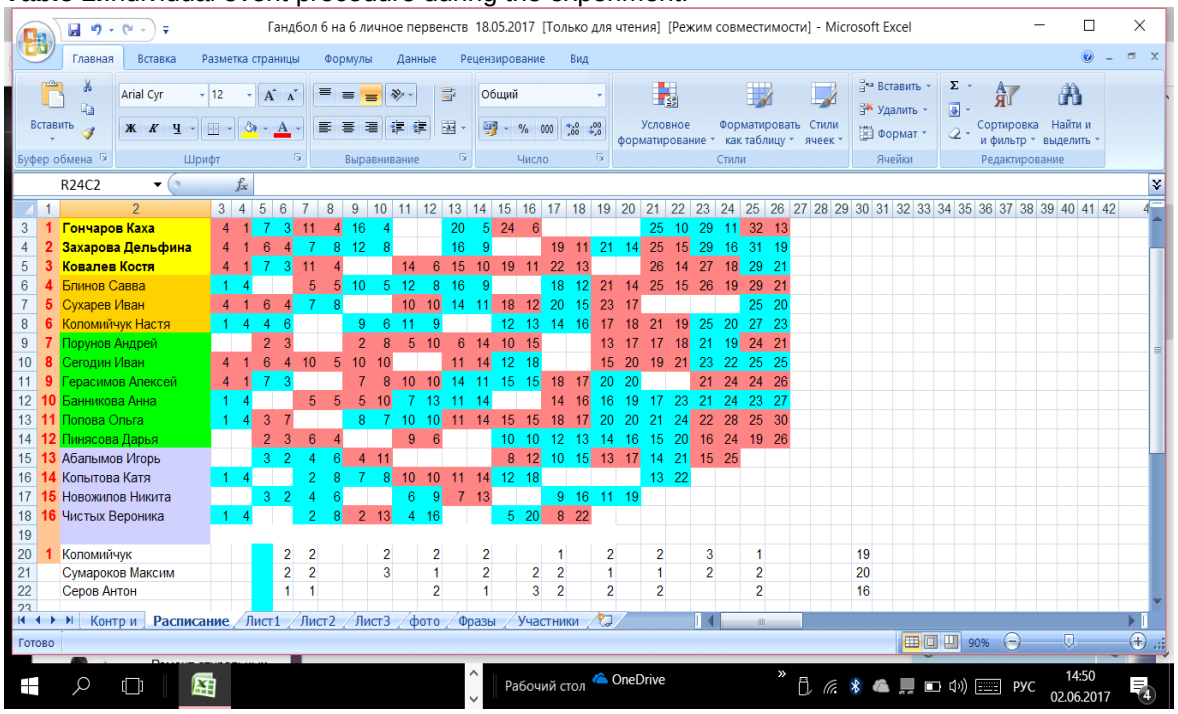
These problems can be solved by reducing the accuracy of determination of the results.Another form of individual event was made on the website for this purpose.

The algorithm generates a list of athletes participating in the micromatches in order to perform a maximum even distribution.This evenness allows to do without any ranking.The difference between the scored and the conceded goals will be linearly connected with the ranking.Any amount of players can participate.Usually these are the players, who came to the work-out session.If a player is injured and dropped out, this problem can easily be solved through the generation of micromatches without the participation of such player.However, the introduction of play-off games became a major innovation in this system.Our bitter experience taught us to deal with unmotivated players by means of introducing the consistent knock-out of weak players.A new form of individual event solved all the issues; however; the error of player-generated difference increased.It is impossible to level the "partners-rivals" factor of 20 players completely judging by 18 micromatches.There will be players who played together two matches more than they played against each other, and vice versa.It is an acceptable proposal for practical coaches.So, they allowed each and every player to compete.The algorithm selected line-ups for each subsequent micromatch leveling the "partners-rivals" factor as much as possible.Initially, the algorithm did it during the game using a macro in Microsoft Excel, and then it became an independent feature http://personal-champ.ra-first.com/championships. When designing the "Individual Event" web service we had to take into account such emergency situations as injuries of the athletes, their being late for the game or failure to come for it, and errors while entering the scores of the games.There should be an opportunity to deal with these situations in an appropriate manner. It is also necessary to exclude the possibility of strangers' gaining access to the game.The coach needs to be identified by means of entering login and password.Then it will be necessary to specify the name of the event, its brief description, kind of sports, and number of players on the field, to enter the names of players participating in the competition, and only after that the competition may start.This is a web service for the coach, who enters the scores.The players can also watch the progress of games on the screens of their smartphones at www.ra-first.com.

Macrotournament. This format gives the opportunity to hold a global macrotournament among an arbitrary large number of participants.The form described above is well suited for the minimum number of participants.However, a solution of a system of linear equations has to be used for 2,000 – 5,000 participants.For this purpose, each participant shall be sent an SMS indicating the field and the time they should arrive at.The solution is carried out through a system of linear equations.We are currently working at it on the website www.ra-first.com.In this case such kind of tournament can be held in one day.However the disadvantage is that rankings have to be used, which is an unusual format for the player.

Elective Form of an Individual Event. We conducted an experiment on the basis of the Ural Federal University Youth Sports School "Burevesntik" for children of 14-16 years old learning to play handball.The test games were played during the period from May 19, 2016 till May 2017.The games were played every Thursday, once a week.20 young handball players of the Ekaterinburg Youth Sports School "Burevesntik" and 8 players of the UrFU female handball team took part in the research.

Table 1. Individual event procedure during the experiment.



Every micromatch was played to 5 scores.The average duration of each micromatch was 3 minutes.In order to determine the usefulness of individual event, we invited qualified players, who had finished their sports career, to act as a control group.We can observe a very rapid growth of Youth Sports School players.Let us remind that zero difference corresponds to the average level of the game.As it can be seen, the results of the veteran players began falling quickly after the play-off games were introduced.This is due to the dramatic competition growth.Of course, the experimental group of children cannot compete with the merited athletes, but they are able to keep a high tempo, which the veterans can't cope with.The game tension degree may be presented through the highest gap in the participants' results.The existence of this gap implies that part of the team plays pragmatically with a result-oriented mindset, while the other part of the team merely plays.The greatest consistency of results was achieved when the players steadily played weekly.It dropped sharply when a week was missed, and the individual event was not played.This was due to the fact that part of the players wished to retrieve their previous defeat.

Goalie factor. The goalkeeper is just a player like everyone else, and can be rated on the basis of the total difference of micromatches with their involvement.

The algorithm likewise calculates an even distribution of each goalkeeper as per the "partners-rivals" factor among the field players and includes the goalkeeper's data in the general list of players.

Ball possession factor in the beginning of a micromatch. The algorithm also allows to level the participants according to this factor.The algorithm also controls which team obtains the ball in the beginning of the game.

Peculiarity of hockey. In hockey the changeover lasts for 1 minute followed by 1.5 minutes of rest.Icings for increasing the game speed are ignored.Sending-off penalties are replaced with penalty shots.This format has been tested on the HC Avtomobilist Youth Sports School (Russia).

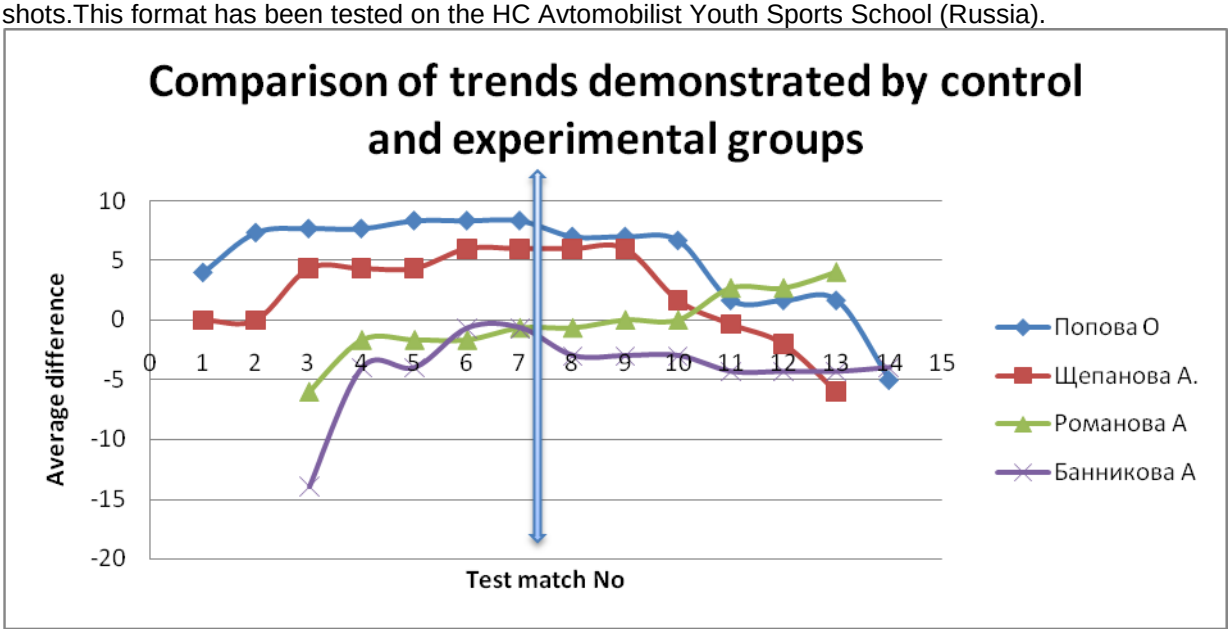


Fig.1. Control group results before and after the introduction of play-off games

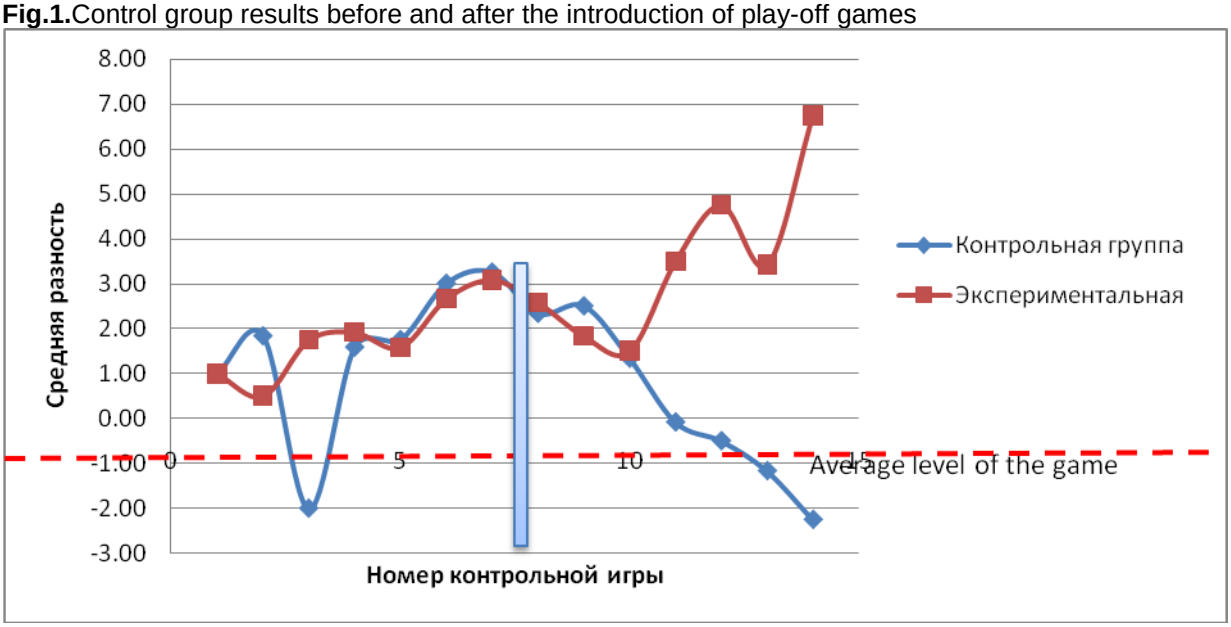


Fig. 2.Comparison of control and experimental groups.

Strategic skills showed by the players. In a certain micromatch only attacking players can play on the one side, whereas only defenders can play on the other.The player's ranking includes not only of the ability to beat other players but the ability to effectively and strategically distribute the game load.This skill is also being trained during test matches.Thus, it is not feasible to remove "inconvenient" micromatches.Moreover, the removal of even a single micromatch leads to the violation of distribution evenness.The results will have to be obtained through a ranking, which will solve the corresponding system of linear equations.The player will lose the opportunity to independently calculate their score, and that reduces their trust to the results.A player is left alone and should solve a tactical problem.

To do this, they should choose a position on the field.They should voluntarily give the most profitable position for scoring to the player with a higher difference.This is for the benefit of both players.On the field they should try to play those exchanges, where the strongest player of their team stands up against the weakest player of the opposing team.During the experiment the children quickly progressed strategically.This was manifested by the following:

- Beating more skillful veteran players due to high tempo of the game

- Delegation of the right to play on a more advantageous attacking position for the player with higher difference.
- Attacking play on the position of the opponent with the worst current difference.
- Quick transition from defense to attack
- Playing for interception with subsequent one-to-one
- Personal coverage of the strongest players of the opposing team

Pedagogical aspects of individual event

- Showing the progress of games, and their results with the help of a video projector
- Identifying the top players with the help of photos and comments
- Participation of older players, which are emotionally significant as rivals.
- Conducting games with the knock-out of the weakest players
- Number of participants, which is the greatest possible one for the purposes of representativity.
- Inviting to the games the parents of the weakest players as spectators
- Rendering the coaching assistance to the players, who are below the level of the gap in the results
- It is recommended to verbally encourage the players who demonstrated sporting excellence

Motivating players. Playing with an equal competitor is the best thing for the player's progress.However, such games may be very few in number.Individual event motivates players to win and replaces a full official game.Certain players may play bad for the team.They will not play bad for themselves.Typically, everyone wants to win and does their best to be ranked first.Players start progressing rapidly when competing with each other, trying to overrun each other while climbing up the "skill" scale.

CONCLUSIONS:

- An on-line form of individual event in team sports whilst keeping the number of parties was offered. This allows to declare open competition to fill the place in a club team, or a youth team, and thus to increase the success of their performance. The increase in competition is based on the fact that 80 per cent of the player's success is due to genes.Open competition for filling the place in the combined team allows toattract players from the related sports.
- It is always advisable for the coach to identify the player-generated difference. It can be done during the work-out session with the help of the on-line resource.The individual event allows to eliminate the subjectivity of coaching assessment.
- The suggested on-line form fills the gap in gaming practices.
- As for the individual event, the results of players of the same team are a motivating stimulus rather than the results of other teams.These games contribute to a sharp increase in competition among the athletes and to a very rapid growth of their skills.
- "Tournament of stars".It is possible to hold an individual event macrotournament among 1,000-2,000 participants in one day.

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Physical condition Based on Nutrition and fitness of lecturers, International Students and Tutors in Yogyakarta State University

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Abstract

The purpose of this study was to show the current status of the physical condition of lecturers, International students and Tutor 2017-2018 academic year.Design/methodology/approach–Type This study was a descriptive research with mixed methods (qualitative and quantitative). The subjects of this research were 32subjects in Yogyakarta State University taken by random sampling. Data analysis techniques using Excel Findings– the results showed that 46.88% from subjects surveyed were health,53, 12% of the sample had a poor physical condition, according to the results 21.87%were underweight and 31,25% of subjects surveyed were overweight. The balance energy was not respected: Input and output. As consequences lecturers could not taught well during two hours, Nevertheless students could not learnt well because of the poor health, the good physical condition influence positively the learning, nevertheless the poor health also disadvantages the student' learning. Keywords: Physical condition; Nutrition and Fitness.

Introduction

Physical condition is a combination of physical qualities that enable a person to perform manual or intellectual work in various fields, knowledge about the physical and physiological needs of human during the activity or the competitions is the basics of joining achievementOcak, Y., Savas, S., Isik, O., & Ersoz, Y. (2014). . The physical quality is indispensable throughout one's life,movement of the body in space, always in connection with energy in the process of the human daily activities Cozzutti, G., Blessano, E., & Romero-Naranjo, F. J. (2014). The physical quality include muscle strength, speed, cardiovascular endurance, cardio respiratory endurance Mochamad (1988), much more is needed in everyday life for every human being, but the physical qualities that really depends on the energy balance according to the variety in physical activities Kaya, M. G., & Ozgocmen, S. (2015). . It means that energy expenditure must be equal to the daily activities. Instead, the energy imbalance will create the human physical condition becomes worse. Children need the strength to carry the movement or physical activity which in turn will allow the harmonious development of the various parts of the body and brain development and this allows him to put himself in their environment, it is clear that physically active people have lower disease more than sedentary, Hardman, A. E. (2001). All workers such as farmers, masons, artists, soldiers, police officers, machine operators, office workers, teachers, students, and faculty requires good physical condition to perform their tasks properly. In life, a person needs to eat and work to ensure survival but a diet is a request to balance input and outputGarthe, I., & Maughan, R. J. (2018), the needs of balance between food and daily work is the most key to prevent body from diseaseJames, L. J., & Shirreffs, S. M. (2013) said that weight category is based on the body mass, with the main purpose of these weight categories being to reduce the risk of disease, so the realization of the energy balance. Adequate energy is required to meet the needs for growth, health, body mass maintenance, daily physical activity, and training Meyer, F., O'Connor, H., & Shirreffs, S. M. (2007). Every year, the State University of Yogyakarta accept foreign students. There is a program for teaching Indonesian language called BIPA before starting the master program. BIPA own classroom layout the nearest located on the second floor for the first half, while for the second half of the class to KNB has moved to the fifth floor of the new building.

This leads to students, lecturers and tutors have to climb up stairs to reach the class. Based on the observations of researchers, they always arrive in class with fatigue, some with irregular breaunderweightg. This is illustrated by the posture taken them in the classroom, as some people

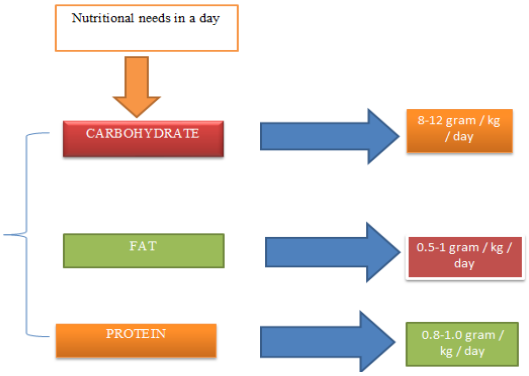
hold the cheeks and chin resting, after lecture 40 minutes studying most of them sleepy. But there were also people who were stopping or resting on the trip before arriving in class. That situation prompted researchers to formulate the research questions as follows:
Are lecturers, students and tutors BIPA 2017 Academic Year have a good physical condition that allows them to do their job properly?
Whether the energy comes from the food consumed by the subjects in proportion to the energy consumed by physical activity, manual, intellectual and basal metabolism?

To find the answer to this question, researchers will conduct an experimental study on the physical condition of lecturers and students and tutors energy balance BIPA program 2017-2018 academic year. This study is very important as far as it will indicate to us the situation or status of physical condition BIPA members which still unknown before this study. In addition, this study also will allow each member to determine the physical condition, the weak point, and strength that will ultimately serve to maintain his physical condition to improve productivity in a wide range of services.

Based on provisional observation, researchers have hypothesized that "the physical condition of some members is not normal". Our study is divided into five parts: introduction, study of theory, methodology, discussion and interpretation, and conclusions.

Methodology

This is the descriptive research with mixed method qualitative and quantitative approaches. The population in this study was BIPA members from Yogyakarta State University, amounting of 32, it means that 20 women and 12 men. Criteria of inclusion were all faculties which have the international students who still active because there were some of them who didn't continue because of the poor health. Were excludedall who didn't want to provide their information, hospitalized members, or who were absent during the test.The study sample was determined by random sampling. Data collection techniques used Playground with:Scales graduated in kilograms (kg) to measure the weight,Meter graduated in centimeters (cm) to measure a subject standing height. Data analysis techniques using Excel . The research hope was to show the actual physical condition of the BIPA's members.



Bartlett JD, Hawley JA, Morton, J ,. P. (2014).

Table 1: Classification of Body Mass Index (BMI)

Nutritional status	Man	woman
Thin	<20.1	<18.7
Normal	20.1 - 25.0	18.7 - 23.8
overweight /	25.0 - 30.0	23.8 - 28.6
obese	> 30.0	> 28.6

Source: Wilson PW, D'Agostino RB, L Sullivan, Parise H, Kannel WB(2002)

The components required for the calculation of energy needs:
Basal Metabolic Rate (BB x 24 Calories)
Specific Dynamic Action (10% x BMR)
Activities of Daily
Light : 1.2 (sleep, sit, write, etc.)
Moderate : 1.5 (school, college, work office)
Weight : 1.8
Activities Daily Calorie output = X (BMR + SDA)
Input= output
This table above will help the research classify the subjects according to their categories.
Results

Table 1 Anthropometric values of KNB students

Individual	Weight (Weight in kg)	Height (Height in meter)	Body Mass Index (BMI)	significant
1. Female	64	1.64	23.80	Normal
2. Female	55	1.55	22.89	Normal
3. Female	42	1.50	18.67	Underweight
4. Female	66	1.66	23.95	Overweight
5. Male	70	1.71	23.94	Normal
6. Male	77	1.78	24.30	Normal
7. Male	69	1.73	23,05	Normal
8. Male	76	1.68	27.75	Overweight
9. Male	60	1.63	22.58	Normal

The table above showed that on 9 Students KNB taken anthropometric values, after the calculation of body mass index (BMI), two subjects or 11.11% were overweight , one member was or 2.22% was underweight, and 6 subjects were healthy or 66.66% from subjects surveyed. Thus, the results showed that three students from 9 were not in good physical condition , so that there a need of a sweet able program training for them to improve their health in order to easy in their learning.

Table 2: Anthropometric values of Culture students

Individual	Weight (Weight in kg)	Height (Height in meter)	Body Mass Index (BMI)	significant
1. Female	65	1.54	27.41	Overweight
2. Male	59	1.71	20.18	Normal
3.Female	70	1.62	26.67	Overweight
4. Female	63	1.55	26.22	Overweight
5. Female	50	1.63	18.82	Normal
6. Male	65	1.83	19.41	Underweight
7. Male	54	1.72	18.25	Underweight
8. Female	48	1.55	19.98	Normal
9.Female	68	1.78	21.46	Normal
10. Female	43	1.54	18.13	Underweight

The results obtained from the table above showed that6members have a poor physical condition, 3 overweight and 3 also were underweight, 4 were healthy. Nevertheless the high degree of suffering of a poor health will influence the learning because we need a good health to support our daily activities as learning, job, work and so else, so it is more request a good program training to fix their health problem in order to allow the good achievement.

Table 3: Anthropometric values of Tutors

Individual	Weight (Weight in kg)	Height (Height in meter)	Body Mass Index (BMI)	significant
1Female	72	1.54	30.36	Overweight
2 Female	43	1.55	17,90	Underweight
3 Female	59	1.60	23,05	Normal
4 Female	54	1.70	18.69	Underweight
5Female	46	1.48	21.00	Normal
6Male	40	1.53	17.09	Underweight
7Male	80	1.76	25.83	Overweight
8Female	90	1.50	40.00	Overweight

The table showed that 3 or 37.5%,subjects were underweight, 3 subjects were overweight or 37.5% and 2 or 25% were health. The results showed that tutors need a specific program training to fix or deal their health in order to allow the good performance in their mission of helping international students

Table 4: Anthropometric values of lecturers

Individual	Bclosely Agency (Kg)	Height (M)	Body Mass Index (BMI)	Significant
1. Male	71	1.66	26.49	Overweight
2. Female	52	1.53	22.64	Normal
3. Female	50	1.54	21.08	Normal
4. Female	75	1.59	29.67	Overweight
5. Male	69	1.69	24.45	Normal

In the size of lecturers the current situation found was that 3/5 lecturers were overweight, this one has a great impact to the teaching because they can't resist longtime in teaching, then they have to know how to management the input and output in order to still in good physical condition which allows them to maintain the professional.

Table 5: The energy needs for International Student

Individual	Basal Metabolic Rate (BB x 24 Calories) A	Specific Dynamic Action (10% x BMR) B	A+B =C	Activities Daily (D)	CXD=E	Sig.
1. Female	1536	153.6	1689.6	moderate	2534.40	Good
2. Female	1320	132	1452	moderate	2178.00	Good
3. Female	1008	100.8	1108.8	moderate	1663.20	Under
4. Female	1584	158.4	1742.4	moderate	2613.60	Over
5. Male	1680	168	1848	moderate	2772.00	Good
6. Male	1848	184.8	2032.8	moderate	3049.20	Good
7. Male	1656	165.6	1821.6	moderate	2732.40	Good
8.Male	1824	182.4	2006.4	moderate	3009.60	Over
9. Male	1440	144	1584	moderate	2376.00	Good

Note:

Daily Activities. Lightweight: 1.2 (sleep, sit, write, etc.). Average: 1.5 (school, college, work office), Weight: 1.8 D

Referring to the results obtained in the table 1 and this table of energy we can conclude that 33,33% were stilling in a need of specific program training to increase or to decrease the weight, nevertheless 66,67% were healthy.

Table 6: Results of Darmasiswa Energy Needs

Individual	Basal Metabolic Rate (BB x 24 Calories) A	**Specific Dynamic Action (10% x BMR) B**	**A+B =C**	**Daily Activities ,Lightweight: 1.2 (sleep, sit, write, etc.) Average: 1.5 (school, college, work office) Weight: 1.8 D**	CXD=E	Sig.
1. Female	1560	156	1716	moderate	2574.00	Over
2. Male	1416	141.6	1557.6	moderate	2336.40	
3. Female	1680	168	1848	moderate	2772.00	Over
4. Female	1512	151.2	1663.2	moderate	2494.80	Over
5. Female	1200	120	1320	moderate	1980.00	
6.Male	1560	156	1716	moderate	2574.00	Under
7. Female	1296	129.6	1425.6	moderate	2138.40	Under
8. Female	1152	115.2	1267.2	moderate	1900.80	Good
9. Female	1632	163.2	1795.2	moderate	2692.80	Good
10. Female	1032	103.2	1135.2	moderate	1702.80	Under

Referring to the results obtained in the table 1 and this table of energy we can conclude that 60.00% were stilling in a need of specific program training to increase or to decrease the weight, nevertheless 40, 00% were healthy.

Table 7: Energy Needs Tutors has yet

Individual	Basal Metabolic Rate (BB x 24 Calories) A	Specific Dynamic Action (10% x BMR) B	A+B =C	Daily Activities:MLightweight: 1.2 (sleep, sit, write, etc.)Average: 1.5 (school, college, work office),Weight: 1.8 D	CXD=E	Sig.
1. Female	1728	172.8	1900.8	moderate	2851.20	Over
2. Female	1032	103.2	1135.2	moderate	1702.80	Under
3. Female	1416	141.6	1557.6	moderate	2336.40	Good
4. Female	1296	129.6	1425.6	moderate	2138.40	Under
5. Female	1104	110.4	1214.4	moderate	1821.60	Good
6. Female	960	96	1056	moderate	1584.00	Under
7. Female	1920	192	2112	moderate	3168.00	Over
8. Male	2160	216	2376	moderate	3564.00	Over

Referring to the results obtained in the table 1 and this table of energy we can conclude that **60, 5%**were stilling in a need of specific program training to increase or to decrease the weight, nevertheless **37, 5%**were healthy.

Table 8: Energy Needs for Lecturer

Individual	Basal Metabolic Rate (BB x 24 Calories) A	Specific Dynamic Action (10% x BMR) B	A+B =C	Daily Activities,Lightweight: 1.2 (sleep, sit, write, etc.)Average: 1.5 (school, college, work office)Weight: 1.8 D	CXD=E	Sig.
1.Male	1752	175.2	1927.2	moderate	2890.80	Over
2. Female	1248	124.8	1372.8	moderate	2059.20	Good
3. Female	1200	120	1320	moderate	1980.00	Good
4. Female	1800	180	1980	moderate	2970.00	Over
5. Female	1656	165.6	1821.6	moderate	2732.40	Good

Referring to the results obtained in the table 1 and this table of energy we can conclude that **40%** were in a need of specific program training to increase or to decrease the weight, nevertheless **60%**were healthy.

know the level of the health through the variable overweight and underweight. Analysis of the table showed the following results:17 subjects or 53.12% of the surveyed population have physical conditions that do not meet the normal standards of the physiological basis in good physical condition. Referring to the factor underweight and overweight, statistics showed that 7 people (21.87% of the sample) were categorized underweight, 10 subjects (31.25% of the sample), were underweight. Snyder-Mackler L. (1996) said that with kinetic chain exercise

Discus

The results above show the characteristics of the study sample. This descriptive study includes 32 subjects. Drinkwater, E. J., Hopkins, W. G., McKenna, M. J., Hunt, P. H., & Pyne, D. B. (2005) has used theanthropometric test scores to analyse the physical fitness of the basketball players so in this research also an anthropometric scores has been used as a guide to help researcher to we can treatpoor physical conditions in the hand of anatomyandphysiology as they relate to closed chain exercise are examined to elucidate its unique contributions to rehabilitation of human body. For those who didn't meet the standard normal of the health the need a specific program to improve the physical condition Vissing, K., Brink, M., Lønbro, S., Sørensen, H., Overgaard, K., Danborg, K., … Aagaard, P. (2008), said that the Conventional resistance training typically involves relatively slow and controlled movements against external loads of weight training apparatus or free weights and most often involves both concentric and eccentric contractions throughout the entire range of motion. During the task, adequate energy is required to meet both the growth and development needs of the individual, as well as the substrate demands associated with general physical activity Desbrow, B., McCormack, J., Burke, L. M., Cox, G. R., Fallon, K., Hislop M., . . . Leveritt, M. (2014).Apparent disordered eating/eating disorders should be treated with a multidisciplinary team including fitness, medical, dietary, and mental health support Mountjoy, M., Sundgot-Borgen, J., Burke, L., Ackerman, K., Blauwet, C., Constantini N., . . .Budgett, R. (2018). Everybody has to pay attention about the balance of intake and output in order to maintain the good physical condition.

Conclusion

The research aims were to show the current physical condition of international students, and the members of Yogyakarta State University which was unknown before the study. The result showed that more than half of the subjects surveyed maintained poor physical conditions which need to be improved in order to allow the achievement in every field. Fitness, nutrition and ietetics are requested for everybodyThomas, D. T., Erdman, K. A., & Burke, L. M. (2016). For the subjects surveyed they have to management intake and output because the poor physical condition will negatively influence each task whether learning or teaching.

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Comparative study on Morphological Variables of Mangalore University and Mysore University Kabaddi Players

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Abstract
The study was taken by researcher to measure the morphological variables like skinfold measurement: biceps skin fold, triceps skin fold, sub scapular skin fold, super iliac skin fold, and height, weight and body mass index of the Mangalore University and Mysore university kabaddi players for research.Researcherselected total 30 male kabaddi players from Mangalore university and 30 male kabaddi players from Mysore university students were administrated like biceps skin fold, triceps skin fold, sub scapular skin fold, super iliac skin fold, height, weight and body mass index andmean, standard deviation of male kabaddi players. And also t-test was applied to determine the significance of difference between paired means. The level of significance chosen was at 0.26
Keywords: Skin fold measurement, biceps skin fold, triceps skin fold, sub scapular skin fold, super iliac skin fold, height, weight and body mass index.

Introduction

Since the modern man depends mostly upon the modern outfits for his daily routine involving mental powers to live an easy going life. There has been a fall and deterioration in his physical health capacities. Modem man need not work like his forefathers for his daily life. So he has to become less vigorous and lethargic.

If a country desires to excel in the field of games and sports, the only short cut is to make the people fitness conscious and encourage them to regularly and vigorously participate in physical fitness programs in order to raise their fitness status. There is a need to broad base physical education and sports. This can be very effectively done by in evolving the masses in physical fitness programs. Every individual should develop his strength and stamina for a happy and effective living. in order to get proper strength and stamina one has to involve in physical activities.

There is no age for exercise; however, the nature of exercise depends upon the age of person. In fact adaptations of programmed by an individual depends upon the purpose, availability of equipment and facilities, his choice, needs, and interest and availability of guidance.

The job of physical educator as well as coach has become very complex because each of them have to be aware of several decisive components like motors skills, anthropometric measurements in total performing ability of the sports persons in different sports activities. They have to be constantly on the lookout for improved methods of coaching and training to bring out the best in sportsman at early age in life. Children express their world of fantasies and imagination through creative play. Great educational thinkers saw in it the most suitable avenue for child's education, but the implementation has not been to the desired extent. The handicapped may find wider opportunity to express their creative thinking through various adapted movements.

Purpose of the study

The purpose of the study is to compare Skin fold measurement like biceps skin fold, triceps skin fold, subscapular skin fold, super iliac skin fold, and height, weight and body mass index of Mangalore university kabaddi players and Mysore University.

Significance Of Study

It is hoped that the data generated and interpreted in the study will help the health related institutions; the information collected can be used for monitoring the students who are not regularly in involved in physical fitness activities. The author also assumes that this study will help the kabaddi coaches to select male kabaddi players according to their morphological background because of speed movements involved in kabaddi game.

Methodology

The sample for the present study was 60 male kabaddi players, 30 students from Mangalore University and 30 students from Mysore University.

Variables

Skin fold measurement, biceps skin fold, triceps skin fold, sub scapular skin fold, super iliac skin fold, height, weight and body mass index.

Statistical Procedure for analysis's' test was applied to compare the mean scores of the two groups. Mean, standard deviation, correlation study involving the investigation of the possible relationship of Body Mass Index and skinfold variables between male kabaddi players of Mangalore university and male kabaddi players of Mysore university co-efficient of correlation 'r' was computed to find out the relationship of independent variable to dependent variable.

Result and discussion

Statistical weight value :-							
UNIVERSITY	mean	median	std. dev	coefficient of variance	std errors of mean	degree of freedom	t-test
Mangalore	80	78.5	13.5	23.14	3.78	29	1.01
Mysore	82	80.5	15.5	3.13			
Statistical Height value :-							
UNIVERSITY	mean	median	std. dev	coefficient of variance	std errors of mean	degree of freedom	t-test
Mangalore	117	169	5.66	3.20	0.26	29	1.10
Mysore	182	171	7.78	4.27			
Statistical BMI value :-							
UNIVERSITY	mean	median	std. dev	coefficient of variance	std errors of mean	degree of freedom	t-test
Mangalore	8.57	3	3.94	45.96	0.72	29	0.12
Mysore	4.29	0	3.03	70.71			
Statistical FAT value :-							
UNIVERSITY	mean	median	std. dev	coefficient of variance	std errors of mean	degree of freedom	t-test
Mangalore	4.29	3	0.91	21.21	0.71	29	0.52
Mysore	6.22	14	6.87	16.28			

There is significant difference found between the means of the male kabaddi players of Mangalore University and male kabaddi players of Mysore University. Here the statistical weight mean value of Mysore students is (82) which are greater than mean value of Mangalore students is (80).the standard deviation of Mysore students is higher than Mangalore students the t value obtained is 1.012 which is less than table value at the distribution for 29 degrees of freedom 1.045. Statistical Height value of mean value of Mysore students is (182) which are greater than mean value of Mangalore students is (177). The standard deviation of Mysore students is higher than Mangalore students the t value obtained is 0.126 which is less than table value at the distribution for 29 degrees of freedom 1.045. Statistical BMI mean value of Mangalore students is (8.57) which are greater than mean value of Mysore students is (4.29). The standard deviation of Mysore students is higher than Mangalore students the t value obtained is 0.12 which is less than table value at the distribution for 29 degrees of freedom 1.045. Statistical FAT mean value of Mysore students is (6.22) which are greater than mean value of Mangalore students is (4.29). The standard deviation of Mysore students is higher than Mangalore students the t value obtained is 0.52 which is less than table value at the distribution for 29 degrees of freedom 1.045.

Conclusion

In anthropometric, it is observed from the study that there are significant difference in selected measurements such as weight, height, skin fold and BMI. Based on these findings, following conclusions were drawn; Mysore student's demands for taller stature in comparison with Mangalore students and BMI of Mangalore university students were perfect than the Mysore university students.

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A Study Of Motor Fitness Components Between Softball And Hockey Players Of Uttar Pradesh

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Abstract
The present study was an attempt to find out the difference in Motor fitness level between SOFTBALL and Hockey players. The sample for this study consisted of 120 subjects each belonging to Softball and Hockey from Uttar Pradesh, who had represented their colleges and universities in various state level tournaments were selected as the subjects for the study. The Criterion measures from AAPHER Physical fitness test have been chosen for this study. Mean, Standard deviation and 't' Test were used to analyses the data Findings of the study revealed that: (i) Hockey players was found better in 50-yard dash than Softball players; (ii) Softball players are much better in Standing Broad Jump than Hockey players;(iii) there is no significant difference in Pull-Ups between Softball and Hockey players; (iv) Hockey players were found better in Shuttle-run than Softball players; (v) There is no significant difference in Sit-ups of Softball and Hockey players and (vi) Hockey players were found better in 600 yard run than Softball players.**Keywords:** Motor fitness, Softball, Hockey players.

Introduction

Sports as an activity offer an opportunity of gaining self-knowledge, self-expression, fulfillment, personal achievement, skill acquisition and demonstration of ability, social interaction, enjoyment, good health and well-being. It promotes involvement, integration and responsibility in society, and contributes to the development of society, especially when sports activities have been accepted as an integral part of the culture and tradition of every society and every nation. It is an evident fact that the statistics pointed out, while women and girls account for half of the world population (50 per cent) the percentage of their participation in sports varies from country to country and is far less than that of men and boys in our country. Despite a growing participation of women in sports and games in the recent years and also the increased opportunities for women to take effective participation in domestic and international fields on a significant representation of women in decision making process in sports has not taken place to occupy a conspicuous position. This results in unequal opportunities for women and girls in sports resulting the violation of constitutional mandate regarding "equality before law and equal protection of law in the territory of India". It has been widely accepted that women's experiences, values and attitudes can enrich, enhance and develop sports, so also participation in sports can enrich, enhance and develop women's personality in the society.

Physical fitness has always been a concern of man from pre historic time. Indeed it was survival for the fittest. Throughout human evolution, man has been nomad, a hunter and a farmer. His body has a high degree of adaptability for walking, running, jumping and throwing etc. In today's world due to industrialization, automatisation and motorization the physical activities have been reduced to a great extent, as a result of which a number of so called Hypo kinetic diseases have lowered the degree of physical fitness of the people. Therefore, there is an utmost need to develop the physical fitness of the people through different scientific training means such as weight training, circuit training, interval training, fartlek training etc.

There is a significant impact of modern technology on human living. His muscles, upon which he used to rely entirely for survival, are now used for less and less with inevitable results. Many researchers in such divergent fields as medicine, psychology and physiology, however, attest to the fact that exercise with attendant development of fitness has far reaching effects on vital bodily processes and upon the functional realization of one's growth and capabilities.

Motor fitness is the sum of total five motor abilities namely strength, speed, endurance, flexibility and co-operative abilities. These five muter abilities and their complete forms are the basic prerequisites for human motor actions. Therefore the sports performance in all depends upon delete these abilities. The improvement and maintenance of physical fitness is perhaps the most important aim of sports training.
The performance of a sportsman in any game or event also depends on muscular strength, agility, power, speed and cardiovascular endurance. Along with these physical variables, physiological and psychological components also play an important role in the execution of the performance. Best suited activity and new training methods achieve excellence. The aim of the present study was to determine the differences in selected motor fitness characteristics between the individual game and team game athletes.

Motor Fitness Components:

Strength: The extent to which muscles can exert force by contracting against resistance (e.g. holding or restraining an object or person.)

Power: The ability to exert maximum muscular contraction instantly in an explosive burst of movements. The two components of power are strength and speed (e.g. jumping or a sprit start)

Agility: The ability to perform a serious of explosive power movement in rapid succession in opposing directions (e.g. Zing Zap running)

Balance: The ability to control the body's positions either stationary (e.g. handstand) or while moving (e.g. a gymnastic stunt)

Flexibility: The ability to achieve an extended range of motion without being impeded by excess tissue, i.e. fat or muscle (e.g. executing a leg split)

Muscle Endurance: a single muscle's ability to perform sustained work (e.g. rowing or cycling)

Cardiovascular Endurance: The heart's ability to deliver blood to working muscles and their ability to use it (e.g. running long distance)

Strength Endurance: A muscle's ability to perform a maximum contrition time after time (e.g. continuous explosive rebounding through an entire SOFTBALL game)

Co-ordination: The ability to integrate the above. Listed components so that effective movements are achieved.

All the nine elements of Motor fitness cardiac respiratory qualities are the most important to develop as they enhance all the other components of the conditioning equation.

Review Of Literature

Gaurav and Singh (2011) concluded that significant difference (p>0.01) found between the means of selected physical fitness variables such as speed, Coordinative ability and Endurance (except flexibility) between school level Hockey and Softball players.

Singh (2011) found that Foot Ball Players have good Physical Fitness compare to Hand Ball Players. This study shows that the Foot Ball Players are good because they do good Physical Training compare to Hand Ball Players.

Suresh and Prakash (2011) found that Mysore district boys were found superior to physical fitness variables compared to the other district boys. Hassan district boys were performed better in physical fitness and stood second next to Mysore district. Mandya district boys were performed at the 3rd place in Physical Fitness compared to Mysore and Hassan Districts. Chamarajanagar district boys were found in inferior in fitness compared to all the other three district boys.

Ghosh (2013) found that the t- test was significant at 0.05 level of confidence among Hockey and SOFTBALL players in 50 yard dash, 600 meters run and walk, standing broad jump, shuttle run and medicine ball through but no significant difference was found in sit-up among Hockey and SOFTBALL players at 0.05 level of confidence.

Kohli, Singh, Singh and Sharma (2014) showed that there was no significant difference in pull ups, sit ups, 50 m dash, and 600 m run, but there was a significant difference between the two groups on the basis of shuttle run performed by them.

Karthi and Krishna kanthan (2014) shows that Softball players were better speed comparing than the hockey and Hockey players. Cardio respiratory endurance was better Hockey players comparing than the Softball and hockey players

Significance Of Study

The examination may uncover some Interesting certainties about physical wellness of SOFTBALL and Hockey players living at different states will be illuminate the general players.

The finding of this examination will be add to the new learning in the territory of physical wellness which will profit the players and the individuals who are worried about training in amusements and sports.

The investigation may give direction to physical instruction educators and Coaches in preparing games and players for various games.

Objectives

1. To study the motor fitness components in Softball players of Uttar Pradesh
2. To study the motor fitness components in Hockey players of Uttar Pradesh

Hypothesis

1. There will be no significant difference in motor fitness components between Softball and Hockey players of Uttar Pradesh.

Sample

The sample for this study consisted of 120 subjects each belonging to Softball and Hockey from Uttar Pradesh, who had represented their colleges and universities in various state level tournaments were selected as the subjects for the study.

TOOLS :The Criterion measures from AAPHER Physical fitness test have been chosen for this study. 50 yard dash,Shuttle run,Sit ups,Pull ups, Standing broad jump and 600 yard run/walk.

Statistical Techniques:

Mean, Standard deviation and 't' Test were used to analyses the data,

Analysis of data:

The present study was conducted with the aim of examining the level of physical fitness Softball and Hockey players of Uttar Pradesh. The data of 120 (60 Softball and 60 Hockey) players was analyzed by calculating't' test besides the descriptive statistics (mean and standard deviation).

Table 1: Mean, Standard Deviation and't' value for means scores of 50 yard dash of Softball and Hockey players

Sl. No.	Variables	Group	N	Mean	S.D.	"t" value
01	50 yard dash	Softball players	60	6.90	0.38	7.815**
		Hockey players	60	6.32	0.52	
02	Standing Broad Jump	Softball players	60	2.31	0.16	4.855**
		Hockey players	60	2.20	0.11	
03	Pull-Ups	Softball players	60	11.85	1.57	0.423(ns)
		Hockey players	60	11.96	1.51	
04	Shuttle-run	Softball players	60	11.13	1.02	14.460**
		Hockey players	60	9.31	0.36	
05	Sit-ups	Softball players	60	38.18	3.26	0.829(ns)
		Hockey players	60	38.62	3.23	
06	600 Yard Run	Softball players	60	1.37	0.21	6.986**
		Hockey players	60	1.16	0.14	

** Significant at 0.01 level; NS = Not significant Tabulated Value: 1.96 at 0.05 level
2.58 at 0.01 level

Table and Figure 4.1 reveal that t-value (7.815) for the mean scores of 50 yard dash of Softball and Hockey players is significant at 0.01 level of significance. So it has been finding that the mean scores of 50-yard dash of Softball players (6.90) are more than Hockey players (6.32). It may therefore be concluded that Softball players took more time in 50-yard dash than Hockey players. Hence, it be concluded that Hockey players were far better than Softball players in 50 Yard dash.

Table further revealed that t-value (4.855) for the mean scores of Standing Broad Jump of Softball and Hockey players is significant at 0.01 level of significance. So it has been finding that the mean of Standing Broad Jump of Softball players (2.31) is more than Hockey players (2.20). It may therefore be concluded that Softball players are much better in Standing Broad Jump than Hockey players.

Table further revealed that t-value (0.423) for the mean scores of Standing Broad Jump of Softball and Hockey players is not significant at any level of significance. In this situation, the null hypothesis that "There is no significant difference in Pulls-up of Softball and Hockey players of Punjab" is retained. So it has been finding that the mean of pulls-up of Softball players (11.85) is slight less than Hockey players (11.96), but do not differ significantly.

Table further revealed that t-value (14.460) for the mean scores of shuttle run of Softball and Hockey players is significant at 0.01 level of significance. So it has been finding that the mean scores of shuttle run of Softball players (11.13) is more than Hockey players (9.31). It may therefore be concluded that Softball players took more time in shuttle run than Hockey players.

Hence, it be concluded that Hockey players were far better than Softball players in shuttle run. Table further revealed that t-value (0.829) for the mean scores of sit-ups of Softball and Hockey players is not significant at any level of significance. So it has been finding that the mean score of sit-ups of Softball players (38.28) is slight less than Hockey players (38.62), but do not differ significantly. Table revealed that t-value (6.986) for the mean scores of 600 yard run of Softball and Hockey players is significant at 0.01 level of significance. So it has been finding that the mean scores of 600 yard run of Softball players (1.37) is more than Hockey players (1.16). It may therefore be concluded that Softball players took more time in 600 yard run than Hockey players. Hence, it be concluded that Hockey players were far better than Softball players in 600 yard dash.

Findings

It has been finding that there is a significant difference between Softball and Hockey players regarding 50-yard dash. It may therefore be concluded that Softball players took more time in 50-yard dash than Hockey players.It has been finding that there is a significant difference between Softball and Hockey players regarding standing broad jump. Softball players are much better in Standing Broad Jump than Hockey players.

It has been finding that there is no significant difference in Pull- Ups between Softball and Hockey players.

It has been finding that there is a significant difference in Shuttle-run Softball and Hockey players. Softball players took more time in Shuttle-run than Hockey players.

It has been finding that there is no significant difference in Sit- ups of Softball and Hockey players.

It has been finding that there is a significant difference in 600 yard run Softball and Hockey players. Softball players took more time in 600 yard run than Hockey players.

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Competition Anxiety in Relation to Dance Performance

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Abstract
Purpose: This study focused on the competition anxiety in relation to dance performance among Bachelor of Science in Physical Education (BSPE) students who participated in the Shake-It-Off Modern Contemporary Dance Contest during the 1st semester A.Y. 2015 – 2016 at the College of Sports, Physical Education and Recreation (CSPEAR), MSU, Marawi City. **Methods**: Descriptive statistics was used in the form of frequency and percentage distribution while for the relationship between variables, Pearson r was employed. There were 17 male and female competitors as samples involved in the study and total enumeration was employed. The Sport Competition Anxiety Test (SCAT) developed by Martens (1977) adapted into dance was used to assess competition anxiety. For the dance performance, the average scores obtained by the samples from the 3 judges was used with the following criteria: Choreography/Composition, Performance/Mastery, Technique, Dance Expression, and Over-all Impact.**Results**: It was revealed that most of the samples were 19 – 20 years old; there was an almost equal distribution between male and female as well as non-Muslim and Muslim participants; most had 10 years or more of dance experience; majority experienced moderate level of competition anxiety; and in terms of dance performance, most were rated "Average" and "Good" by the judges. For the correlation of the variables, it was found out that dance experience had a significant relationship with dance performance (p=.001). For the main variables, there was a significant relationship between competition anxiety and dance performance (p=.029).**Conclusion**: This illustrates that moderate level of anxiety, according to the Inverted U Theory, could guarantee good performance. If the level of arousal is too high or too low, poor performance would result.
Keywords: age, sex, ethnicity, dance experience, competition anxiety, dance performance etc

Introduction

To dance, according to Daut (2002, 2012), "means to be able to be your own self, to move in your rhythm, and to express your own style." Furthermore, dancing is an expression of one's life, his joys, pains, fears, anger, hunger, and confusions. Accordingly, one may not be aware of it, but how he dances somehow reflects a part if not his whole life.Dancing, for many, is just a leisure activity, but for some, it covers a lot of tensions, with a need for development and technical perfectionism. A dancer experiences similar conditions to those of a high-performance athlete, with a great physical and mental demand in which psychological variables (e.g., stress, anxiety, etc.) may be present either in the pre-competitive phase as in the competition (Pereira & Shigunov, 2016). People, as in the case of dancers, usually experience anxiety about events they cannot control or predict, or about events that seem threatening or dangerous. This commonly occurs when there is a perceived imbalance between the demands of the situation and the ability to meet those demands.Anxiety symptoms include panic, perceived loss of control, muscular tension, and shortness of breath (Minden, 2015).

In a lot of cases, no matter how prepared a dancer/performer/competitor is, on the day of the performance, anxiety can mean the difference between performing his best or suffering a disappointing setback.Anxiety is defined as "an anticipation of a certain danger, although it is sometimes defined as a reaction to stimuli which do not represent real danger" (Zdravkovic as cited by Mitrovic et al., 2012). According to the Task Force on Dancer Health (n.d.), anxiety is most likely a combination of biological and psychological factors. Biological/physical factors include genetic factors or changes in brain chemicals called neurotransmitters and alterations in certain areas of the brain. Psychological factors include the ways dancers learn to think about certain situations or cues, the fears they associate with things and the amount of control they believe they have over events or situations. Some childhood experiences can have an impact in adulthood reactions to events and shape the way adults deal with anxiety.

Cox (2002) also differentiated trait anxiety and state anxiety. Trait anxiety refers to “the predisposition to perceive certain environmental situations as threatening” while state anxiety is “an immediate emotional state that is characterized by apprehension, fear, tension, and an increase in physiological arousal.”
High levels of anxiety may lead to some difficulties in coordination, lack of concentration, increased energy expenditure and even a narrowing of the attention field (Weinberg, Gould as cited by Pereira & Shigunov, 2016), a situation that can also affect dancers in major dance competitions. As anxiety increases, tension and nervousness levels rise. It is possible to believe that type of anxiety (state anxiety) is more present at the beginning of a competition. Then, it influences the initial performance and has a minimal impact on the subsequent performance. During the competition, the initial dancers' anxiety changes and gives way to a relative relaxation and, after the end of the activity, the anxiety level will fluctuate again due to the expected result repercussion (Pereira & Shigunov, 2016).
Thus, this study was conducted to determine the level of anxiety in relation to dance performance among participants of the Shake-It-Off Modern Contemporary Dance Contest in the College of Sports, Physical Education and Recreation (CSPEAR), Mindanao State University, Marawi City.
All dancers are expected to experience anxiety, nervousness, and anticipatory arousal at some time. By understanding anxiety and the levels of anxiety, dancers are better able to address or control anxiety to enhance or improve performance on stage and in competitions. As one respondent said, “dancers feel heart beatings, butterflies in the stomach, fear to miss the choreography, and/or forget the choreographic sequence.” However, another respondent hoped that everything will happen as planned, and “he will have a good performance.”

Statement Of The Problem

This study aimed to answer the following questions:
1. What is the profile of the respondents in terms of age, sex, ethnicity, and dance experience?
2. What is the result of the respondents’ level of anxiety?
3. What is the dance performance of the respondents?
4. Is there a significant relationship between age, sex, ethnicity, and dance experience with the level of anxiety?
5. Is there a significant relationship between age, sex, ethnicity, and dance experience with dance performance?
6. Is there a significant relationship between level of anxiety and dance performance?

Methods

Samples

There were 17 samples involved in the study: 9women and 8 men participants of the Shake-It-Off Modern Contemporary Dance Contest. These samples were all Bachelor of Science in Physical Education (BSPE) students of the College of SPEAR, who were officially enrolled during the First Semester of A.Y.2015 – 2016.Weeks prior to the competition, a Modern Contemporary Dance Workshop, with one of the best choreographers of Marawi City as the resource person, was initiated to further educate students on the nature, form, and the different techniques of this dance genre.

Instrumentation

In gathering data, this study used a questionnaire which was comprised of two parts. The first part gathered information of the samples’ age, sex, ethnicity, and dance experience.
The second part was the Sport Competition Anxiety Test (SCAT) developed by Martens (as found in Gill, 1986) and adapted into dance, which was used to assess competition anxiety. This has 15 questions answered through a 3-point Likert scale (ex. “*Before I compete I feel uneasy*”). Five questions are distracter questions (e.g. “*Competing against others is socially enjoyable*”). The SCAT was found to be high in reliability (r = .77). For the dance performance, the average scores obtained by the samples from the 3 judges was used with the following criteria: Choreography/Composition (30%), Performance/Mastery (30%), Technique (20%), Dance Expression (10%), and Over-all Impact (10%). The members of the Board of Judges were dance teachers/experts in the field of dance and were considered to be fair in terms of judgment.

Statistical Analysis

The descriptive statistics in the form of frequency and percentage distribution for the profile of the respondents was used.

In testing to determine the extent or magnitude of the relationship between the variables, the correlation coefficient was used through the Pearson Product Moment of Correlation (Pearson r).

Results and Discussions

Profile of the Respondents

The study found out that most of the samples were 19 – 20 years old (f=6 or 35.3%). Other age brackets were: 17 – 18 years old (f=5 or 29.5%), 21 – 22 years old (f=3 or 17.6%), and 23 years and older (f=3 or 17.6%).

There was an almost equal distribution in terms of sex: 9 were female samples (53.0%) and 8 were male samples (47.0%).This is attributed to the fact that in the College of SPEAR, both sexes are given the opportunity to participate in different dance performances in a variety of occasions. Other than that, there are also many dance courses in the curriculum of the College which should be taken by both men and women.

In addition, there were 9 non-Muslim samples (53.0%) and 8 Muslim samples (47.0%). This is contrary to popular belief that dancing in public, or much more joining in dance competitions, is a taboo for Muslims, most especially for the women. This proves that dancing is for everyone, although for Muslim women, there are some inhibitions in their costumes, e.g. the use of tights, no revealing costumes, or their body should be thoroughly covered.

Eight (8) samples (47.0%) had experienced dance performance for 10 years or more, seven (7) samples (41.2%) had less than 3 years of experience, while two (2) samples (11.8%) had 4 – 6 years of experience. As they always say, “experience is the best teacher.” This proves that these samples already had enough dance experience which gave them the necessary confidence to be part of the competition.

Competition Anxiety (Level of Anxiety)

Majority of the samples was found to have moderate level of anxiety (f=14 or 82.4%) with scores of 17 – 24 in the SCAT. Two (2) samples (11.8%) experienced high level of anxiety (≥ 25 in the SCAT), while only 1 sample (5.8%) had low level of anxiety (≤ 16 in the SCAT). When Di Orio (n.d.) interviewed a particular dancer, she found out that this dancer feels “a bit nervous before a show” but that if she does not feel that rush of nervous excitement, she would know that she has a problem. Di Orio (n.d.) further added that a positive level of anxiety is “just what dancers need to harness their adrenaline and push themselves to provide their best performance.” On the other hand, too much or too little anxiety will have a reverse effect and just be enough to throw a dancer off his performance.

Dance Performance

As rated by the esteemed members of the Board of Judges, three (3) performers or 17.6% were rated “Very Good” with average ratings of 86.50 – 90.29.Obviously, these three dancers were declared Champion, 1st runner-up, and 2nd runner-up in the competition. Four (4) samples or 23.5% were rated “Good” with average ratings of 82.70 – 86.49. Another four (4) samples or 23.5% were rated “Average” with average ratings of 78.90 – 82.69. There were three (3) samples or 17.6% who were adjudged with “Poor” dance performance with average ratings of 75.10 – 78.89. For the “Very Poor” dance performance, there were another three (3) samples or 17.6% with average ratings of 71.30 – 75.09.

Dancing, as an artistic form and body language, conveys to the public vibrations present in the choreographic proposal that may be modified by feelings, experienced by the dancer at the moment he is subjected to observations, opinions and judgments on his stage development. Some factors such as fear of making mistakes, forget the choreographic sequence, audience presence and jury must be weighed before presentations since they might adversely influence the performance of the dancer.

Correlation of the Variables

When the p-value obtained is greater than .05 level of significance, the relationship between variables is not significant. However, if the p-value is lesser than .05 level of significance, the relationship between variables is significant. For the correlation of the variables, it was found out that only dance experience had a significant relationship with dance performance (p= .001). For the main variables, there was a significant relationship between competition anxiety and dance performance (p= .029).

Conclusions

Based on the results of the study, age, sex, ethnicity, and dance experience are not factors that will affect anxiety of an individual. On the other hand, age, sex, and ethnicity are also not factors that will influence dance performance of an individual.

However, dance experience plays a big role in the dance performance. As the dancer gets more experience in terms of participation (with increased number of years of experience), it is very likely that he/she will present his/her best when performing.

For the main variables, it was found out that the level of anxiety has a significant contribution to dance performance.

Moderate levels of anxiety are considered as ideal for a proper performance because the performer's attention focuseson a particular task without any distractions due to irrelevant situations (low anxiety) or a decrease of his vision field underminighis presentation (high anxiety).He has the necessary physiological changes without the presence of harmful actions in hiscognitive perception field.

The outcome is consistent with the study of Constantine et al. as cited by Pereira and Shigunov (2016) whose resultsshow that 80.95% of dancers showed average levels of anxiety before a competition. That is positively justified by the dancers'necessity of being in an activation state and psychologically prepared for the modality demands.

This further illustrates that moderate level of anxiety, according to the Inverted U Theory, could guarantee good performance. If the level of arousal is too high or too low, poor performance would result.

Recommendations

It is recommended that the BSPE students in the College of SPEAR should be continually exposed to different dance performances and dance competitions. This is to further increase their experience and boost their confidence and self-esteem.Several further studies should be conducted to find out other factors that may influence dance performance.For dance performers and dance choreographers, anxiety management techniques should be incorporated before a performance. The following are recommended by Minden (2015): (a) sit in a quiet space and alternately contract then relax each muscle in the body, (b) lie on an exercise mat and focus on breathing not just through the chest, but through the back and abdomen, (c) replace undesirable thoughts with brief motivational ("I am prepared to do my best") or instructional ('hips over feet') thoughts.

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A Study on the Criteria for Measuring the Physical Fitness among different Players

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Abstract
Without possessing physical conditioning no one can easily influence his wander execution amount. Thus it is actually basic to analysis that through which diversion amongst Volleyball as well as Football, the amount of physical conditioning is actually much more standard. The factor for this exam was actually to look into the degree of physical conditioning of beach ball player as well as a football player in a university degree. **Index Terms :** Physical Fitness, Players

Introduction

The anthropometrical qualities and also physical body item of sports people have actually been actually an interest of trains, strategy scientists and also video game medication specialists for a sizable duration of your time and also a substantial amount of all of them allowed the sharpening rivals might be actually called for to presented simply as well as beneficial characteristics that are actually especially terrific for the video game (Singh et cetera 2010). Because each activity possesses certain asks for, each competition should possess certain anthropometrical premiums and also physical body arrangement for his very own activities self-control. A couple of video games, for instance, palm to palm combating need notably extra finding out relative to this aspect than others, as a result of as feasible. Still and all, this fact does not lessen the necessity to check out the anthropometrical scorch characteristics and also physical body production of round and also beach ball gamers, as ample body system synthesis as well as body weight provide one of the various variables to suitable workout and also punishment. Body weight can easily affect a competition's velocity, willpower, and also electrical power, though body system synthesis may determine the high quality and also preparedness (Massuçan as well as Fragoso, 2011). By the end of the time, helpful expenditure in both, basketball and also beach ball activities, due to the irregular condition of concentrated as well as tactical abilities, also calls for coming from every rival necessary anthropometrical characteristic as well as body system setup. Therewith, some previous evaluations on reception (Sampaio, Janeiro, Ibañez, and also Lorenzo, 2006; Ivanović, 2009, and also others) as well as beach ball gamers (Gualdi-Russo and also Zaccagni, 2001; Bayios, Bergeles, Apostolidis, Noutsos, as well as Koskolou, 2006; Hooper, 1997; as well as others) have actually illustrated that anthropometrical features as well as body system institution incredibly associate with the focused as well as tactical demands.

Criteria for Measuring the Physical Fitness

Muscular Strength

Top quality is actually the ability to hammer impediment or even to function versus resistance (Hardayal Singh, 1991). Ultimate drawback strength of the muscular tissues is actually called strong top quality. The sturdy high quality is actually ordinarily predicted when it comes to the private celebration of muscular tissues functioning with each other. Sound high quality is actually attempted with the help of dynamometers in addition to tensiometers which assess the action of electrical power administered in a singular effort through a certain celebration of muscle mass. The strong, as well as opulent analysis of palm high quality, provide an intended file of standard stomach location high quality. The electrical power grip is actually the result of powerful flexion of all hands shared along with the best excessive uncompromising energy that the target may use under common bio-motor ailments. The symbiotic task of flexor and also extensor muscle mass and also the variation of muscle mass accumulation is actually an important think about the high quality of transpiring keep. Several variables influence the top quality of the grip, featuring muscular tissues premium, palm advantage, weak spot, an opportunity of time, grow older, nourishing standing, restricted activity as well as misery.

Test: Pull Ups for Boys (AAHPER test item)
Purpose: To measure arm and shoulder strength.
Facilities and equipment's : A metallic club about 1.5 creeps in width is actually evaluated a valuable growth. Regardless, for the lesser grow older amounts an entranceway physical exercise facility bar may be made use of. All celebrations it may be significant to extemporize through using such tools as a sphere goal support or even a tipping chair.
Procedure: Bench is actually transformed based on such growth that the understudy may harmonize devoid of the flooring. The understudy must handle the get rid of along with his hands dealing with much coming from his physical body (overhand deal with). The understudy must at that point rear his body system till the aspect that his mandible mores than bench and also thereafter lower it once more to the starting point setting along with his upper arms fully expanded.
Instructions: You ought to elevate your legs or even aid your create through booting. You need to go back to the equilibrium placement along with the upper arms totally right. You will not be actually made it possible for to open or even pop your means up.
Scoring: One aspect is actually racked up each opportunity the understudy completes a create. Component ratings do not examine, as well as simply 1 path is actually permitted other than if it appears the understudy performed certainly not possess an acceptable opportunity on his initial.
Testing personnel: Researcher conducting the test and one assistant recorded it. (Nelson and Johnson, 1982).

Muscular Endurance
The condition for which the muscular tissue events might do job maximally is actually referred to an as powerful continuation. Strong continuation, subject to the distinction of solid, is actually also split up in pair of kinds: willpower of isometric and also the isotonic strong drawback.
Test: bent knee sit ups.
Purpose: To measure abdominal muscle endurance.
Facilities and equipment's : Mat was used.
Procedure: The understudy exists amount on the rear legs turned as well as feet on the flooring along with the back locations near 1 foot coming from an all-time low. The leg aspect should certainly be actually no under 90 levels. The hands are actually interlaced as well as placed responsibility for the back along with the elbow joints calling the flooring. The feet are actually kept securely through a collaborator. The understudies then turn as much as a resting posture as well as consult with the elbow joints to the legs. This task is actually reworked whatever amount events as would certainly economize while need.
Instructions: 1. Topic's hands should stay interlocked and also touching the rear of the subject matter's back regularly. 2. Topic's variation up coming from the starting posture, however, they might certainly not take off the flooring along with elbow joint. 3. When they return to the starting posture their elbow joints have to equal on the flooring or even snag.
Scoring : The condition for which the muscle mass parties might conduct job maximally is actually called sturdy permanence. Sound permanence, subject to the category of tough, is actually additionally differentiated in pair of varieties: determination of isometric as well as an isotonic strong drawback.
Testing personnel: Scientist was actually administering the examination as well as an associate documented it. (Nelson and also Johnson, 1982; Barrow and also McGee 1979).
Cardiovascular Endurance
The cardiovascular determination may be defined as the ability of soul as well as bronchitis to enjoy as well as to carry satisfying solution of O2 to the operating muscular tissues for physical exercises that consisted of substantial mass to become done over comprehensive extents of your time. Cardiovascular permanence possesses many comparable terms like cardio-respiratory determination, blood circulation breathing longevity, cardiopulmonary determination etc (Kansal, 1996) The prompt screening of cardio-vascular willpower is actually created through determining one's high-impact energy or even biggest air take-up while in a deviating method it is actually predicted by lengthy period physical exercises like center/long splitting up jogging, biking, going swimming etc.
Test: 600 yards run and walk test.
Purpose: To measure cardiovascular endurance.
Facilities and equipment: A football field, four stamp and stopwatch.
Procedure: Understudies always keep managing in party of 6 folks. Understudies might lay to rest room keeping up opportunities of wandering as well as must be actually advised to rate on their own.
Instructions: Run 3 times around the square which had 50 yard arm starting and finishing line is at same point.
Scoring: The score is the elapsed time in minutes and seconds.
Testing Personnel: One starter gave start, six trained testers operate the stopwatch and call out the times and one assistant was recorded all the scores. (Barrow and McGee1979)

Speed

One's capability to carry out modern advancement of an identical instance at a fast pace is actually velocity. The rate might additionally be actually identified as velocity along with which a progression or even modern progressions of a comparable kind may be conducted through an individual. A velocity of muscle mass tightness is actually an obtained high quality however it often tends to become dramatically enriched by means of prepping through legit approaches as well as practicing easy advancement as well as their necessary synchronization. Velocity is actually predicted through segmenting splitting up through attend quick operates.

Test: Speed for 50 -Yard Dash (AAHPER youth fitness test Item).

Purpose: To measure speed.

Facilities and Equipment: A football field with same starting line, and finishing line of a 50 yards course and two stopwatches.

Procedures:i) After a brief heat up time period, the understudy takes a scenario responsible for the starting line. For the greatest result, 2 understudies always keep operating in the meanwhile in a threatening mindset. ii) The starter uses the purchase, "Are you prepped?" and also "Go!" The final is actually participated in through a coming down stable of the branch as a banner to the time clock. iii) The understudies always keep tromping completion target. iv) 1 path is actually enabled.

Instructions: 1. Understudy might take any sort of condition responsible for the starting line as they want. 2. On the instructions, "Go!" the understudy can easily always keep dashing as simple as he may to cross completion target. 3. Make an effort certainly not to regulate up till over completion objective. Then understudy might back down constantly.

Scoring: The score was the elapsed time as indicated in stopwatch between the starting signal and the student crosses the finish line.

Testing personnel: One starter and 2 timers are needed to administer this test. One assistant scorer did record the times. (Barrow andMcGee,1979)

Agility

The velocity along with which a person might modify his physical body postures or even speed in modifying techniques while relocating is actually referred to as mastery. It may be defined being one's handled capability to change physical body posture as well as training program promptly as well as specifically.

Test: Shuttle Run. (**AAHPER youth fitness test**)

Purpose: To measure the agility.

Facilities and Equipment's : 2 pipes 30 shoes split up and also alongside each other are actually bented on the industry. Considering that the understudy should attack each of these pipes, it is vital to possess a handful of shoes a higher volume of area at either edge. 4 squares of hardwood, 2 through 2 through 4 ins as well as stop watch.

Procedure:i) The understudy continues to be at starting as well as free throw lines along with the 2 squares evaluated the in contrast pipe. ii) On the banner to start, the understudy rushes to the square, takes one, and also returns to the start pipe, as well as positions the squares responsible for that pipe. iii) He then goes back to the 2nd square, or even, in short the start pipe en route back. iv) Pair of understudies always keep rushing in the meanwhile pair of tracks are actually enabled.

Instructions: i) On the banner to "Go!" maintain operating as fast as the understudy may on the contrary collection as well as receive a square. ii) Trainee needs to return the square throughout the 2nd product line where understudy placed it on the flooring. iii) Perform certainly not throw it. iii) Yield for the 2nd square, as well as this time around understudy might always keep tromping the starting line as fast as understudy may without placing the squares on the ground.

Scoring: The score is the elapsed time recorded in seconds, for the better of two trails.

Testing personnel: One starter starts this. Two trained tester taken time and one assistant record the score. (Barrow and McGee 1979)

Power

Capability to release very most harsh sound electrical power in a risky method the briefest period is actually referred to as tough energy, as an example, standing up large jump or even upright jump implementation.

Test:StandingLong Jump.

Purpose: To measure power.

Facilities and Equipment: A measuring tape and a mat. Space on the floor oranoutdoorjumpingpit.

Procedure: The understudy continues to be responsible for a take separated along with his feets a handful of ins split up. Prior to jumping the understudy drops at the legs and also swings the upper arms backward. He then jumps onward through together growing the legs as well as turning the branches ahead. 3 routes are actually permitted. Evaluation is actually a framework for the local heel paycheck to the shift line.

An indoor association is actually finest improved through placing an assessing strip on the flooring at the ideal lead to the variation line as well as enabling the understudy to throw along the free throw line. Estimate would certainly at that point manage to be actually created through situating over the strip relevant of the bounce.

Instructions: Should remove coming from the 2 feet at the same time, jump as much ahead as would certainly economize, as well as show up on both feet. Carry out whatever it carries certainly not to join reverse after the appearance. You may jump ensure through stooping just before the bounce and also swaying your upper arms.

Scoring: Ball game is actually the splitting up in between the take detached as well as the closest aspect where any type of item of the understudies physical body connects with the flooring. It is actually approximated in feets as well as creeps to the closest in. Merely the very best path is actually tape-recorded.

Results

Findings regarding selected physical fitness components is presented in the following table.

TABLE -1: Mean of components of physical fitness of Volleyball and football players

	Pull ups	Sit ups	Shuttle run	Standing broad Jump	50 Yard run	600 yard run & walk
Volleyball Player	5.33	39.86	19.32	6.90	6.7	1.82
Football Player	4.87	38.73	19.78	6.78	6.99	1.85

Figure - 01: Mean comparison of physical fitness variables

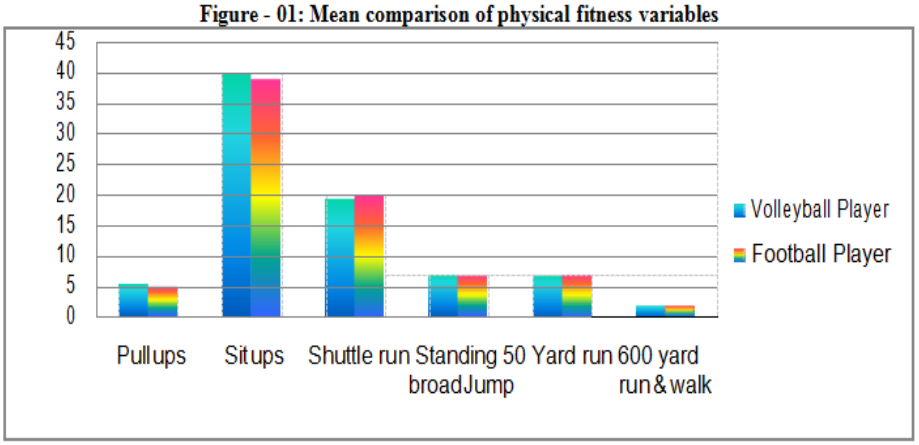

TABLE -2: t-value of components of physical fitness of Volleyball and football players

	Pull ups	Sit ups	Shuttle run	Standing broad Jump	50 Yard run	600 yard run & walk
t-value	0.8692	0.8309	1.3529	0.5985	2.0878	0.2740

Result And Discussion

Searching for discovers that strong premium of football player (5.33 times/min. locate) was actually greater than volly competetor (4.87 times/min. bring up), the strong willpower of football player (39.86 opportunities stay up) was actually greater than beach ball player (38.73 opportunities stay up), artifice of football player (19.32 sec.) was actually greater than volleyball player (19.78 sec.), sensitive lower leg high quality of football player (6.90 mts.) was actually greater than volleyball player (6.78 mts.), Rate of football player (6.70 sec.) was actually greater than battery competition (6.99 sec.) and also additionally heart longevity of football player (1.82 minutes.) was actually greater than volleyball player (1.82 minutes.) nevertheless the difference in spryness, as well as velocity, were actually substantial at 0.05 degree. The end result could be as a result of higher introduction in even more job determined activity of football gamers than beach ball gamers.

Conclusion

From the perception we can infer that the physical fitness of football player was higher than the volleyball player.

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A Study On Professional Mind Set-Up Of Female Physical Education Teachers In High School And Colleges.

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Abstract
Physical education is an integral part of total education process. The all-round development of child is possible only if child gets good physical education programme in schools and colleges. Hence the role of female physical education teacher is also very important. Still female students are hesitating to participate in sports and games in school and colleges in such condition female physical education teacher's role is very vital. To know the mind set-up of female physical education teacher towards profession, the scholar has collected relevant data from the 37 female physical education teachers working in various high school and colleges. Questionnaire has been distributed to the selected subject directly by the scholar. The collected data analyzed by using percentage method.The study shows that female physical education teachers are comfortable with their job. Teachers are ready to accompany the school and college teams as a coach and manager for different education and sports programme. But after certain age female physical education teachers feel uncomfortable to actively participate in sports programme of the school and colleges. Finally scholar come across that female physical education teachers are happy and satisfied in their job. Teachers with job satisfaction will always think positively for the promotion of the profession.

Introduction

Physical education is comprised of two words, 'physical and education'. The word education refers to the development of wholesome personality of an individual to become an honorable and acceptable member of the society. The word physical refers to the body hence physical education aims at achieving educational objective through the physical activities of all formal and informal activities like game. A Physical education teacher is whole and soul for children's development and improvement. They not only control students but also help and guides students to maintain discipline, health, fitness and achievements. The purpose of the present study was to investigate the professional mind set-up of female physical education teachers in schools and colleges.

Methodology

This study focuses on the female physical education teacher's condition of their mentality and administrative problem's in high schools. The chapter consists of the selection of subject's, research variables, test administration and statistical analysis. To know the mind set-up of female physical education teacher towards profession, the scholar has collected relevant data from the 37 female physical education teachers working in various high school and colleges. Questionnaire has been distributed to the selected subject directly by the scholar. The collected data analyzed by using percentage method.

Analysis And Interpretation Of Data

The purpose of the study is to find out “mind set-up of female physical education teachers in high school and colleges”. To achieve this purpose the data was collected by using non standardized questionnaire and variables were put to statistical analysis and results are presented.

TABLE NO 1

WORKLOAD OF THE PHYSICAL EDUCATION TEACHERS IN HIGH SCHOOLS AND COLLEGES.

SD	SWD	D	SWA	SA
3%	3%	14%	10%	70%

Table No 1 shows that workload of the female physical education teachers in high schools and colleges. For this question 70% of the female physical education teachers strongly agreed and 14% of the female physical education teachers are agreed.

TABLE NO 2

PERSONAL ACCOMPLISHMENT OF THE FEMALE PHYSICAL EDUCATION TEACHERS.

SD	SWD	D	SWA	SA
-	8%	6%	38%	48%

Table No 2shows that 48% of the female physical education teachers are strongly agreed and 38% of the female physical education teachers are somewhat agreed their personal accomplishment.

TABLE NO 3

JOB SATISFACTORY FOR FEMALE PHYSICAL EDUCATION TEACHERS AFTER SELECTING PHYSICAL EDUCATION TEACHER FIELD.

SD	SWD	D	SWA	SA
27%	8%	39%	8%	18%

Table No 3 indicates the female physical education teachers worried about selecting this job. For this question 39% of the female physical education teachers are disagreed, 27% of the female physical education teachers are strongly disagreed.

TABLE NO 4

OVERALL SATISFIED WITH THE JOB.

SD	SWD	D	SWA	SA
3%	-	8%	35%	54%

Table No 4 shows that female physical education teachers are overall satisfied with their job. From the above results it is clearly shows that 54% of the teachers are strongly agreed after getting the job they are overall satisfied with the job in high schools and colleges. But 35% of the teachers are said their opinion for this question somewhat agreed.

TABLE NO 5

GROUND FACILITIES IN HIGH SCHOOLS AND COLLEGES.

SD	SWD	D	SWA	SA
10%	10%	6%	29%	45%

Table No 5 clearly defined different opinion about the enough ground facilities in the high schools and colleges to teach and coach the students. In this question 45% of the female physical education teachers are strongly agreed about availability of their ground facilities and 29% of the teachers somewhat agreed with good conditioned ground and it impress the teachers to take interest to teach and coach the students in sports field.

TABLE NO 6

DURING MENSTRUATION PERIOD FEELINGS OF THE FEMALE PHYSICAL EDUCATION TEACHERS.

SD	SWD	D	SWA	SA
22%	16%	14%	34%	14%

Table No 6 shows that 14% of the teachers are strongly agreed about their psychological and physiological aspects and 34% of the female physical education teachers are somewhat agreed. There are 22% female physical education teachers are strongly disagreed.

TABLE NO 7

AGE RESTRICTIONS OF THE FEMALE PHYSICAL EDUCATION TEACHERS TO PARTICIPATE IN SPORTS AND GUIDE THE STUDENTS.

SD	SWD	D	SWA	SA
18%	14%	34%	17%	17%

The above table clearly indicate that the age restricts of the female physical education teachers to participate in sports and guide the students. For this question 34% of the teachers are disagreed.

TABLE NO 8

CULTURE RESTRICTION OF THE FEMALE PHYSICAL EDUCATION TEACHERS FOR THEIR PROFESSION.

SD	SWD	D	SWA	SA
14%	6%	46%	10%	24%

The table no 8 shows that female physical education teacher's culture restrictions to spend more time in institution. For this question we got different types of opinion from female physical education teachers. 46% of the female physical education teachers are disagreed that culture will not restrict them to spend more time in institution but in the same time 24% of the teachers are strongly agreed.

TABLE NO 9

BEING A WOMEN AWKWARD TO PARTICIPATE/COACH THE STUDENTS.

SD	SWD	D	SWA	SA
38%	6%	22%	24%	10%

The above table no 9 indicates that being a women awkward to participate/coach the students. For this question 38% of the teachers are strongly disagreed, 6% of the female physical education teachers are somewhat disagreed and 22% of the female physical education teachers are disagreed for this question.

TABLE NO 10

HAPPY TO MOVE WITH TEAMS AS A MANAGER/ COACH.

SD	SWD	D	SWA	SA
3%	-	10%	18%	69%

Table No 10 shows that happy to move as a manager/ coach with teams. For this question 69% of the female physical education teachers are strongly agreed and 18% of the female physical education teachers somewhat agreed.

Conclusion

The study shows that female physical education teachers are comfortable with their job. Teachers are ready to accompany the school and college teams as a coach and manager for different education and sports programme. But after certain age female physical education teachers feel uncomfortable to actively participate in sports programme of the school and colleges. Finally scholar come across that female physical education teachers are happy and satisfied in their job. Teachers with job satisfaction will always think positively for the promotion of the profession.

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A Comparative Study On Sports Achievements Of Male And Female B.Ped And M.Ped Students Of Mangalore University 2017-18.

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Introduction

The Mangalore University is one of the youngest universities in Karnataka. It was established in the year 1980. The colleges of three districts namely Dakshinakannada, Kodagu and Udupi coming under the Mangalore University. In spite of its youthfulness the university has attained a country wide fame for its indispensable.Sports is recreation, of others it is competition-the means to excel and achieve high standards in performance. Physical education is an integral part of education concerned with the physical, mental and social growth. Sports achievement is the Excellency to accomplish fully in any sports competition while facing the entire situation like mental, social and physical. Therefore, sports achievement refers to the performance of an individual which is measurable both in qualitative and quantitative terms.The purpose of the present investigation was to discover A Study Onthe Sports Achievements of B.P.Ed and M.P.Ed students.An analysis to find the Sports Achievements of B.P.Ed and M.P.Ed students of Mangalore University Campus.

Methodology

Research methodology is a way to analyse and evaluate the research problems very systematically. It is the scientific description of how a particular study has been carried out. Methodology includes the objectives, purpose, the universe, sampling techniques, tools of date collection, limitation of the study and the research design. To achieve the purpose of the study necessary data was collected from Mped and BPEd, students. The subjects selected 50 students from BPEd and 50 students from MPEd of Mangalore University, during the year 2017-18. The main tool of research for the study will be questionnaire method.After obtaining the information from the sports achievements in Mangalore University it would be tabulated and analysed. To achieve meaningful conclusions mean and percentage was calculated and represented data on tabular and graphical from by using statistical average and different types of tables and graphs.

Analysis And Interpretation Of The Data

The results of data analysis after application of suitable statistics to raw data are systematically presented here. An elaborate interpretation of results pertaining to sports Achievement of MPEd and BPEd students Mangalore University is also made as per the insight of researcher in light of available literature.

Table 01.Sports Achievements of MPEd female Students in Mangalore University.

M.P.Ed Female Students Sports Achievements				
	Inter collegiate	Inter University	South Zone	All India
Students	11	5	2	1
Average	2.75	1.25	0.5	0.25

The above table represent the sports achievements of MPEd female students here the average intercollegiate sports achievements in 2.75 the average inter university sports achievement is 2.25 then south zone sports achievement is 0.5and all India achievement is 0.25.

Table 02.Sports Achievements of MPEd Male Students in Mangalore University.

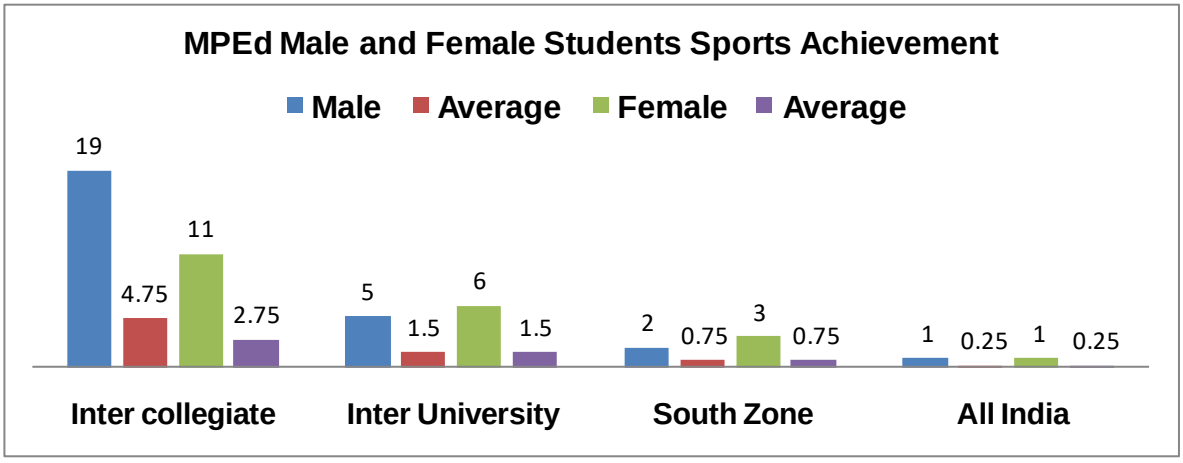
M.P.Ed Male Students Sports Achievements				
	Inter collegiate	Inter University	South Zone	All India
Students	19	5	3	1
Average	4.75	1.5	0.75	0.25

The above table represent the sports achievements of MPEd male students here the graph shows the students participation average sports achieve in intercollegiate sports achievements is 4.75 the average inter university sports achievement is 1.5 then south zone sports achievements is 0.75and all India achievement is 0.25

Table 03.Sports Achievements of M.P.Ed Male and female Students in Mangalore University.

M.P.Ed Male and Female Students Sports Achievements				
Sl no	Inter collegiate	Inter University	South Zone	All India
Male	19	5	2	1
Average	4.75	1.5	0.75	0.25
Female	11	6	3	1
Average	2.75	1.5	0.75	0.25

Graph 03.Average sports achievement of MPEdmale and female students.



From the above table and graph it is clear that, the MPEdmale students have more sports achievement than the female students of Mangalore University for the period 2017 and 18.

Table04. Sports Achievements of BPEd Male Students in Mangalore University.

BPEd Male Students Sports Achievements				
	Inter collegiate	Inter University	South Zone	All India
Students	20	7	4	2
Average	5	1.75	1	0.5

The above table represent the sports achievements of BPEd male students here the graph shows that Here the average intercollegiate sports achievements in 5 the average inter university sports achievement is 1.75 then south zone sports achievements is 1 and all India achievement is 0.25.

Table 05.Sports Achievements of BPEd female Students in Mangalore University.

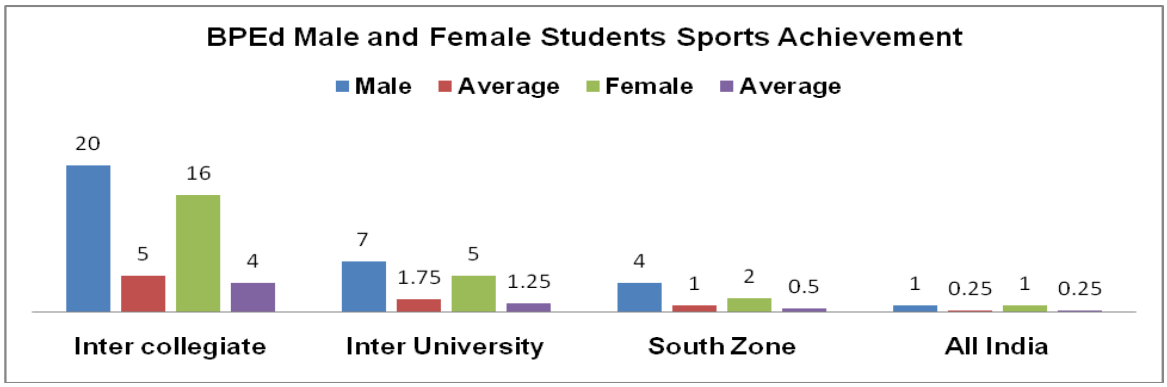
BPEd Female Students Sports Achievements				
	Inter collegiate	Inter University	South Zone	All India
Students	16	5	2	1
Average	4	1.25	0.5	0.25

The above table represent the sports achievements of BPEd Female students here the graph shows that Here the average intercollegiate sports achievements in 4 the average inter university sports achievement is 1.25 then south zone sports achievements is 0.5 and all India achievement is 0.25.

Table 06.Sports Achievements of BPEd Male and female Students in Mangalore University.

BPEd Male and Female Students Sports Achievements				
Students	Inter collegiate	Inter University	South Zone	All India
Male	20	7	4	1
Average	5	1.75	1	0.25
Female	16	5	2	1
Average	4	1.25	0.5	0.25

Graph 06.Average sports achievement of BPEd male and female students.



From the above the tableand graph it is clear that, the BPEd male students have more sports achievements than BPEd female students of Mangalore University for the period 2017 and 2018.

Conclusion

The sports achievement of B.PEd and M.PEd students were examined in this study. In this study we found that the B.PEd students are performing well in sports activities. Where as the M.PEd students are more focused about their academicals performance. It may be because the B.PEd students are fresher's and they wanted to involve more in sports activities than academic activities. But the M.PEd students are the students who are leaving the college for their future purpose and they want make more progress in academic rather than sports activities where they have already achieved during their BPEd course and also age restriction of participation in sports according ugc rules and regulation.

To conclude, both of BPEd and MPEd students are focused about their academically and sports activities. But they are varied in their personal interest. BPEd students are focused and involved in sports activities while MPEd students are more involved in academical activities for their future benefit.

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Anthropometric and Physical Fitness Profiles of Ethiopian University Basketball Players

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Abstract
The purpose of this study was to compare selected anthropometric measurements and physical fitness variables among different Ethiopian university basketball players. A sample of 200 basketball players was identified using multistage sampling techniques. First, the universities were stratified into three i.e. first, second and third generation based on their year of establishment. Then using simple random sampling a target of 12 universities has been selected. The mean of anthropometric variables including weight, height, body mass index, arm length, palm length, and leg length and physical fitness indicators involving speed, agility, flexibility, power, cardiorespiratory endurance, and strength were compared for basketball players with a significance $P<0.05$. One way Analysis of Variance (ANOVA) was used to find out the significant differences with to selected anthropometric measurements and physical fitness variables by Scheffe's post-hoc test. The results revealed a significant difference among the first generation, second generation and third Generation University Basketball players on both target anthropometric measurement and physical fitness variables (at $p<0.05$).
Key words: Basketball, Physical fitness, Generation, Anthropometric

Introduction

Basketball is one of the most popular team sports games played in almost every country, ball games require inclusive ability including physical, technical, mental, and tactical abilities. Among them, physical abilities of players exert marked effects on the skill of the players themselves and the tactics of the team, because ball games demand repeated maximum exertion such as Speed, Agility, Flexibility, Explosive Power, Cardio-respiratory endurance and Strength, Therefore, players must have the physical abilities to make rapid and powerful movements, and aerobic and anaerobic capacities that make them competent in Prolonged vigorous offensive and defensive maneuvers. Such physical abilities are important for basketball players to win. (Tsunawake et al., 2003)

Basketball is a multifaceted sport that consists of complex and simple movement in terms of assistance, solidarity, performed by members of the team in the game. The objective of basketball is throwing the ball into the opponent's basket and prevents the opposing player to win or throw the ball in the basket. Therefore, Basketball is the game of movements, habits, mistakes, balance, and reflex, a game of reaction, the collaboration, timing, the triangle play, support, opening, and closing holes. It is also individual and group game, game information, arranged a series of tasks (Trninić, 1996).

Basketball is a dynamic game with a variety of tactical solutions, outstanding technical skills, appropriate somatic features, and intelligence. One of the most important tasks for the coaches includes the maintenance of functional abilities and effectiveness during the game. Significant progress has been made in this field lately. Therefore, basketball became a more effective and dynamic game. The major components of conditioning for basketball have been identified as anaerobic power, aerobic capacity, muscular strength, endurance and flexibility (Mikolajec K.et al 2005)

This research is set to achieve an objective of comparing the Anthropometric and physical fitness among Ethiopian university basketball players. Anthropometric and Physical fitness variables are among the main indicators of basketball skills performance. As far as the knowledge of the researcher is concerned, employing these to variables, a few research has been conducted in the study area. The importance of the study can also be revealed in its potential to serve as a guideline in basketball players screening in the study area since no scientific procedure is in use so far.

Therefore, in order to fill the aforementioned gaps, the following research questions were developed.

Do the anthropometric measurements of basketball players in Ethiopian universities differ?

Do the physical fitness of basketball players in Ethiopian universities differ?

The objective of the study

To compare selected anthropometric measurements and physical fitness variables among different Ethiopian university basketball players

Material And Methods

Research design

The research employed a cross-sectional quantitative survey research design.

Study population, sample size, and sampling techniques

Basketball players at Ethiopian Universities were used as the target study population. In order to optimize the research output, the universities were clustered into three based on their year of establishment. Hence, first generation universities with age of 12 years and above, second generation universities with age of 8 to 12 years and third generation universities with age of fewer than 7 years. There are a total of 34 Ethiopian public universities, where each has basketball teams.

A multistage sampling technique is employed during the study. First, the universities were categorized into three clusters. Second, from each stratum, sample universities were selected using simple random sampling technique so as to give equal chance to be selected; hence, the two-stage sampling is called stratified random sampling techniques. Then a proportional sample size has been drawn from selected universities. Accordingly, 12 representative Ethiopian university basketball teams (2 from the first generation, 5 from the second generation and 5 from the third generation) were selected for the study. Finally, a total of 200 samples were selected and used for the study.

Measurement and Data Collection Instrument

The samples were used to measure the study variables i.e. anthropometric measurement and physical fitness. Anthropometric were measured by variables including weight, Height, BMI, Arm length, Palm length, and Leg length. On the other hand, the determinants of physical fitness variables involve speed (50m dash), agility (SEMO agility test), power (sergeant jump), endurance (Harvard step test), and strength (handgrip dynamometer).

Statistical Analysis

A statistical tool SPSS Version 20 was used to analyze the data. While undertaking the analysis of data collected from study samples, descriptive statistics, Analysis of the Variance (ANOVA) and Scheffe Post Hoc test was employed to compare anthropometric measurement and physical fitness variables of the university basketball players based on year of establishment with a significance level of $P < 0.05$.

Results

The result of this anthropometric measurement and physical fitness variables of Ethiopian University basketball players among different group presented in table -1. The mean and standard deviation values of anthropometric measurements i.e. weight, height, arm length, palm length, and leg length. While comparing the means, it is revealed that first generation university basketball players had better weight, height, arm length, palm length, and leg length second and third generation. It is also observed that selected physical fitness variables comparing the means it is revealed that the first generation had better speed, agility, flexibility, power, endurance, and strength. However, basketball players of different generation have different performance level.

Table 1: Descriptive Statistics of Anthropometric measurement and Physical Fitness Variables of University basketball players based on year of establishment

Variables	Year of Establishment of Ethiopian University					
	First generation		Second generation		Third generation	
	Mean	SD	Mean	SD	Mean	SD
Age (year)	21.90	1.83	22.30	2.07	22.29	1.71
Weight (kg)	76.55	11.64	69.20	10.32	63.37	8.43
Height (m)	1.88	0.11	1.81	0.82	1.76	0.07
BMI (kg / m^2)	21.51	1.09	20.88	1.24	20.21	1.17
Arm length (cm)	90.40	7.39	85.26	6.14	81.83	5.26
Palm length (cm)	20.90	1.70	19.78	1.39	18.94	1.18
Leg length (cm)	108.63	10.42	101.68	9.43	96.82	6.90
50 Meter Dash speed test	6.93	0.67	7.40	0.79	7.81	0.64
SEMO Agility test	10.14	0.98	10.97	0.97	11.41	0.89
Sit and reach test for Flexibility	39.40	2.79	37.46	2.78	35.94	2.49
Sergeant jump for Explosive Power	62.00	2.051	60.49	2.28	59.11	2.36
Harvard step test for Endurance	86.45	2.14	85.00	2.09	83.70	2.04
Hand Grip dynamometer for strength	111.65	2.32	109.95	2.23	108.75	2.09

The results were displayed in Table - 2 there were significant mean differences in each anthropometric variable as the obtained ‘F’ value with regard to weight, height, body mass index, arm length, Palme length, and leg length were 24.074, 24.241, 16.697, 26.643, 27.166 and 24.588 respectively. These were much higher values than the value 4.605 required ‘F’ value to be significant at .01 level with 2 and

197 degrees of freedom. As the 'F' value was found significant in the case of all the anthropometric variables, the Scheffe's Post Hoc Test was applied to test in which groups(university generation) there was a significant mean difference of anthropometric variable.

Table- 2 Analysis of variance of mean difference in Anthropometric variables among Ethiopian university basketball player across the year of establishment of the university

Variables	Source of Variables	Sum of squares	DF	Mean squares	'F' Values	Sig.
Weight	Between Group	4726.305	2	2363.153	24.074	.000**
	Within Group	19338.226	197	98.164		
	Total	24064.532	199			
Height	Between Group	.375	2	.178	24.241	.000**
	Within Group	1.449	197	.007		
	Total	1.806	199			
Body mass index	Between Group	47.237	2	23.618	16.697	.000**
	Within Group	278.664	197	1.415		
	Total	325.900	199			
Arm Length	Between Group	1976.918	2	988.459	26.643	.000**
	Within Group	7308.638	197	37.100		
	Total	9285.555	199			
Palm Length	Between Group	104.317	2	52.159	27.166	.000**
	Within Group	378.237	197	1.920		
	Total	482.555	199			
Leg Length	Between Group	3753.400	2	1876.700	24.588	.000**
	Within Group	15036.475	197	76.327		
	Total	18789.875	199			

**Significant at 0.01 Level. F.01 (2, 197) Tabulated ''F" value = 4.605

As the p-value column (which is less than 0.05) in Table - 3 reveals, there was a significant mean difference of anthropometric variables between each generation. The mean difference column (I-J) shows the mean value of all anthropometric variables was greater in the first generation followed by the second generation. It is to mean that the difference of mean value in the first generation and second generation; the difference of mean value between first and third generation; and the difference of mean value between second and third generation universities were positive. This tells us that the mean value of anthropometric variables in older universities was higher than younger universities.

Table- 3 Multiple comparisons of Anthropometric variables of university basketball players based on year of the establishment by using ScheffePost Hoc test

Variables	(I) Year of establishment of university	(J) Year of establishment of university	Mean difference (I – J)	Std. Error	Sig.
Weight	1st G	2nd G	7.34575	2.17340	.004**
	1st G	3rd G	13.17250	2.06885	.000**
	2nd G	3rd G	5.82875	1.49096	.000**
Height	1st G	2nd G	.6663	.01990	.004**
	1st G	3rd G	.11488	.01949	.000**
	2nd G	3rd G	.0482	.01234	.000**
BMI	1st G	2nd G	.62418	.23032	.027**
	1st G	3rd G	1.29228	.23032	.000**
	2nd G	3rd G	.66810	.18805	.002**
Arm Length	1st G	2nd G	5.138	1.356	.001**
	1st G	3rd G	8.575	1.309	.000**
	2nd G	3rd G	3.438	.905	.001**
Palm Length	1st G	2nd G	1.125	.312	.002**
	1st G	3rd G	1.962	.301	.000**
	2nd G	3rd G	.837	.205	.000**
Leg Length	1st G	2nd G	6.950	1.957	.002**
	1st G	3rd G	11.800	1.820	.000**
	2nd G	3rd G	4.850	1.307	.001**

*.The mean difference is significant at the 0.05 Level

The analysis of data in Table - 4 reveals that there were significant differences in each physical fitness variables as the obtained 'F' value with regard to 50 meter dash speed run, SEMO agility test, sit and reach test for flexibility, sergeant jump for explosive power, Harvard step test for endurance and handgrip dynamometer for strength were 20.620, 23.952, 22.857, 22.260, 24.054 and 23.428 respectively. These values were much higher than the value 4.605 required for 'F' value to be significant at ($p<0.05$) level with 2,197 degrees of freedom. As the 'F' value was found significant in case of physical fitness variables the Scheffe's Post Hoc Test was applied to test the significance of difference mean values of physical fitness variables between generations on their year of establishment of the university.

Table 4: Analysis of variance (ANOVA) of physical fitness variables among Ethiopian university basketball player across the year of establishment of the university

Variables	Source of Variables	Sum of squares	DF	Mean squares	'F' Values	Sig.
50 Meter Dash speed test	Between Group	21.075	2	10.537	20.620	.000**
	Within Group	100.670	197	.511		
	Total	121.745	199			
SEMO Agility test	Between Group	42.777	2	21.389	23.952	.000**
	Within Group	175.918	197	.893		
	Total	218.696	199			
Sit and reach test for Flexibility	Between Group	326.305	2	163.152	22.857	.000**
	Within Group	1406.175	197	7.138		
	Total	1732.480	199			
Sergeant jump for Explosive Power	Between Group	230.505	2	115.253	22.260	.000**
	Within Group	1019.975	197	5.178		
	Total	1250.480	199			
Harvard step test for Endurance	Between Group	208.720	2	104.360	24.054	.000**
	Within Group	854.700	197	4.339		
	Total	1063.420	199			
Hand Grip dynamometer for strength	Between Group	226.880	2	113.440	23.428	.000**
	Within Group	953.900	197	4.842		
	Total	1180.780	199			

**Significant at 0.01 Level. F.01 (2, 197) Tabulated ''F" value = 4.605

The results presented in Table – 5 reveals that all three group means were significantly different from one another for their physical fitness variables. It means that all the three group i.e. first generation university, second generation university and third generation university basketball players were significantly different ($P<0.05$) in 50 meter dash speed run, SEMO agility test, sit and reach test for flexibility, sergeant jump for explosive power, Harvard step test for endurance and handgrip dynamometer for strength mean values. It was seen in the table - 5 negative sign in mean difference (I-J) shows mean values of SEMO Agility test and 50 Meter Dash speed test in first generations were less than second generations and also less than third generations.

Table – 5 Multiple Comparisons of physical fitness variables of university basketball players based on year of the establishment by using Scheffe Post Hoc test

Variables	(I) Year of establishment of university	(J) Year of establishment of university	Mean difference (I – J)	Sig.
SEMO Agility test	1st G	2nd G	-.82375	.000**
	1st G	3rd G	-1.26625	.000**
	2nd G	3rd G	-.44250	.014**
Sergeant jump for Explosive Power	1st G	2nd G	1.513	.003**
	1st G	3rd G	2.888	.000**
	2nd G	3rd G	1.375	.001**
Harvard step test for Endurance	1st G	2nd G	1.450	.002**
	1st G	3rd G	2.750	.000**
	2nd G	3rd G	1.300	.001**

Hand Grip dynamometer for strength	1st G	2nd G	1.700	.000**
	1st G	3rd G	2.900	.000**
	2nd G	3rd G	1.200	.003**
50 Meter Dash speed test	1st G	2nd G	-.4662	.003**
	1st G	3rd G	-.8750	.000**
	2nd G	3rd G	-.4087	.001**
Sit and reach test for Flexibility	1st G	2nd G	1.938	.001**
	1st G	3rd G	3.462	.000**
	2nd G	3rd G	1.525	.002**

*.The mean difference is significant at the 0.05 Level

Discussion

The purpose of the present study was to compare selected anthropometric measurements and physical fitness variables among different Ethiopian university basketball players. The main results of the present study indicate that the anthropometric and physical fitness of the first generation, second generation and third generation of Ethiopian University basketball players are significantly different. The results support the previous investigation indicating a significant difference regarding the anthropometric measurement (Puente, C. et al 2017). The anthropometric measurement involved in sports performance has long been of interest to players, coaches, sports physiologists, and sports scientists. Thus, important for selection criteria, measurements of body size, structure, there is a wide range of ideal body shapes and compositions, depending on the sports, the playing position and the fitness level. However, the teams from Africa and Asia are comparably shorter than the majority of European Teams (Taborsky, 2007). In basketball, greater height and body sizes are significant contributors to better performance (Ziv, G., & Lidor, R. 2009). For example, basketball players are short and have short limbs than players of other sports like volleyball and handball (Bayios, I. A., 2006). Similarly, compared to international standards the height of the basketball players of all the three study group is short although the players in the first generation University is better related the second and third generation University basketball players.

The comparison between groups indicates that in terms of height and weight the first generation is better than the second generation and the second generation is better than the third generation. The rationale beyond this difference results from the variance in training environment, coaches' experience and nutrition which is basically gets improved with the ages of the institutions.

The body mass index (BMI; weight/height2) is a parameter that is widely used in adult populations such as an internationally recognized definition of underweight, normal, overweight and obesity (ACSM's, 2008). Fortunately, the body mass index of all three groups under study is of normal weight according to the established literature though there is a significant difference among the groups. Indeed, we found that arm length, palm length and leg length of the first generation and second generation players were significantly higher than third generation University basketball players. The variance traces back to the strict recruitment criteria followed by the first and second generation.

The physical fitness of basketball players is important predictive factors of whether the player will reach the top level of their chosen sports discipline (Sallet et al., 2005). Physical fitness is, in a very broad sense, determined by the individual's capacity for optional work and motor and sports performance (Astrand & Rodahl, 1986). The findings of the present study revealed that the first generation had better speed and agility than the second and third generation of university basketball players. Still, first generation basketball players showed better power than second and third generation. The findings of better power in the first generation are in agreement with the previous study of (Abdelkrim et al. 2007), they reported that during a basketball game Significant differences have been observed among basketball players of different playing positions i.e. guards, centers and forwards with regard to the selected physical fitness variables i.e. power, speed, agility, and coordination. The observed results of the present study are in agreement with the study of (Trninic et al. 1999). The results of this investigation also demonstrate that each generation of basketball playing requires particular physical fitness attributes depending on the performance. In this sense, the third generation shows lower physical fitness than the other generations. The reason of the physical fitness difference among the group of players includes training system, the inadequate coaching style, environmental factors, facility and equipment availability, background and experience of the players, nutrition, and difference of players' heredity.

Conclusion

There was a significant difference among the first generation, second generation and third generation University Basketball players on selected anthropometric measurement such as weight, height, BMI, arm length, Palm length, leg length. Hence, first generation University basketball players were better in anthropometric measurement than the second and third generation of University basketball players.

There was a significant difference among the first generation, second generation and third Generation University Basketball players on selected physical fitness such as speed, agility, flexibility, explosive power, cardiovascular endurance, strength. Specifically, first generation University basketball players had better power and speed than their counterparts; second and third generation of University basketball players. It is also observed that second had better agility than their counterparts; third generation of University basketball players

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Comparative Study On Speed Among The Government And Private School Cricket Players In Vizianagaram District Of Andhra Pradesh

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Abstract

Speed is the quickness of movement of limb or the rate of change of body movement. Literally speed is measured by dividing distance by time in short runs. However in sports time of spirits of 60 yard dash. Itself is consider as measure of one's speed instead of converting in meters per seconds. It is recorded as second per 60 yards per 30mints. Speed is need in cricket to run fast between the wickets and to bowl fast bowling and to field the ball with an injury as quickly as possible.For this purpose of study 150 boys were select and their age were ranged item 12 to 14 years from government and private schools of vizianagaram district of Andhra Pradesh. Revalued that the mean values of government school cricket players on speed 7.71 is significant little being than the mean value of private school cricket player 7.62 Key Words : Speed , Injury , Acceleration

Introduction :

Cricket is basically a bat and ball game being played between two teams of eleven members. It is one of the oldest sports in the world and has it origin 16th century in England.

The expansion of British Empire spread this one's colonial recreational sports into spirits game to all corners. Today cricket seems to be a virtual life line of many common wealth nations cricket is the game which each team has to bowl and bat according to certain rules and regulations . In olden days the game was played under different names in different countries. The game of cricket is develop from a simple game of hitting on a object with a piece of wood. Basically it is a battle between a bat and a ball. But the approach has changed from time to time, cricket is played in many forms such as a test, one day, international, 20 -20. Cricket is played more than 120 countries around the globe.

Speed is the ability to perform fast movement in cricket speed is need for quick running between the wickets, speed is required for fast bowling, Speed is need to reach stumps quickly, Speed is need to reach the ball quickly and throw the ball quickly, Speed is need to reach the direction of the ball to field or to catch the ball. Acceleration speed is need to achieved the speed from statutory position to loco motor speed is need to maintain the maximum speed in fields of bowling. Speed endurance is need to bat for long hours and to bowl as many over's as possible. S.santosh kumar and Pushpa rajan mention the effect of varied modalite on speed of training on speed of male cricket players. They finds of the study revealed that due to the effect of eight weeks combination of sprint and aerobic training showed the better improvement.

Purpose Of This Study

The purpose of this study has to compare speed among the government and private school cricket players in vizianagaram district of Andhra Pradesh.

Methodology

In this study one hundred and fifty students boys cricket players were selected from government and private school cricket players the subject age was ranged between 12 to 14 years selected for this present study.

Selection Of The Variables

Only the boys were selected for this study and their were ranged between 12 to 14 years.

Statistical Technique

For the purpose of analysis of data descriptive (mean and standard deviation) and independent t test was applied to compare speed among the government and private school cricket players in vizianagaram district of Andhra Pradesh. The level of significance was set at 0.05.

Table 1 : The Mean Standard Deviation and t-Value Values on Speed of government school and Private school of Cricket Players

The mean, standard deviation and 't' ratio values on Speed between Government school cricket players and Private school cricket players was analysed and presented in Table-1.

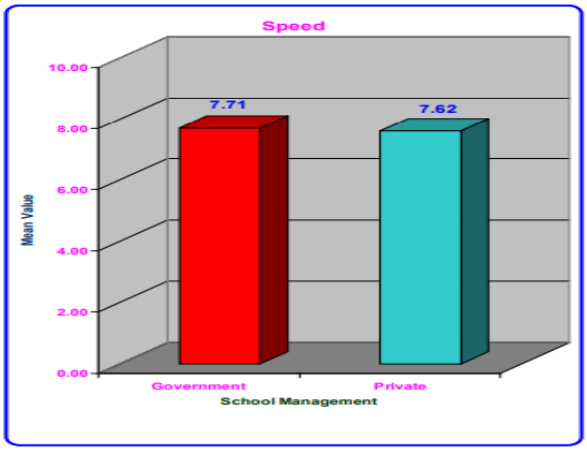
Variables	School	N	Mean	Std. dev.	t-ratio	p-value
Speed	Government	150	7.71	0.52	1.62^{NS}	0.11
	Private	150	7.62	0.49		

NS : No Significant

Table-1 showed that the mean values of Government school cricket players on Speed (7.71) is slightly higher than the mean value of Private school cricket players (7.62). The Std. Dev. Values are 0.52 and 0.49 respectively. The t-ratio is found to be 1.62 and the p-value is 0.11 which is not Significant. Hence, the null hypothesis is accepted. The results of study showed that there was no significant difference that exists between government and private school cricket players on speed.

The mean values of government school cricket players and private school cricket players on speed were graphically represented Figure-1.

Figure – 1: Mean Comparison between government school cricke : Mean Comparison between government school cricket players and private school cricket players on speed



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Conclusion :

It was concluded from the study that there was a No Significant difference between government school cricket players and private school cricket players as speed.

Suggestions :

Similar study may be conducted by taking female subjects Similar study may be conducted by taking more subjects Similar study may be conducted on various level players such as College players, University players.

Recommendations :

The findings of the study are helpful to Physical Directors to assess the physical fitness of their students and prepare plan for improvement in their physical fitness levels.It also recommended that the government must emphasis play ground facilities in all secondary schools in the District.

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The Effect Of Selected Therapeutic Exercises For Management Of Type Ii Diabetes In The Case Of Arba Minch General Hospital

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Abstract
The study was conducted to investigate the effect of selected therapeutic exercises for management of type II diabetes patients in the case of Arba Minch General Hospital. The subjects of the study were selected from Arba Minch General Hospital outpatient department and their age ranges between 36-55 years. Subject of the study were screened by using availability sampling techniqueand selected participant were assigned systematically to either experimental (n = 11) or control group (n=11). Experimental groups followed a supervised therapeutic training program three times per a week for 12 weeks and 40-60 minute duration per day. To this end quasi experimental research design followed by comparative approach was employed. Descriptive statistics and paired sample t test was utilized to determine the significance change at 95 % confidence level ($p < 0.05$) of the outcome measures from pre to posttest in both groups. Participants completed body mass index, fast blood glucose, heart rate, blood pressure, triglyceride, total cholesterol and uric acid measures. The result obtained in this study indicates that in experimental group were significant improvements in body mass index, fast blood glucose, and Serum uric acid, but mean value of few physiological variable increases in the case of heart rate, triglyceride and total cholesterol in both group but statically no significant difference. In conclusion, some selected therapeutic exercise training counteracted improves physiological health function of type 2 diabetic patients in intervention group while the control group did not improve physiological health function without the involvement of selected therapeutic exercise.
Key word: type 2 diabetes mellitus, therapeutic exercise, fasting blood

Introduction

BACKGROUND OF THE STUDY

Diabetes Mellitus (DM) is a syndrome constituting a public health problem due to its high prevalence morbidity, mortality and treatment cost. It is estimated that the number of individual with DM worldwide will be 42% higher by 2030. Risks which is due to cardiovascular, renal, and neurologic complications. The prevalence of type 2 diabetes is also increasing rapidly and compromises a major health problem globally [1]. Diabetes mellitus is the fifth leading cause of death in most high developing countries and there is substantial evidence that it is epidemic in many low and middle income countries [2]. According to WHO report the number of adults with diabetes in the world is predicted to increase from 150 million in 2000 to 300 million in 2025 in industrialized countries. While in developing countries that number will more than double. In 2025 more than 75% of the world's diabetic population will be living in developing countries [3,4]. In Africa, International Diabetic Federation (IDF) estimated about 19.8 million adults were estimated to have diabetes and regional prevalence of DM is 4.9 % out of this more than 50% lives in four highly populated countries, namely Nigeria, South Africa, Ethiopia and Tanzania[5]. In Ethiopia, IDF reported about 1.9% million adults aged 20 – 79 years were estimated to have diabetes in 2013 and another 2.9 million people living with impaired glucose tolerance who are at higher risk of developing diabetes. With national diabetes prevalence of 4.36% and there was about 34.262 estimated diabetes related occurred in same year [5].

People with DM are at increased risk of a number of disabling and life threatening health problem. Persistent higher blood glucose level can result in serious health condition affecting heart blood vessel, kidney and nerves [6,7,8,9].Maintenance of blood glucose levels that prevent the diabetes related complication requires an appropriate balance between dietary intake, physical activity and avoiding drug intake [10].In Ethiopia, the disease prevalence is increased because a sedentary life style most people being attacked by hypokinetic disease such as diabetes, hypertension, coronary heart disease (CHD) and the like. This is caused by lack of awareness and their attitudes towards the benefits of physical exercise for their health. Similarly, Inthe study area type II diabetes patients had been leading sedentary life style disease due to poor culture of having from regular physical exercise for improvement of sport skills or health promotion. The reasons for this low rate exercise participation is not an easy thing to implement in patients with T2DP, lack of awareness about physical training, area restrictions(humidity and hotness of area), and lack of motivation. Another reason is that the actual techniques and goals of exercise therapy are often difficult to understand by both the patient and the instructor.
Behavioral modification through diet and exercise are attractive and have the advantage of modifying
Other associated conditions such as diabetes type2, coronary artery disease ,hypertension and obesity[11].However life style modifications are extremely difficult to sustain over the lifetime of a given individual. In addition, it is likely that different strategies may need to be adopted indifferent ethnic groupsTo improve adherence to measures which will promote healthy lifestyles [12]. Recent studies have shown that aerobic exercise alone, or combined with resistance or strength training, is likely to be beneficial in improving metabolic control in subjects with type 2 diabetes [13]. Exercise and physical activity is considered to have a moderate affection glycemic control [14]. The earliest indication that exercise has the potential to improve insulin sensitivity was put forward by after12weeks of exercise or physical training,therewasasubstantialfallincirculatingfastingandpost-prandial insulin concentrations without any changes in plasma glucose levels [15,16].To date, in Ethiopian, there is no single study on the treatment of Diabetic type II disease by therapeutic exercise in particular, as there are no documented reports aimed at the aforementioned topic. Thereby, this research may throw up many questions that need further investigation and experience about the treatment and effect of therapeutic exercise on type II diabetes. Moreover, it assists to adopt appropriate method of managing type II diabetes by therapeutic exercise throughout the Ethiopia particularly in Arba Minch.

Objective Of The Study

To explore the effect and results of selected therapeutic exercises on bringing change of diabetes type II patients physiological variables.
To identify the effect of selected therapeutic exercises to brings change about the hematological changes of diabetes type II patients.

Materials And Methods

The present study was designed to evaluate the effects of 12 weeks of therapeutic exercise training on people living with type II diabetes quasi experimental research design was used. Physiological (HR, BP, BMI) and Blood chemistry(blood glucose testing, Lipid profile TC, TG and Serum Uric acid test were measured pre and post-treatment. The subjects were 22 adult patients with T2DM who visited our Arba Minch General hospital between Marchs to May 2017 and were judged by professional physicians as fit to receive exercise therapy. In addition, at the beginning of the study, the methods and purpose of the research and the voluntary nature of cooperation were explained verbally and in writing, and written agreement was obtained from all patients. The selected sample were grouped in to experimental and control group, five female and six male total 11 participants for the experiment and seven females and four males total 11 were used for control group regarding on the designed parameters and mechanisms.The study was conducting all actions according to Arba Minch University rules, policies and codes relating to research ethics. Therefore the researcher needs to include a statement of ethical consideration and needs to abstain ethical clearance.

Experimental measurements

Table 1. Baseline of participant physical characteristics

	Experimental group(N=11)	Control group (N=11)
Age(years)	43±5.31	44±3.20
Weight(Kg)	71.81±7.89	73.84±7.89
Height(m)	1.66±0.10	1.69±0.20
BMI(Kg/m2	26.10±1.81	25.9±091

Table 1, Participants' dropouts were due to the inability to commit to the 12 weeks of training, family problems, and need to accompany their children overseas. There were no cases of injuries due to training or side effects from therapeutic training.

Inclusive and Exclusive criteria

Medical checkup was taken for selected participants to the specific study. The participants were complete and sign medical history questionnaire consent form. Invasive method of medical examination was used in order to check whether the participants are free from pregnancy and complications (heart problem, cancer, stroke, hypertension, bariatric surgery and etc...). This medical examination was taken in Arba Minch General Hospital. The selected volunteer participants were responded the designed inclusive eligible criteria.

Instrumentation

Anthropometric and Body Composition

Height and weight were measured using by calibrated digital stadiometer and weighing machine, Body mass index is calculated using body mass index formula i.e.weight (kg) divided byheight (m^2).

Blood glucose level test

Glucose is the chief source of energy for all living organisms, however, abnormally high or low blood glucose levels may be a sign of disease. So glucose and other parameters were tasted by Hospital laboratory technician.

Serum uric acid test

This test was measure the amount of uric acid in blood. It was used to evaluate nucleoprotein metabolism (how protein in the cells are obtained).

Resting Heart Rate (HR) and blood pressure (BP)

Each subjects resting blood pressure (BP) and Heart rate (HR) was measured in the seating position (after five minutes rest). Digital sphygmomanometer was used to determine each subject's arterial resting BP and HR. the left arm of each subject was supported and utilized throughout the investigation.

Total Cholesterol (TC) Test

The total blood cholesterol was measured all types of cholesterol, Low density lipoprotein, high density lipoprotein and triglyceride all together. The absorbance of the sample and standards was taken by using 546nm wave length against reagent blank on humalyzer-3000 equipment.

Triglyceride Test

This test was measure the amount of triglyceride in blood. The absorbance of the sample and the standards was taken by using 546 nm wave lengths against blank on humanizer-3000. It was used to diagnose and monitor disorder of lipids (fat) in blood and to help determine the risk of developing heart disease.

Method and procedures of data collection

Both groups underwent the same fasting blood glucose and total blood cholesterol laboratory tests were strictly measured and recorded by qualified laboratory technician. The laboratory tests were focus on fasting blood glucose and total blood cholesterol, triglyceride and uric acid. Physiological tests, heart rate and blood pressure to evaluate from the normal values of comparison with humalyzer-3000 blood chemistry analyzer.

Blood collection procedure

First sterile dry and plastic syringe of the capacity was required (5ml capacity with 20 gauge needle).Appropriate disposable needles, cotton balls or swabs, sharps disposal container, markers and centrifuge machine.2ml of blood was collected. The blood in an EDTA – ant coagulated tube was mixed immediately.Assign the box number to aid location in the freezers, freeze the blood sample at –80%.Using appropriate diluents and dilutions the number of FBG, TC and TG will be estimated from the humalyzer-3000 blood chemistry analyzer.

Exercise Training Protocol

The selected groups underwent the same therapeutic training conducted by qualified trainers for 12 weeks; three times per a week for 40- 60min per session involving 36 sessions were engage in moderate intensity exercise program (40% - 60% of their maximum heart rate (HRmax) on alternate days. The exercise training program was consisting of aerobics, resistance and flexibility exercise for during the study period eating habits of variables was informed that the diet should be as usual pattern. The participants were first session to test blood glucose level before and after therapeutic exercise. Wear good quality, well fitting, closed in foot wear as recommended. Stay well hydrated. Drink enough water to avoid thirst and remember you will need a bit more than usual while being active. The exercise protocol was approved by the university guidelines and was given to the Arba Minch General Hospital and Arba Minch University Gymnasium.

Statistical analysis

The pretest and post test data was analyzed using SPSS statistical version 20 software packages. Descriptive statistical technique was calculating the mean and standard deviations. After collecting data on those parameters as blood glucose from the experimental participants; Mean scores of the variables was analyzed through paired sample t test and level of significant at <0.05 was considered.

Results

Participants' Characteristics

Both groups showed no significant difference in physical characteristics, at pre intervention stage. Physical characteristics of the participants by age group are presented in Table 1.

Body Composition

Table 2. Paired Samples Test for Body mass index (BMI)

BMI(kg/m^2)		Paired Differences					t	df	Sig. (2-tailed)
		Mean	SD	SE	95% COID				
					Lower	Upper			
Pair 1	ExpPreBMI – ExpPosBMI	.191	.223	.06	.044	.342	2.890	10	.016
Pair 2	ConpreBMI – ConPosBMI	-.309	.372	.112	-.559	-.058	-2.751	10	.020

Exp=experimental, Pre=pretest BMI=body mass index, Con= *control group, N=number of subject, M=mean, SD=standard deviation, SED=standard error of the mean,* CIOTD = Confidence Interval of the difference

The paired samples t-test shows that the obtained t-value for BMI for experimental group was 2.89 (df 10) which is greater than the critical t-value 2.22. The p-value was .016 which is less than 0.05. On the other hand the control group of BMI -2.751 (df 10) which is less than the critical t-value 2.22, in both group the p-value also less than the significance level, There for, there was statistically significant change both group of BMI.

Table 3. paired sample t- test for fast blood glucose FBG (mg/dl)

FBG (mg/dl)		Paired Differences					t	df	Sig. (2-tailed)
		Mean	SD	SE	95% COID				
					Lower	Upper			
Pair 1	ExpPreFBG – ExpPosFBG	109.904	66.170	19.951	65.451	154.593	5.501	10	.000
Pair 2	ConPreFBG – ConPosFBG	-3.455	3.751	1.131	-5.975	-.934	-.3.054	10	.012

Exp= experimental, Pre=pretest, FBG=fast blood glucose, Con=control group, N=number of subject, M=mean, SD=standard deviation, SED=standard error of the mean, CIOTD = Confidence Interval of the Difference

In the above table 3, the paired sample t-test shows that the obtained t- value for FBG level was 5.50 (df, 10) which is greater than the critical t-value. The p-value was less than 0.05. There for, there was statistically significant change in FBG level after intervention. Similarly there was significant difference between pre and post scores on FBG for control group. But the result showed minor incensement from pretest result. From this result we can see that the intervention brought a significant change on the FBG after 12 weeks therapeutic exercise.

Table 4. Paired sample t-test for Systolic blood pressure (SBP)

SBP(mmHg)		Paired Differences					t	df	Sig. (2-tailed)
		Mean	SD	SE	95% COID				
					Lower	Upper			
Pair 1	ExpPreSBP – ExpPosSBP	6.454	5.260	1.586	2.920	9.988	4.069	10	.002
Pair 2	ConPreSBP – ConPosSBG	-1.181	1.990	.600	-2.519	.155	-1.969	10	.077

Exp=experimental, Pre=pretest, SBP=systolic blood pressure, Con=control group, N=number of subject, M=mean, SD=standard deviation, SED=standard error of the mean, CIOTD = Confidence Interval of the difference

Table 5. Paired sample T-test for diastolic blood pressure (DBP)

DBP(mmHg))	Paired Differences					t	df	Sig. (2-tailed)
	Mean	SD	SE	95% COID				
				Lower	Upper			
Pair 1 ExpPreDBP – ExpPosDBp	6.545	3.266	.985	4.350	8.740	6.645	10	.000
Pair 2 ConPreDBP –ConPosDBP	-1.636	5.427	1.636	-5.282	2.009	-1.000	10	.341

Exp=experimental, Pre=pretest, DBP=diastolic blood pressure, Con=control group, N=number of subject, M=mean, SD=standard deviation, SED=standard error of the mean, CIOTD =Confidence Interval of the difference

In the above table 4 and 5, significant difference was noted in SBP and DPB during post-test in experimental group (both the p-value SBP and DBP was less than 0.05, df, 10). However there was no significant improvement also found in both SBP and DBP the control group because the p value of SBP 0.07 and DBP was 0.34 which is greater than 0.05.

Table 6 Paired sample T-test for triglyceride level (TG mg/dL)

TG	Paired Differences					t	df	Sig. (2-tailed)
	Mean	SD	SE	95% COID				
				Lower	Upper			
Pair 1 ExpPreTG – ExpPosTG	9.240	58.171	17.530	-29.83	48.32	.520	10	.610
Pair 2 ConPreTG – ConPosTG	-3.272	5.497	1.657	-6.965	.420	-1.975	10	.077

Exp=experimental, Pre=pretest, TG=triglyceride level, Con= control group N=number of subject, M=mean, SD=standard deviation, SED=standard error of the mean, CIOTD = Confidence Interval of the Difference

In the above table 7, the paired sample t-test showed that the obtained t-value for TG was 0.61 for experimental group and the control group was .077(df, 10), which is less than the critical t-value 2.22. There for, there was no statistically significant change shownin all group of TGlevel.

Table 7. Paired sample T-test for total cholesterol level TC (mg/dL)

TC	Paired Differences					T	Df	Sig. (2-tailed)
	M	SD	SEM	95% CIOTD				
				Lower	Upper			
Pair 1 ExpPreTC – ExPosTC	-2.850	14.781	4.451	-12.780	7.072	.641	10	.536
Pair 2 ConPreTC – ConPoTC	-4.909	14.842	4.475	-14.880	5.062	-1.097	10	.298

Exp=experimental, Pre=pretest, TC=total cholesterol level, Con=*control group, N=number of subject, M=mean, SD=standard deviation, SED=standard error of the mean,* CIOTD= Confidence Interval of the difference

In the abovetable7, the paired sample T-test showed that the obtained t-value for TC was .641for experimental group and the control group was -1.097, (df, 10) which is less than the critical t-value 2.22. The p-value TC for experimental group was .536 and control group .298 which greater than 0.05. There for, there was no statistically significant change in TC in both groups.

Table 8. Paired sample T-test for uric acid level (UA (mg/dL)

UA	Paired Differences					T	Df	Sig. (2-tailed)
	M	SD	SEM	95% CIOTD				
				Lower	Upper			
Pair 1 ExpPreUA - ExpPosUA	.656	.884	.266	.0622	1.252	2.460	10	.034
Pair 2 ConPreUA - ConPosUA	-.064	.113	.034	-.1406	.011	-1.890	10	.088

Exp=experimental, Pre=pretest UA=uric acid level, Con=control group, N=number of subject, M=mean, SD=standard deviation, SED=standard error of the mean, CIOTD = Confidence Interval of the Difference

In the above table 8, the paired sample t-test showed that the obtained t-value for UA was 2.46 for experimental group and the control group was -1.890 (df, 10) which is less than the critical t-value. The p-value UA for experimental group was .034 which less than the level of significance and control group 0.088 which is greater than the significance level. There for, there was statistically significant change observed in UA for experimental group and there was statically no significance change shown in control group.

Discussion

The purpose of this study was to determine the effect of selected therapeutic training in adult's type 2 diabetic patients. A 12-week training program of resistance or combined exercise at a moderate-intensity for 40min - 60min, three days/week resulted in unique improvements to the cardiovascular risk profile in overweight experimental group participants compared to control group.The findings supported their previous studies which showed that sufficient therapeutic exercise like aerobic and resistance training in medium intensity improves physical proficiency and decrease physiological variable (blood pressure, fasting blood glucose, uric acid level and total cholesterol profile) and can decrease body mass index even among the elderly[18, 19, 20,21]. The study showed the experimental groups experienced and decrease and significant change in fast glucose level. These findings are consistent with those of the previous studies revealing selected therapeutic exercise in patients with Type 2 diabetes was effective in improving blood glucose control and insulin resistance by promoting the intake and use of blood glucose in the skeletal muscle therefore, aerobic and resistance exercises are effective in improving insulin resistance and reducing HbA1c in patients with Type 2 diabetes [17]. The other study conducted by [22] showed that eight week aerobic exercise (walking, bicycling riding) can help better to control blood sugar in patients with type II diabetes. The present study shows that progressive moderate-intensity therapeutic exercise is able to improve functional performance and can lower blood pressure (SBP and DBP) of experimented group in type 2 diabetic patients. These finding supported by [23] a 6 month-aerobic exercise program at 70–85% HRR in Type 2 diabetes patients with autonomic neuropathy was found to improve heart rate variability. Thus, improvement of heart rate variability may be affected by the length of the exercise heart rate variability in patients with Type 2 diabetes, According to WHO [27] Most observational studies show that both exercises lower BP in diabetic individuals. Several studies [24, 25] have shown reductions in systolic BP (4–8 mmHg), but only one reported a slightly lower diastolic BP. The Look ahead trial found reductions in both systolic and diastolic BP with exercise.

The study indicates that both experimental and control group showed increase the level of triglyceride and total cholesterol after 12 week selected therapeutic exercise patient with type 2 diabetes. There was no significant difference in the lipid profile levels. Unlike the present study, previous studies have shown that exercise reduces lipid, lipoprotein levels, and inflammatory markers [26]. The findings from the present study did not support the findings of[25] study stated that there was significant change in C-peptide, total cholesterol, triglyceride, LDL-cholesterol, HDL-cholesterol, or C-reactive protein in the exercise group after 6 month the exercise period. Uric acid level also tested after treatment, this shows decrement and statically significant after treatment of type 2 diabetic patients. This study supported by [13] investigated the effects of 12 weeks of resistance training can increase muscle strength and lower uric acid concentration in the plasma of Type 2 diabetes subjects. Our results showed that the experimental group had lower score in the variables of UA concentration in comparison to the control group.

Conclusion

It is concluded that moderate-intensity selected therapeutic exercise for 12 weeks was able to decrease body mass index, Resting Heart, fasting blood glucose, triglyceride level and level of uric acid in the treatment group; however, in control group did not show decrement the listed physiological parameter to enhance the physical performance function gains in type 2 diabetic patients. The selected therapeutic exercise program provides good glycemic control in diabetic individuals by maintaining fasting blood glucose below certain values and controlling the triglycerides. Currently, in the study area there are no specific recommendations for the type of preventive and therapeutic exercise the diabetic type 2 patients should engage. But the study indicate, selected moderate therapeutic exercise can gave greater benefits for weight loss, and can improve physiological variable people living with type 2 diabetes than others didn't involve. The proposed training program including aerobics, strengthening and flexibility should be a part of exercise therapies of type II diabetes patients. Finally Studies must conduct in the same area on different samples in terms of age, gender and lifestyle for to give clear information and guideline for people living with type 2 diabetes.

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A Study of the cognitive level and some basic skills in basketball among secondary students according to gender and intelligence variables

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Abstract:

The curriculum of physical education and sports through sports activities programmed in the secondary stage seeks to achieve a set of goals of mobility, cognitive and social emotional to serve the goals of physical education and sports at this stage, and we find the basketball game one of these activities, which need a degree of intelligence and knowledge that helps in Developing the skill level of the students and selecting the teacher for the appropriate exercises to teach the different basic skills. In this context, our study aims to measure the cognitive level of the students of the third secondary level as well as their level in some basic skills The study was conducted using a cognitive test in basketball and the selection of some technical tests according to the objectives of the curriculum, then comparing the level according to the sex variables and the level of intelligence and interaction between them and identifying the relationship between these variables. One of the students of the third year secondary school in city of Mostaganem (Algeria), and after the statistical treatment of the results was reached the results of the most important:The absence of a gender effect and the level of logical and physical intelligence and interaction between them at the cognitive level while being influenced by the level of space intelligence in favor of those with high intelligence.There is a difference in the level of skill of pointing, scrolling and dialogue for the benefit of males, and there is no impact on the level of intelligence, whether logical or physical or space.There is an impact of the interaction between sex and the level of spatial intelligence at the cognitive level, where males and females with high intelligence showed more responseThe interaction of sex and the level of intelligence, whether logical, physical or spatial, has no impact on the skills of correction, scrolling and dialogueThere is a direct correlation between IQ and cognitive level as well as basic skills in basketball

Key words: cognitive level - some basic skills in basketball - secondary students -intelligence variables

Introduction

The cognitive outcomes associated with any sporting activity have become something of recognized in contemporary societies that are experiencing economic, social and sporting prosperity because of their obvious contribution in helping the individual to understand the issues surrounding him. The thinker Phoenix points out that one of the symptoms of contemporary cultural decay is that the intellectual aspects of education A clear chapter on the physical aspects, although physical education and sports in principle offers the best opportunity for personal progress as a whole progress in harmony, through games in which intelligence, skill and aesthetic imagination, social sensitivity, moral goal through the channels of Physical framework worthwhile purposeful. Hara mentioned the value of the cognitive field of sport and physical education. He pointed out that the training and teaching of mental cognitive abilities has been an indispensable part of the learning stages of sport. The most successful trainers are aware of the importance of mental and cognitive aspects and planned to impart theoretical knowledge to learners. As Welgos pointed that the general educational goals are transformed into direct educational goals focused on three types of human behavior (cognitive, dynamic, emotional). This classification format provides a useful tool for determining the contents of the curriculum, so that the topics of learning are better chosen in physical education

The measurement of knowledge objective evaluation methods which are used alongside tests that measure physical and skillful aspects (Al Said, 2001) .Scientific research has shown that all cognitive tests are among the most widely used, if not the most widely used, assessment tools (Hassanein, 1995). Cognitive processes often predominate at the beginning of motor skills training, and basic information about skills should be provided to the student properly

Acquiring knowledge and using it during learning or during sports competition in basketball requires some intelligence to facilitate this process. Intelligence as an ability to think, understand, innovate and solve problems and issues that are encountered by the individual is essential in acquiring mathematical knowledge and use it appropriately and purposefully while performing skill during the learning process Or during the competition in basketball, where the intelligence factor enables the individual to use his mental and physical abilities in the performance of the skills with less strength and ability of mobility and speed with minimal effort (Jabbar, 2011)

The skills involved include balance, motor synergy, speed, flexibility and a sense of movement in order to solve a problem. Complex and multiple situations during sports competitions require a high degree of intelligence to deal with different expectations and make appropriate decisions within the playing field, and this applies to the game of basketball, which is characterized by complex laws and a small arena and a small circle of correction, and here contributes high intelligence to overcome the difficult and quick situations in a correct and appropriate manner during learning and training.

Basketball game characterized by rapid focus and understanding of the different relationships required by the nature of different situations to play through understanding the information contained in the educational situation and understanding the relationship between its elements and insight into the results of its performance and can apply the motor duty accurately. Based on the above, the subject of the study was limited in the attempt to identify the relationship between the level of knowledge and some basic skills in basketball according to the level of intelligence and gender in the students who pass the baccalaureate (17-18) years

Research Objectives:

• To measure the level of knowledge in basketball for third-year students by sex and level of intelligence by building a cognitive knowledge test that allows students to be classified.To measure the level of performance in the basic skills in basketball (third-year students) by gender and level of intelligence through the selection of skill tests to suit the content of the ministerial curriculum for physical education and sports in the secondary stage in terms of level and possibilities available for application. Knowledge of the impact of interaction between sex and level of intelligence at the level of knowledge and the level of skill of correction and scrolling and dialogue in basketball at the third year secondary students.

Research Methodology:

Due to the nature of the subject, we relied on the survey as a descriptive approach

The research sample: The study sample included 60 students from the third year of secondary school 30 males and 30 females of the 2017/2018 academic years. They were randomly selected, in addition to 60 students who applied the cognitive test in its preliminary form after the approval of a number of experts to extract the difficulty and discrimination coefficients of the test words.

Study tool :

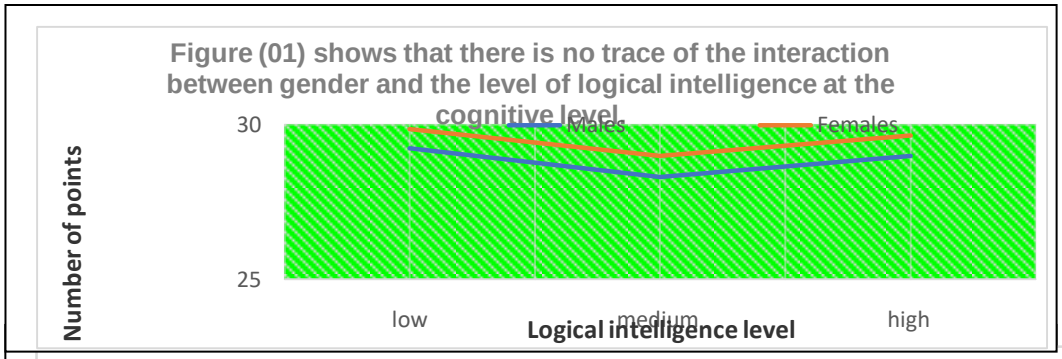
The questionnaire and the personal interview to determine the technical tests and build the cognitive test. Three tests were selected that measure some of the basic skills in basketball among the nine tests that were presented to 10 experts in institute of physical education and sports specialists in basketball.

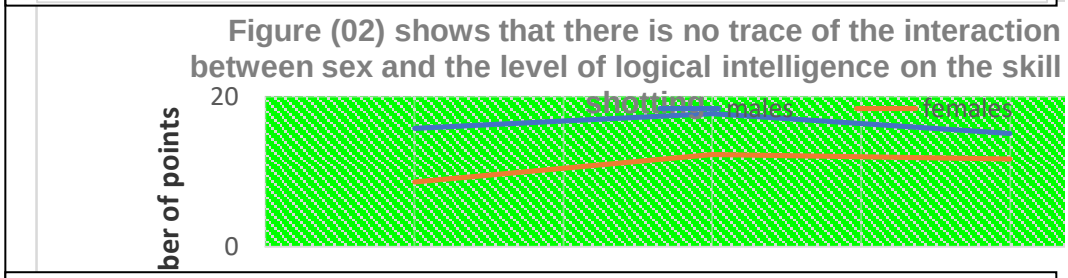
Presentation and discussion of the results:

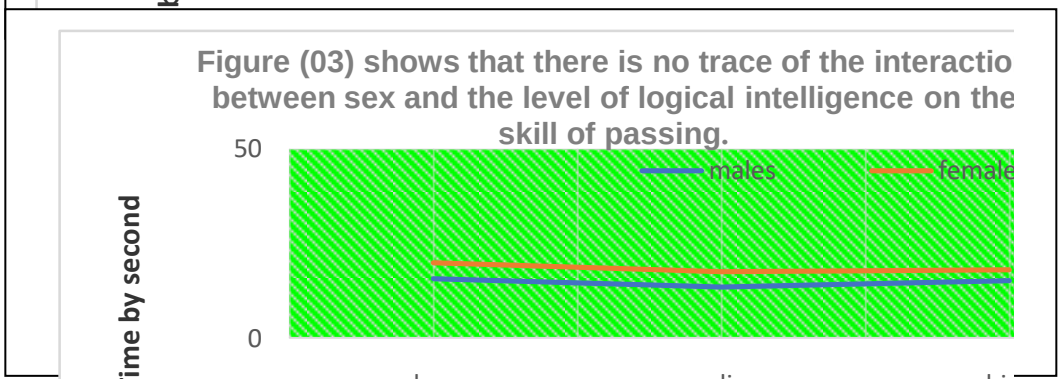
Table (01) shows a comparison of the level of knowledge and basic skills by gender and the level of logical intelligence

	Source of variation	Total squares	Degree of freedom	Average squares	F calculate	Significance
The cognitive level	Between the sexes	8.98	01	8.98	1.38	Non Significant
	Between levels of intelligence	10.77	02	5.38	0.82	Non Significant
	Interaction	13.05	2	6.52	0.89	Non Significant
	In the groups	394.83	54	7.31	----------	
Shooting	Between the sexes	42.83	01	42.83	7.16	0.05
	Between levels of intelligence	8.14	02	4.07	2.28	Non Significant
	Interaction	3.57	02	1.78	0.29	Non Significant

	In the groups	331.5	54	6.14	----------	
Passing	Between the sexes	21.43	01	21.43	5.62	0.05
	Between levels of intelligence	5.3	02	2.65	6.79	0.01
	Interaction	0.78	02	0.39	0.10	Non Significant
	In the groups	212.82	54	3.94	----------	
Driblling	Between the sexes	28.21	01	28.21	16.69	0.01
	Between levels of intelligence	3.01	02	1.5	1.03	Non Significant
	Interaction	2.91	02	1.45	0.85	Non Significant
	In the groups	92.16	54	1.71	----------	



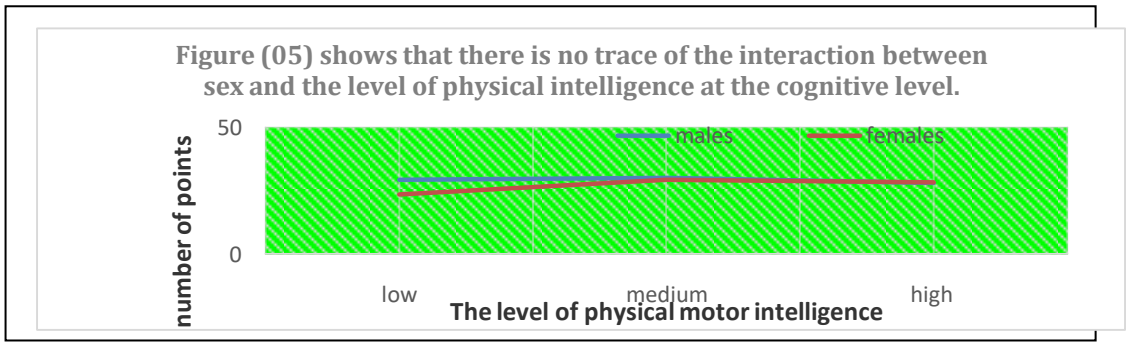


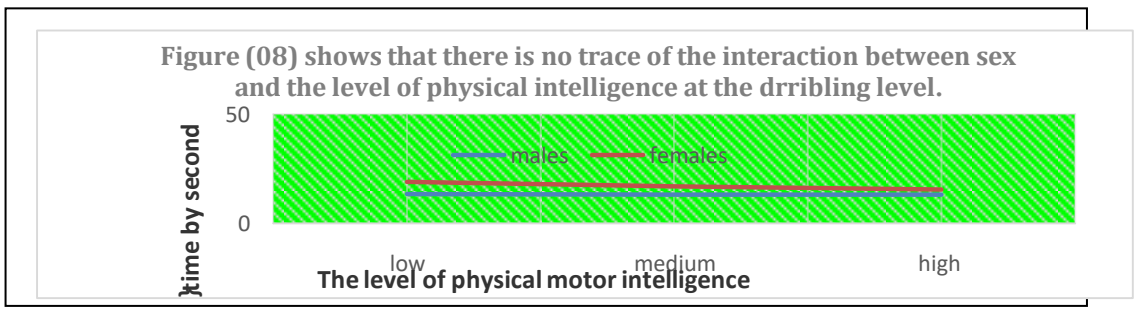


2- Comparison by gender and level of physical intelligence:

Table (02) shows a comparison in the level of knowledge by sex and level of physical intelligence.

Tests	Source of variation	Total squares	Degree of freedom	Average squares	F calculate	Significance
The cognitive level	Between the sexes	7.13	01	7.13	2.85	Non Significant
	Between levels of intelligence	11.15	02	5.57	2.23	Non Significant
	Interaction	10.12	02	5.06	2.02	Non Significant
	In the groups	135.01	54	2.50	----------	
Shooting from specific areas	Between the sexes	46.04	01	46.04	7.90	0.01
	Between levels of intelligence	4.64	02	2.32	0.40	Non Significant
	Interaction	4.54	02	2.27	0.38	Non Significant
	In the groups	322.04	54	5.96	----------	
passing and receive the ball	Between the sexes	32.44	01	32.44	13.68	0.01
	Between levels of intelligence	6.63	02	3.13	1.32	Non Significant
	Interaction	0.85	02	0.42	0.17	Non Significant
	In the groups	131.87	54	2.44	----------	
Drribling speed	Between the sexes	23.79	01	23.79	15.15	0.01
	Between levels of intelligence	4.00	02	2.00	1.27	Non Significant
	Interaction	2.63	02	1.32	0.83	Non Significant
	In the groups	85.52	54	1.58	----------	





3- Comparison between males and females by level of spatial intelligence

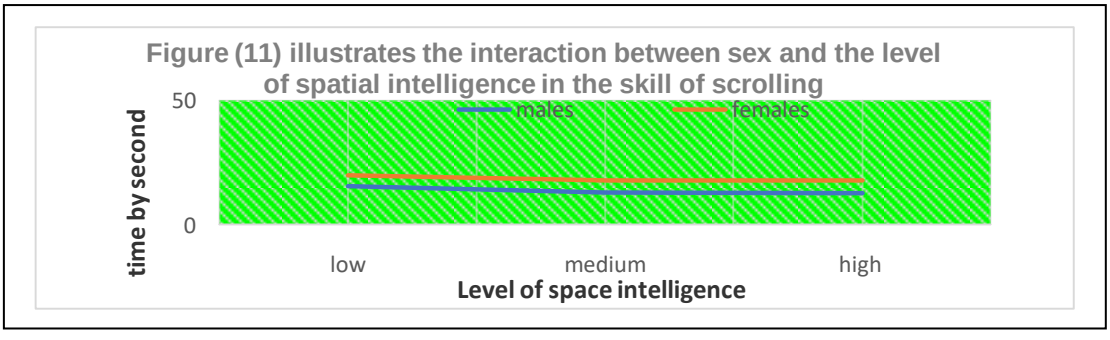
Table (03) shows a comparison in the level of knowledge by sex and level of spatial intelligence

Tests	Source of variation	Total squares	Degree of freedom	Average squares	F calculate	significance
The cognitive level	Between the sexes	9.17	01	9.17	1.56	Non Significant
	Between levels of intelligence	155.15	02	77.57	13.26	0.01
	Interaction	50.1	02	25.05	4.28	0.05
	In the groups	316.13	54	5.85	----------	
Shooting	Between the sexes	47.26	01	47.26	8.26	0.01
	Between levels of intelligence	3.79	02	1.90	0.33	Non Significant
	Interaction	5.73	02	2.86	0.49	Non Significant
	In the groups	314.52	54	5.82	----------	
passing	Between the sexes	34.41	01	34.41	16.23	0.01
	Between levels of intelligence	7.35	02	3.67	1.73	Non Significant
	Interaction	0.59	02	0.30	0.14	Non Significant
	In the groups	118.02	54	2.18	----------	
Dribbling	Between the sexes	23.44	01	23.44	15.22	0.01
	Between levels of intelligence	4.46	02	2.23	1.45	Non Significant
	Interaction	2.80	02	1.40	0.9	Non Significant
	In the groups	83.36	54	1.54	----------	

Table (04) shows the relationship between intelligence types, cognitive level and level of basic skills in basketball

	The cognitive level	Shooting	passing	Dribbling
zonal	**0.55	*0.35	0.41-*	0.62-**
body	*0.36	*0.37	0.38-*	**-0.57
Spatial	*0.42	*0.46	0.40-*	0.60-**

* D at 0.05 * D at 0.01



Discussion:

The results of the study indicate that there is a positive relationship between the types of intelligence (logical - physical - motor - space) and basic skills as well as the level of knowledge in basketball, with the impact of sex and intelligence and interaction between them, and this shows the importance of teaching according to multiple intelligence in order to improve the process of teaching and talent discovery, this approximates the results of the Sarouphim study (1997) and (2002), which showed the importance of estimation according to different intelligences and the study of Reidet al (1999), which showed the importance of evaluation performance on the activities of solving problems based on the theory of multiple intelligences in the students, and the study of Abdul Rahman Nasser and Ghadir Star Abbas (2016), which showed the existence of the relationship between physical intelligence and handling skills and correction and discreet in basketball.The researchers believe that the possession of pupils to a significant proportion of multiple intelligence, which is one of the important mental abilities that must be characterized by basketball players to address the rhythms of rapid movement as well as accuracy, especially in the goal correction and required to use at least three types of intelligence to perform successful correction On the target as motor intelligence and characterized by this type of intelligence ability to use parts of the body skill fully in performance and reminds Cooper(2008) that this intelligence requires knowledge of the body and sensory sense of movement and balance and strength and speed and flexibility and has the advantage of this intelligence ability to take August knowledge through physical sensation and lead movements well and has the ability to sense thingsThe results of our study coincided with the study of Nizar al-Waisi (2016) and the study of Magda Kempach (2014) and (2003) dillihunt study Who confirm his statement Munir Zarzis (2004) that each case a certain calculation depends on the strength of intelligence and the speed of reactionSpatial intelligence requires visual sensation as much as it requires the ability to think with images and awareness. The owner of this intelligence has the ability to think mental mental images and imagesIn the game of basketball students need to self-intelligence when the implementation of correction, for example, by taking responsibility and self-confidence in achieving a successful correction, and this is according to the types of Novell (2010) ability to self-discrepancy in terms of strengths and weaknesses and awareness of internal mix and motives and self-esteem and awareness Motivated by high self-confidence, if combined these intelligences and worked together to implement the skills especially difficult, it has been good performance always and so comes the other types of intelligence to be used according to the type of skill, the harder the skill is required to meet the most number of types of intelligence when doing While the opposite is true in easy skill requires only a few of them.

Conclusions

Absence of a gender effect and the level of logical and physical intelligence and interaction between them at the cognitive level while the level of space intelligence is affected in favor of high intelligence.There is a difference in the level of skill of pointing and scrolling and dialogue for the benefit of males, and there is no impact on the level of intelligence, whether logical or physical or space.There is an impact of the interaction between sex and the level of spatial intelligence at the cognitive level, where males and females with high intelligence showed more response.Gender interaction and the level of intelligence, whether logical, physical or spatial, have no impact on the skills of correction, scrolling and dialogue.There is a direct correlation between the types of intelligence and cognitive level as well as basic skills in basketball.

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Physical movement and basic motor skills of first grade pupils at Trang Ha Primary School, Tu Son town, Bac Ninh province as a result of exercises with simple tools

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Abstract:
The experimental program, on first grade pupils at Trang Ha Primary School, Tu Son town, Bac Ninh province, lasted for 42 weeks with 30 exercises carefully selected with 7 simple tools. Using in-depth interviews, we find that the program has a significant effect on improving physical fitness and basic motor skills for those pupils. Key words: Physical education; general fitness; basic motor skills; first grade pupils; primary school; countryside

Rationale:
According to a large-scale survey, 18 primary schools in Tu Son town, Bac Ninh province (Viet Nam) share the same characteristics in terms of inadequate facilities. Furthermore, extra-curricular activities are really simple and irregular which results in the low level of fitness of first grade pupils accounting for only from 25% to 57.3% of the standard requirements stipulated by the Viet Nam Ministry of Education and Training.
The development of motor and physical skills as well as physical education knowledge must be commenced in the first years of elementary school. Such important basic motor skills for children as catching, kicking, running, jumping on one leg, straightening, throwing, dodging play a supporting role in complementing all kinds of sports. However, published results of various scientific works on physical education for pupils so far have only addressed one aspect of either physical development or motor skills improvement. Therefore, creating and arranging a system of exercises with simple yet physiologically suitable tools to develop physical strength along with improving basic sports techniques is an appropriate direction for primary school pupils in rural areas in present-day Viet Nam.
Research methods:
A combination of research methods has been used in this paper namely information analysis and synthesis; pedagogical observation; and statistical methods.
The methods of interview, using 3-level Likert scale (*very appropriate: 3 points, appropriate: 2 points and inappropriate: 1 point*) are also used to select tools and exercises of physical improvement and motor skills for pupils. Only responses with a score of 80% and above of the maximum points will be used.
Research findings
1. Selecting simple tools for physical development and basic motor skills for first grade pupils
Requirements:
Tools must be simple and locally available in rural areas. Exercises both work to develop physical strength and simulate basic techniques such as catching, kicking, running, jumping, straightening, throwing, dodging, right-side hitting, hitting with both sides. The exercises can be designed as games to motivate pupils and are not too difficult to practice. Some exercises may be used for a variety of purposes depending on the method of using the amount of exercise which has a combined effect of comprehensively developing physical qualities for pupils. Interviewees are 15 experts in the field of Physical Education and Sports Training. The result shows that there are 7 instruments and 30 exercises corresponding to the above requirements. They are:
Jump rope challenge: Basic jump; Jump with 1 leg; Jump with 2 legs; 2-handed rope swing (like playing golf)

Conical-shaped rings: The rings used as a rope ladder are arranged in line on the ground: Jump with 1 leg; Jump with 2 legs; Jump in and out of rings; throwing and catching rings on the spot; throwing and catching rings in turn with friends; stamping within the rings. Plastic balls: Making the balls spring up and catching with 2 hands; Kicking balls through the 2 stationary objects; Kicking the stationary object; Throwing and catching balls in turn with friends; Throwing balls to the stationary object.
Balloons: Pupils catch a balloon dropped from high above by their sport coach; Keeping 2 balloons in the air without dropping it; Keeping balloons with certain body parts and moving on a straight line; Holding balloons by 2 legs and jumping ahead.
Handkerchief: Holding handkerchief by head, legs and arms; Throwing the handkerchief, then clapping 1,2 or 3 times or turning 360 degrees then catching it; Throwing it then springing up to touch knee and ankle with hands; Playing golf while holding the handkerchief with 2 hands.
Plastic plate: Dividing pupils into 2 groups to turn plates upside and downside; Zigzag running; Giving and taking plates with the same color; Throwing and catching plates.
Sponge: Throw sponge over the stationary object; Throw sponge far away; Using plates to hit the sponge with right-side hands; Using plates to hit the sponge 2 sides of the body.
2. Applying and evaluating the effectiveness of exercises with simple tools
* Developing experimental scheduleTo develop the schedule, in-depth interviews were conducted with experts to acquire information as a scientific basis.
Result: The experimental schedule was developed to last for 3.5 months equivalent to 42 weeks. Accordingly, there are three 60-minute sessions per week. In each session, 1-2 tools would be used for about 2-3 exercises. After 1 cycle of overall training of 7 tools with 30 exercises, the cycle would be repeated to make pupils always feel refreshed.

*** Effectivenss of the experiment on pupils' general fitness**

Pedagogical experiment is conducted in the form of self-comparison.

Table 1: General fitness of female pupils before and after experiment (n = 21)

Indicators		(cm) Long jump (cm)		30-m dash (sec)		Shuttle runs 4 x 10m (sec)		5-minute free run (m)	
		Before	After	Before	After	Before	After	Before	After
Results $\overline{X} \pm \delta$		99.3 ± 5.8	112 ± 6.7	8.8 ± 0.4	7.9 ± 0.4	15.3 ± 0.7	14.3 ± 0.5	625.2 ± 12.2	648 ± 13
Statistical differences	t	6.5		6.7		5.4		5.9	
	p	<0.001		<0.001		<0.001		<0.001	
Standards	Good	> 124		< 7,30		< 13,40		> 760	
	Pass	≥ 108		≤ 8,30		≤ 14,40		≥ 640	
$\overline{X}$ and standard comparison		Failed	Passed	Failed	Passed	Failed	Passed	Failed	Passed
W% achievement		12		10.8		6.8		3.4	
Number of qualified pupils		3	14	5	17	3	13	4	14
Percentage of qualified pupils		14.3	66.7	23.8	81	14.3	61.9	19	66.7
χ^2		7.1		6.5		6.25		5.6	
P		0.008<0.05		0.01<0.05		0.01<0.05		0.01<0.05	

Table 2: General fitness of male pupils before and after experiment (n = 27)

Indicators		Long jump (cm)		30-m dash (sec)		Shuttle runs 4 x 10m (sec)		5-minute free run (m)	
		Before	After	Before	After	Before	After	Before	After
Results $\overline{X} \pm \delta$		111 ± 5.7	125.1±6 .2	7.2 ± 0.6	6.5 ± 0.4	14.5 ± 0.4	13.6 ± 0.6	670± 10.8	705.6 ± 6.3
Statistical differences	t	8.31		7.39		5.13		9.91	
	p	<0.001		<0.001		<0.001		<0.001	
Standards	**Good**	> 134		< 6,30		< 13,20		> 770	
	Pass	≥ 116		≤ 7,30		≤ 14,20		≥ 670	
$\overline{X}$ and standard comparison		Failed	Passed	Passed	Passed	Failed	Passed	Passed	Passed
W% achievement		11.9		10.2		6.4		5.2	
Number of		7	26	18	27	11	22	14	27

qualified pupils								
Percentage of qualified pupils	25.9	96.3	66.7	100	40.7	81.5	51.9	100
χ^2	10.9		1.8		3.67		4.1	
P	0.0009<0.001		0.1>0.05		0.05=0.05		0.04<0.05	

The general physical development of pupils before and after experiment is demonstrated in the following chart

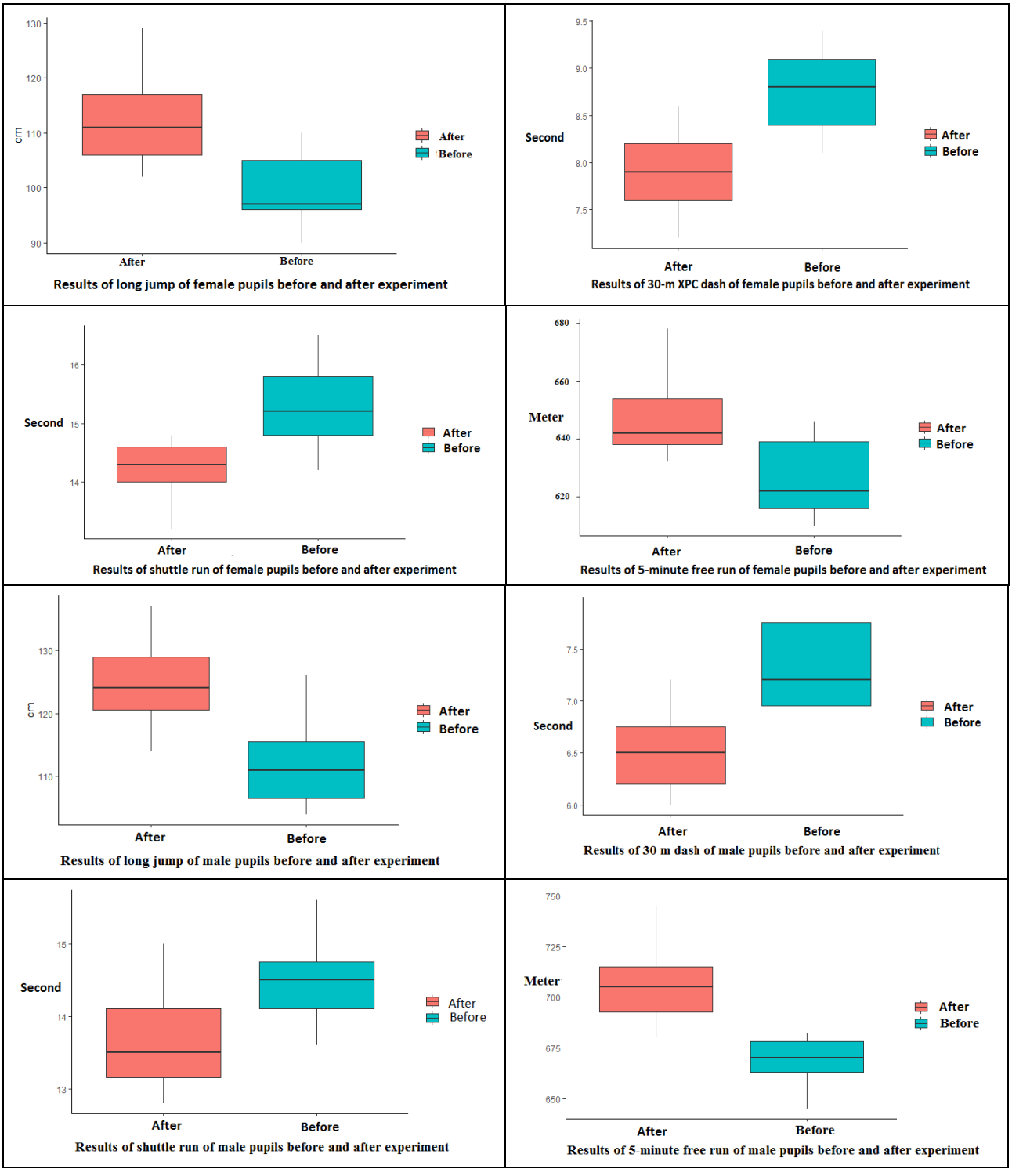
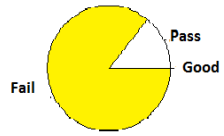
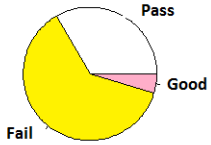
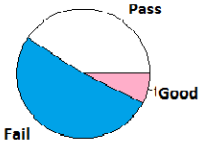
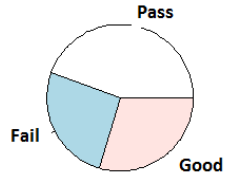
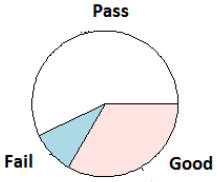
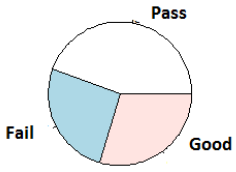
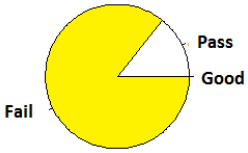
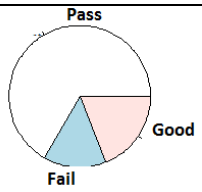
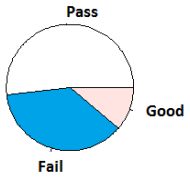
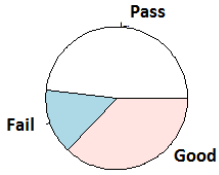
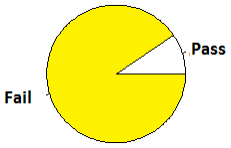
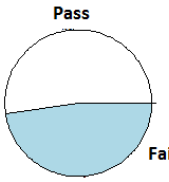
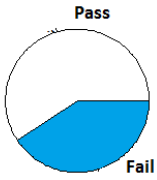
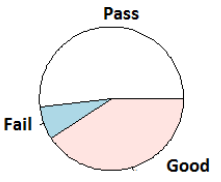
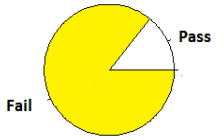
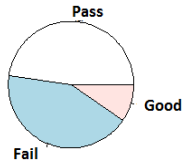
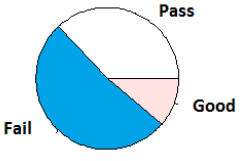
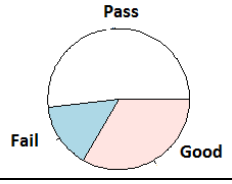
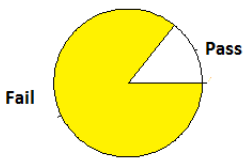
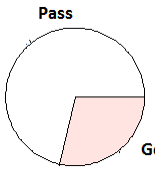
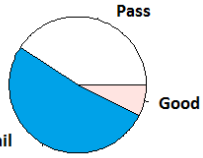
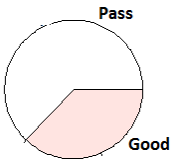


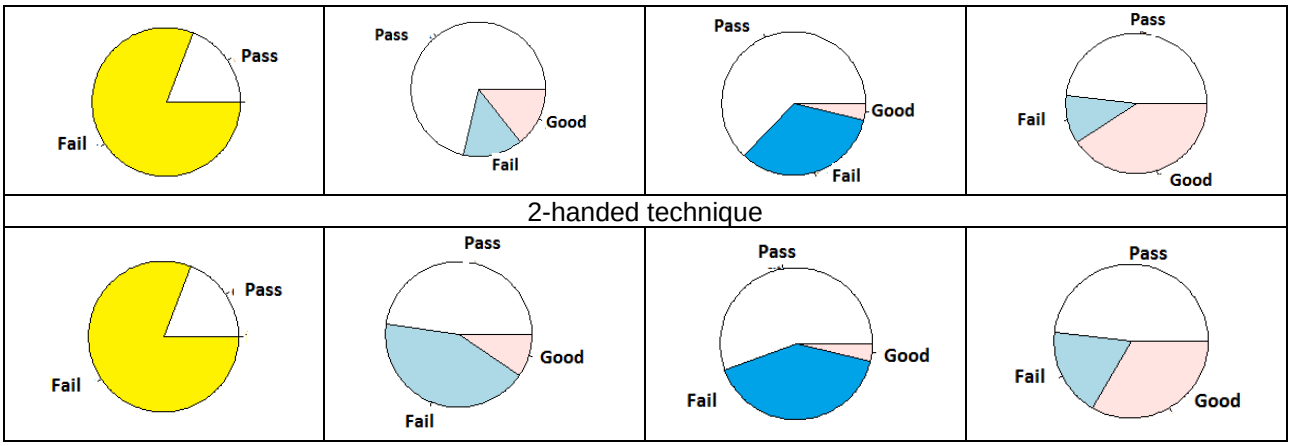
Figure 1:

Physical performance development of first grade pupils at Trang Ha Primary School in Tu Son, Bac Ninh before and after experiment

Figure 1 indicates that the physical strength of both male and female pupils after experiment is better than before experiment. Regarding the female group, the median is closer to the middle set of post-experimental values, which demonstrates that the post-experimental physical distribution is better than before experiment. The gap before and after the experiment is quite big. Regarding the male group, the high degree of post-experimental differentiation shows that the gap between the lowest and highest results after experiment is greater than before the experiment. Average results after experiment are also more deviated than before experiment. However, it is clear that the average post-experimental fitness results of both male and female pupils increased significantly compared to those of before experiment.

Additionally, evaluating the effectiveness of the exercises according to either the percentage of pupils who meet the physical training standard or the χ^2 test or through the achievement growth rate all shows that the pupils' fitness after experiment is much better than before experiment.

Kicking technique			
Female pupils before experiment	Female pupils after experiment	Male pupils before experiment	Male pupils after experiment
			
Springing technique			
			
Throwing technique			
			
Smashing technique			
			
Jumping technique			
			
Zigzag running technique			
			
1-handed technique			



* Effectivenss of the experiment on pupils' basic motor skills

Apart from evaluating fitness, the study also looks into pupils' basic motor capacity by comparing the level of technical performance such as pass, fail and effectiveness before and after experiment.

Figure 2: Development progress of basic motor skills of first grade pupils at Trang Ha Primary School, Tu Son, Bac Ninh before and after experiment

Figure 2 shows that basic post-experimental techniques of both male and female groups are better than before experiment. Before experiment, there were no female pupils passing but after experiment, pupils performed well at most techniques. Regarding male pupils, the level of post-experimental movement technique was much better than before and higher than that of the female group.

Conclusion

The research results have identified 30 exercises with 7 simple equipment such as jump rope, conical-shaped ring; plastic ball; balloon; Handkercheif; Plastic plate and sponge to develop fitness as well as basic motor techniques for pupils.After 42 weeks with three 60-minute sessions per week, each session with just 1 type of tool for 2 - 3 exercises, the general fitness and basic motor skills of first grade pupils at Trang Ha primary school, Tu Son, Bac Ninh have been improved significantly.

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Fitness Customers Satisfaction towards Fitness Center Services in Central and Northwest Ethiopia

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Abstract
The purpose of the study was to examine the satisfactions of fitness customers the services given at the fitness center. The study was conducted in three cities in central and North West Ethiopia. Descriptive survey design was employed to conduct the study. Convenience sampling technique employed for sample selection. Self prepared and adapted Questionnaires' were used to collect the data. Mean, standard deviation, percentage, chi-square test and ANOVA were used for data analysis. According to the study result 71.6% of the respondents were males. Greater proportions of the respondents were from the age category between 21-30 year (42.6%) and 31-40years (25%). 48% were office workers. 67.6% of the respondents were motivated to join fitness center to control their health problems. From those whose objective was to control their health problems, 47.8% were suffered with obesity. Relatively, customers were satisfied more in their social interaction (mean score=4.11) and health aspect (Mean score=4.19). In conclusion, male's and adults with the age between 20-30years participated more than the other age group. Customer's self-awareness, physician and sport professional advices respectively motivate the respondents to join fitness center. Social and health satisfaction are identified as the two satisfaction dimension that the respondents satisfy more. Key words: Customer, service quality, satisfaction, loyalty

Introduction

Regular Physical exercise is a powerful strategy for enhancing health and well-being among all aging individuals (WHO, 2007). Considerable studies have looked into factors leading to customer satisfaction and suggest that customer's psychological and personal expectation must be met to enhance customer satisfaction (Sheldon and Elliot, 1999). According to Yee et al., (2013), customer satisfaction determinants can be summarized in four dimensions: psychological factors, physical environment, service environment and two ways interaction. Psychological Factors Affecting Customer Satisfaction: Customers are satisfied when they are getting good value for their purchase of service. Physical Environment: resources and, equipment and facilities, cleanliness of restroom, waiting time for using equipment and facilities, and maintenance etc. also plays critical roles when customer assesses the facility (Macintosh & Doherty, 2007). Service Environment such as employee's attitude is a critical factor affecting customer satisfaction (Kriegl, 2000). Schneider et al., (2009) argue that employees' enthusiasm helps a firm to compete on customer satisfaction. On the other hand, negative employees' behavior leads to a high negative effect on customers' overall satisfaction (Kattara et al., 2008). A two-way interaction between employees and customers, management and customers is a key to attaining internal and external customer satisfaction (Campbell & Finch, 2004).

Fitness centers are one of the sites where individuals engage in regular physical exercise. Exercising in fitness centers lead by well trained personnel's who provides well designed and structured exercises. Socialization, health improvement, fitness development are some of the attributes of fitness program participation. Availability of trained fitness trainers and equipments and facilities are some of the important variables that contribute for customer satisfaction. The objectives of this study were to examine the degree of customer's satisfaction on the services given at the center and to examine the relationship between fitness center's service quality and customer renewal willingness. To address the said purpose, the following research questions were formulated: Which part of the community engaged in the fitness center more? What are the motives of customers to join the fitness program? What is the clients' degree of satisfaction towards the services they provided at the fitness centers? In which satisfaction domain the customers satisfied more?

Material And Methods

The study was aimed to examine to what extent fitness center clients satisfied on the services they have given at the center. Descriptive survey study design was used to conduct this study. The study was conducted in Gondar, Bahirdar and Addis Ababa which are purposely selected from the rest areas. A total of 204 respondents (146 male and 58 female) were participated in the study. Convenience sampling technique was employed to select respondents from the selected fitness centers. Self prepared and adapted questionnaires were employed to collect data from participants. The questionnaire has three parts. The first part deals the personal information. The second part deals about the motives and their attitude towards the center services and the third part of the questionnaire deals about the customers' satisfaction to the service given at the fitness center. Salamat et al. (2013) customer satisfaction questionnaire was adapted with some modification. The questionnaire included 29 items with a 5-point Likert scale (1 =strongly dissatisfied and 5 = strongly satisfied). The overall items internal consistency (crombach alpha) was checked and found as 0.934. SPSS statistical package software (version 20.0 for window) was used to analyze the quantitative data. Mean, standard deviation, percentage, chi-square and analysis of variance (ANOVA) were used to analyze the data.

Results

Customers Demographic Characteristics

When the demographical characteristics considered, 71.6%of the respondents were males. Greater proportions of the respondents were from the age category between 21-30 year (42.6%) and 31-40years (25%). Considerable customers also from the age category under 20 years (10.3%), 12.3% were from the age 41-50 years and 9.8% from the age above 50year. 52% of the respondents were single. 66.2% of the respondents have diploma to PhD degree level. 48 % of the respondents were offices workers, 25% were businesspersons, 12.3%(25) were students, 4.4%(9) were retired and the rest 10.3%(21) were from different job status.

As shown in table 1, 67.6% (138) of the respondents were motivated to join the center to control their health problems. 23% (47) of them joined the center to represent regular training as the component for healthy lifestyle. From those whose objective was to control health problems, 47.8% were suffered with obesity and 10.9% were with diabetes.

Table 1. Customers Motives to engage in regular training program

Item	Response		
	Alternatives	Frequency	Percent
Motives to attend in regular training in the center	To control Health problem	138	67.6
	To represent healthy life	47	23.0
	To improve functional fitness	9	4.4
	To exercises with friends	2	1.0
	To enhance sport performance	2	1.0
	other	6	3.0
	Total	204	100.0

Customer Satisfaction toward the service given at the fitness center.

As shown in table 2, 95.1% of the respondents agreed that they were feeling as they were living a healthy life. The respondents were asked their intention to continue their training in fitness center where were attending their training programme. 91.7% of them have intentions to continue their training programme in their current fitness center. A chi-square test was computed to test the association between customers feeling towards healthy life and their satisfaction level. Significant association found between the two ($X^2(2, n=204) = 12.657$, $p= 0.002$).

Table 2. Respondent's health feeling, overall satisfaction and loyalty towards the center

Item	Response		
	Alternative	Frequency	Percent
Customer feeling as they are living a healthy life	yes	194	95.1
	no	10	4.9
	Total	204	100.0
Customer overall satisfaction towards the service at the fitness center	Satisfied	187	91.7
	neutral	11	5.4
	Not satisfied	6	3
	Total	204	100.0
Customer intention to continue their training in the center (Loyalty)	yes	187	91.7
	no	17	8.3
	Total	204	100.0
Customer's recommendation to others to join their fitness center	yes	188	92.2
	no	16	7.8
	Total	204	100.0

One way ANOVAs test was conducted to assess the difference between the scale mean score of the respondents by their geographical location on their overall satisfaction. When the scale mean score for each group compared there is no significant difference on their overall satisfaction between respondents in Gondar (mean=4.57±0.7)), Addis Ababa (mean=4.39±0.79), Bahirdar (mean=4.43±0.61) (F (2, n=204) =1.031, p=0.358).

Table 3. Satisfaction subscale items mean score

Satisfaction subscales	N	Subscale Mean score	Std. Deviat.	Std. Error	95% Confid. Inter'l for Mean Lower Bound	Upper Bound	Minimum	Maximum
Social Satisfaction	4	4.1128	.17172	.08586	3.8395	4.3860	3.90	4.28
Health satisfaction	4	4.1912	.05979	.02990	4.0960	4.2863	4.10	4.23
Environment satisfaction	7	3.4747	.29600	.11188	3.2009	3.7484	3.08	3.87
Employee's Satisfaction	9	3.9802	.22181	.07394	3.8097	4.1507	3.60	4.20
Training program satisfaction	3	3.4177	.29966	.17301	2.6733	4.1621	3.07	3.62
Other services	2	3.7647	.20110	.14220	1.9579	5.5715	3.62	3.91
All Items Mean	29	3.8325	.36279	.06737	3.6945	3.9705	3.07	4.28

According to the results shown in the above table, almost all respondents agreed as they had a better chance to improve their social relationship. Above 80% of the respondents were agreed in all the four questions that designed to assess the respondent's social development aspect (subscale mean=4.11±0.17). Specifically, 93.1% of the respondents agreed that attending their training in the fitness center gave them a chance to interact with new people (item mean score=4.28± 0.76). The health satisfaction is one of the criteria to assess the respondent's satisfaction towards the fitness center. Four questions were designed to the respondents to assess their health satisfaction. Almost in all questions more than 80% of the respondents agreed that they were satisfied on the health benefits they earn from their regular training in the center(subscale mean score =4.19±0.06). Fitness center workers have their own impact on customer's satisfaction. Customer handling, demonstrating ability, ability to guide, ability to operate fitness equipments were the criteria that absorb the attention of the customers. In the present study, 39% of the respondents agreed that the center management and staffs were not in a position to satisfy customers demand. Relatively the customers were less satisfied on the fitness environment (scale mean score=3.47 ±0.29) and the training programs they have given (scale mean score 3.42 ±0.29).

Discussion

In the present study various motives are identified that the respondents majorly motivated From the mentioned motivating factors 'to control the health problems' is identified as one of the motivator that greater number of respondents motivated to join the center (table 1). 23% of the respondents agreed that 'to represent as a healthy life' was the second motivating factors to join the training program. Similar study was conducted in Greece by Afthinos et al. (2005) to identify the motives of customers to join the fitness center. Their report shows the most important consumer motive was to enhance their fitness followed by relaxation-stress reduction. However, the health reason which ranks first in the present study found in the fourth rank in their study. On the same issue the health problems that the customers need to control was assessed. Obesity, diabetes mellitus, heart related problems, sport injuries and back pain were the health problems the customers joined the center to alleviate. Among these health problems, obesity (47.8%) and diabetes (10.9%) were the major problem the customers suffered with. The overall satisfaction scale means score value for all respondents was found 4.44 (0.79) which shows the respondents are satisfied to the service provided at their fitness center.

Conclusions

The purpose of this study was to examine the satisfaction of customers towards the service provided at the fitness centers. A greater proportion of the respondents were from the age category between 21-30 year old. Male's were the dominant participant in the center. Customer's self-awareness, physician and sport professional advices respectively motivate the respondents to join fitness center. To control their health problems was one of the major motives to join the center. Obesity, diabetes, heart related and others were the health problems of the customers who join the center for health controls. Customers self awareness is identified as one of the sources of information to join the center followed by physician and sport professional advices. Fitness center location, trainers demonstrating ability and equipment availability respectively are identified as the criteria that the customer considered to choose the center for their training program. Most of the respondents are feeling as they are living a healthy life due to their participation in fitness center straining program. Social and health satisfaction are identified as the two satisfaction dimension that the customers satisfy more compared with the satisfaction towards the center environment, employed and training program.

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Athletes Perception of Motivation and Coaching Effectiveness in Youth Football Projects residing in Northwest Amhara Region, Ethiopia

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Abstract
Athlete motivation and coaches coaching effectiveness are the two major factors for youth football trainee's performance development. The purpose of this study was to examine the perception of athlete on coach's effectiveness and their own motivation. Descriptive study design was employed to conduct the study. 397 youth football trainees from 18 projects resided in Northwest Amhara region, Ethiopia was participated in the study. Both self prepared and adapted questionnaires were used to collect the data. Descriptive and inferential statistics were used for data analysis. The result of the present study shows 65.5% of the trainees joined the project by their own motivation. 60.5% the trainees did not take an agreement that explains the expected activities including code of conduct for trainees. The intrinsic motivation mean score (5.8±0.26) is greater than the extrinsic motivation mean score (5.1±0.39). Trainees perceived the coaches coaching competencies at a higher level (mean score=8.61±0.16). In conclusion, the trainees own interest was the main motives to join the project. Both the intrinsic and extrinsic motivation of the trainees found at good level. Higher level of coaches coaching effectiveness was found. Higher mean score was reported on trainee's character building.
Key words: Youth Football project, motives, motivation, perceived competence etc

Introduction

Football sport is one of the famous sporting events in the world. It is the most popular global sport with millions of males and females participating in the game. Football has remarkable social and economic impacts and it has also significant role in recreation, health promotion and community building. The sport is practiced by every part of the population in the world. In Ethiopia football is one of the famous and frequently practiced sports. Training young players is essential for the future of national and international football. There are various factors that contribute for the development of youth football trainees performances. Coaches competences, trainees physical and physiological characteristics, psychological factors, administrative factors and parent's involvement are some of the factors that attribute for performance development.

Coaching has been described in the coaching science literature as a complex activity due to its inherently dynamic and social nature (Cushion, 2010; Cushion & Lyle, 2010). Effective soccer coaching is central to the optimal development of children's performance (Fleck et al., 2008). As described by Gould & Carson (2008), promoting youth's competencies in the sport are one of the tasks of a coach in addition to the positive youth development. The promotion and success of soccer rely upon the effective education and development of the coaches and players (Potrac et al., 2000). In order to be effective, coaches must integrate various forms of knowledge, understand the context in which they operate, and work to facilitate the development of athletes (Cote & Gilbert, 2009).

Trainee's commitments and motivation are some of the factors that contribute for the development of the trainee's performance in the project. Football academies and/or projects have been established to produce successor football player. Youth football projects are established in Ethiopia before 20 years ago. The same establishment was done in North-West Amhara region. The achievement of these project goals depends on the integrative responsibilities made by the trainees, coaches and trainee's parent's. The purpose of the study was to examine the perception of the trainees on their own motivation and coaches coaching effectiveness. The following research questions were formulated to answer: What are the motives of trainees to join youth football project? What is the perception of trainee's towards their own motivation and coach's competencies?

Methods And Materials

The purpose of the study was to examine the current status of youth football projects stakeholders (Trainees, coaches, Parents and experts) contribution for the success of the projects. It was conducted in Youth football projects in North-west Amhara region. The trainee's, parent's, coaches and expertise effort were examined in the study. Self prepared and adopted questionnaires were employed for data collection. Self prepared questionnaires were used to collect demographic data (11 items) and trainee's attitude towards the contribution of their coaches, parents and experts towards the project (28 items). A Sport motivation scale (28 items) adopted from Pelletier, et al. (1995) was employed to assess trainee's motivation. The questionnaire consists 28 items (12 for intrinsic motivation, 12 items for Extrinsic motivation and 4 items for amotivations), with a 7 point likert scale items (1-Doesn't correspond at all to 7- correspond exactly). The trainee's perception towards their Coach's effectiveness was assessed by using Coach Effectiveness scale questionnaire adopted from Feltz et al., (1999). The questionnaire comprises 24 items with 4 subscales: motivation (7items), game strategy (7 items), technique (6 items) and character building (4 items). The item scores ranged from 0 to 10, with higher scores indicating greater perceived coaching effectiveness. The data was collected from the study area between February-April, 2018. SPSS statistical package software (version 20.0 for window) was used for data analysis. Descriptive statistics (mean, standard deviation, percentage) and inferential statistics (chi-square test, t-test, ANOVA) were employed for data analysis.

Results

The present study was conducted to examine the perception of football project trainees towards their motivation and evaluate the Current status of football projects. A total of 426 questionnaires were distributed for trainees for data collection. Out of the distributed questionnaire, 93.2% (397) was returned with complete data and entered for data analysis. When Zonal Proportion considered 165(41.6%) trainees from north Gondar, 144(36.3) trainees from West Gojjam and 88(22.2%) trainees from south Gondar were participated in the study. 49.1% (195) of the trainees were from U-15 age category and the rest 50.9% (202) were from U-17 age category. When the Trainees educational status considered 88.7% of the trainees were attending their school in their area. Greater proportions of the trainees were from Junior (36.8%) and secondary (40.1%) school. Trainee's academic performance was assessed based on their previous semester results. 79.8% (317) trainees reported their semester average result. According to their report, 40.4 % (128) of the trainees were scored an average of between 51-60 and 53.9% (171) of them scored between 71-90. Only 5% (16) of them scored above 90 out of 100.

Table 1. Trainee's source of encouragement to join the project

Variable			Current age group		Total
			U-15	U-17	
Q. Who motivates you to join the project at the first time?	my self	Count	126	134	260
		% within training age group	64.6%	66.3%	65.5%
	my friend	Count	55	54	109
		% within training age group	28.2%	26.7%	27.5%
	my parent	Count	14	11	25
		% within training age group	7.2%	5.4%	6.3%
	others	Count	0	3	3
		% within training age group	0.0%	1.5%	0.8%
	Total	Count	195	202	397
		% within training age group	100.0%	100.0%	100.0%

Table 2. Trainee's project experience

Variables			Age category		Total
			U-15	U-17	
Q. Starting age level (project experience)	U-13	Count	160	146	306
		% within training age group	82.1%	72.3%	77.1%
	U-15	Count	35	38	73
		% within training age group	17.9%	18.8%	18.4%
	U-17	Count	0	18	18
		% within s training age group	0.0%	8.9%	4.5%
	Total	Count	195	202	397
		% within training age group	100.0%	100.0%	100.0%

Trainees experience in the project was assessed by considering their project starting age category. As shown in table 1, 77.1 % of the trainees joined the project starting from U-13 age category. Relatively greater proportion of the U-15 age group (82.1%) joined the project in U-13 category than U-17(72.3%).

Trainee's perception towards their motives

Before becoming a member of the project trainees may be encouraged by some factors to join the project. To assess this issue a question was raised to reflect what encourage them to join the project. On this regard, 65% of the trainees encouraged by their own interest, 27.5 % of them by their friend, 6.3% of the trainees encouraged by their parents. The rest 0.8 % were encouraged by some other personnel. As the result shown in table 3, 73.8% of the trainees were joined the project to represent their village in football sport. 4.1% and 2.8% of them joined the project for time pass and to enjoy with their friends respectively.

Table 3. Trainee's motives and its Association with their age category

Variable			Age category		Total
			U-15	U-17	
Trainees intention when they join the project	To master the game	Count	31	25	56
		% within training age	**16.1%**	**12.5%**	**14.2%**
	To enjoy with friends	Count	3	13	**16**
		% within training age	1.6%	6.5%	**4.1%**
	For time pass	Count	8	3	**11**
		% within training age	4.1%	1.5%	**2.8%**
	To represent my area in football	Count	138	152	**290**
		% within training age	**71.5%**	**76.0%**	**73.8%**
	Other	Count	13	7	**20**
		% within training age	6.7%	3.5%	**5.1%**
	Total	Count	193	200	**393**
		% within training age	100.0%	100.0%	100.0%

Table 4. Trainee's perception towards their motivation in the sport

Motivation scale	Mean score	Std. Dev.	Minimum	Maximum	Range	No. Items	Cr. Alpha
Intrinsic Motiv.	5.8453	.25802	5.35	6.18	.83	12	.804
Extrinsic Motiv.	5.1331	.38784	4.46	5.80	1.35	12	.830
Amotivation	3.0786	.13010	2.91	3.19	.28	4	.879

As depicted in the above table, the mean scores of the first two subscale shows that the trainees were agreed a lot on the statements that explains the intrinsic and extrinsic motivation. The independent t-test was conducted to examine the difference between these motivations variables. Significant difference was observed on the subscale mean scores between the two motivation subscale ($t(22) = 5.296$, $p<0.001$). The intrinsic motivation means score (5.8 ± 0.26) is greater than the extrinsic motivation mean score (5.1 ± 0.39).

Table 5. Trainees and project Agreement

Variables			Location(Zone)			Total
			North Gondar	West Gojjam	South Gondar	
Agreement between the Trainees and project t	yes	Count	82	48	24	154
		% within Zone	50.9%	34.0%	27.3%	39.5%
	No	Count	79	93	64	236
		% within Zone	49.1%	66.0%	72.7%	60.5%
	Total	Count	161	141	88	390
		% within Zone	100.0%	100.0%	100.0%	100.0%

As shown above in the table, 60.5% of the trainees did not take any agreement on a document that explains the rule and regulation they expected to respect when they are a member of the project. A chi-square test was conducted to see the association between trainees agreement versus the location. Significant association was found between the locations and trainees agreement ($X^2(2, N=392) =16.069$, P= 0.001). 50.9% of the trainees from north Gondar put their signature on a document which was greater than in the other areas**.**

Trainee's perception Towards Coach's coaching competencies

Table 6. Coaches coaching competencies subscales mean score result

Competencies subscale	Mean score	Std. Devia.	Minimum	Maximum	Range	N item	Cron. Alpha
Motivation	8.62	.12532	8.45	8.74	.29	7	.941
Game strategy	8.56	.11679	8.38	8.66	.28	7	.941
Technique	8.52	.17991	8.26	8.76	.50	6	.836
Character building	8.81	.03966	8.76	8.85	.09	4	.903
Total Scale mean	8.61	.15708	8.26	8.85	.59	24	.967

According to the trainee's perception (table 6), the Coaches coaching effectiveness was found in a higher level on motivation skill (8.62±0.12), Game strategy (8.56±0.12), technical aspects (8.52±0.18) and trainees character building (8.81±0.04). ANOVA was conducted to test if difference was found between the subscales mean scores. The test result shows there was significant difference found between the four subscales (F (4, 24) = .376, p=.016). Relatively the coaches showed better performance on character building than the other subscales.

Discussion

The purpose of the study was to examine the perception of youth football projects trainees on coach's competency and their own motivation. Athlete's motivation, decision making, technical ability and sportsmanship are some of the required components that the trainees expected to develop for better achievement on the sport. There are various factors that motivate the trainees to join the project. Trainees self interest, their friend's and parents are identified as the source of encouragement to start their training in the sport. Motivation of the athlete towards the sport is the major factor to participate in the sport. Intrinsic and extrinsic motivations are the two major motivation type required to have for better performance. In this study Pelletier, et al. (1995) sport motivation scale was employed to assess trainee's perception on motivation level. The trainees found with high level of internal motivation (means score=5.84 ± 0.26) and external motivation (mean score= 5.13 ± 0.39). The intrinsic motivation of the trainees was a bit higher than their extrinsic motivation.

Coaches are one of the stakeholders for the improvement of trainees' performance. They are the responsible personnel to develop the important components that required by the trainees such as motivation, decision making, technical ability and sportsmanship. To achieve this coach expected to equip with the knowledge and skill of coaching the sport. The trainee's perception towards their coach's coaching effectiveness was assessed by using coach effectiveness scale (Feltz et al., 1999). The trainees perceived as the coaches made a better effort to develop the trainee's motivation, game strategy, technical improvement and character building. Relatively the coach made better effort on trainee's characters building than the other subscale (table 6).

Conclusion

The purpose of the present study was to examine the perception of the trainees on their motivation and their coaches coaching effectiveness. Trainees self awareness was identified as the major motivating factor for trainees to join the project. The major intention of the trainees to join the project was to represent their area in the sport. To master the sport was the second motives to join the project. The trainees have strong motivation towards the sport. As per the perception of the trainees, the internal and external motivation and the coaches coaching competencies is found at a higher level. The trainees perceived the coach's character building relatively greater from the other competency subscale.

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Status Quo and Problems in the Management of High-level Athletes in Sichuan Province, China

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Abstract
After more than 30 years of practice and exploration, the construction of high-level sports teams in universities in Sichuan Province has made great progress. But there are still a lot of problems that need to be addressed such as follows, the unbalanced development between sports item, the goals with the low position, imperfect management mechanism, low quality of the students' resource, serious contradictions between learning and training, imperfect competition mechanism, lack of funds. The arrangement of sports should be reasonably treated in Sichuan Province, positioning of the goal should be adjusted, intensity of enrollment should be expanded, training and study should be arranged reasonably, competition conditions should be created actively, the investment should be increased, and the logistics support should be improved. Strive for funding from society to promote the socialization and commercialization of high-level sports in universities in Sichuan Province.
Key words: China; Sichuan Province; High-level athletes; Management Status Quo;

Introduction

High-level athletes refer to the students who have been formally admitted to universities according to the national high-level athlete's enrollment policy who have the title of level 2 or above national athletes (Zhu et al, 2016). In April 1987, the former National Education Commission and the State Sports Commission of China jointly issued "Notice about the trial recruitment of High-level athletes in Colleges and Universities" which identified for 51 pilot colleges and universities for the recruitment of high-level athletes first time. At that time, there were only two such universities in Sichuan Province (Wang, 2012). By 2018, China's Ministry of Education had stipulated that 279 colleges and universities were qualified to recruit high-level athletes, while 10 universities in Sichuan Province could recruit high-level athletes (Chinese Ministry of Education, 2018). After more than 30 years of exploration and attempt, the high-level sports team in Chinese colleges and universities has made surprising achievements. University high-level sports team has become an important strategic measure to train excellent sports talents in our country through multi-form, multi-channel and multi-level. However, due to various reasons, the development of high-level sports teams in universities in Sichuan Province has been affected and restricted.

Method of Research

The methods of literature and questionnaire are used in this paper to study the present situation of the management of high-level athletes in universities in Sichuan Province. The history of the development of high-level sports teams has been understood by the method of literature review, a questionnaire survey was conducted directly among the directors of high-level sports teams in nine of ten universities in Sichuan Province (one of which did not agree to carry out research), to understand the status quo of the management of high-level athletes in universities. The questionnaire has been approved by the Ethics Committee of the University of Malaya and the reference number is UM. TNC2/UMREC-248.

Results

The Item layout of High-level Sports in Sichuan Province

The number of high-level sports teams in universities in Sichuan Province is gradually increasing with years. The number has grown from 2 teams in 2 events in 1987 (Wang, 2012) to 28 teams in 12 events nowadays (Chinese Ministry of Education, 2018). However, we can find from Table 1 that the distribution of sports events in universities in Sichuan Province is not every balance.

Table 1: The events distribution of high-level sports teams in universities in Sichuan province

Events School	FB	VB	TN	SW	AT	AB	BB	ST	TD	TT	WS	DC
A	√	√	√	√	√							
B		√			√	√	√					
C	√		√			√	√					
D						√			√	√		
E								√				
F			√									
G	√						√					√
H											√	
I	√											
G	√		√	√	√		√					

Note:FB=Football;VB=Volleyball; TN=Tennis; SW=swimming; AT=Athletics; AB=Aerobics;BB=Basketball;ST=Shooting; TD=Taekwondo; TT=Table Tennis WS=Wushu DC=Directional Cross-country

Positioning of the Goal

The main purpose to establish high-level sports teams in colleges and universities in our country is to promote the development of school sports after school training andcompetition, to cultivate the high-level sports talents with comprehensive development, to complete the mission in the world university games and domestic and international major sports competitions, and fully display the spirit of university students from China (Ma, 2017).However, the target positioning of high-level sports teams in universities in Sichuan province is generally lowand there is a deviation.

As shown in figure 1.

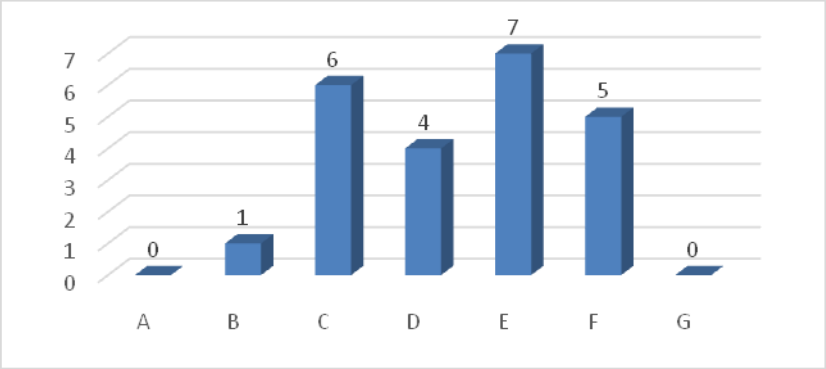

Figure1:The goals of high-level sports teams in Sichuan province

A: To improve the national sports competitive level B:To participate in the World University Games C:To participate in the National University Games D: To participate in inter-school sports competitions E:To improve the visibility of colleges and universities and the construction of the campus culture F. To cultivate Talents G:To meet the needs of competitive sports from students

Enrollment situation

The main source of high-level athletes in Sichuan province is ordinary high school students. Some of the schools also recruit retired athletes, active athletes and students from sports schools. Only 2 of the 9 schools have the sports talent training echelon of primary and secondary schools directly under their supervision, which is also the reason why it is difficult to recruit high-level athletes.

Training and Competition

The training times and frequency of high-level athletes as shown in Figure 2.Thereare 7 universities which the time of each training is between 1 to 2 hours, and 2 universities which the training time is between 2 to 3 hours. The training frequency of 1 college is 3 times or less, 3 colleges train 4 times a week, 5 colleges train 5 times a week.Among the 9 universities surveyed, 2 universities had high-level athletes participating in the competition twice or less, 6 universities had 3-5 times, and only 1 university had high-level athletes participating in the competition more than 5 times.

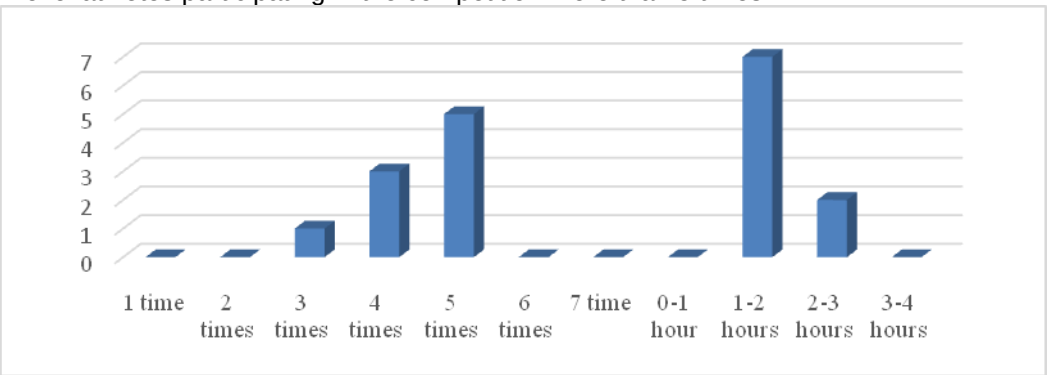

Figure 2: Statistics of training frequency and training time of high-level sports teams in universities in Sichuan province

Learning

All the universities in Sichuan province convert the results of training and competitions into credits, deduct some courses and reduce the credit requirements for graduation, to ensure that high-level athletes can meet the requirements for graduation.

Logistics

The funds for the development of high-level sports teams in universities of Sichuan province come from the special appropriations of the government and schools, and the funds come from a single source.The logistics support for the development of high-level sports in Sichuan's universities is relatively poor.

Conclusion

At present, the main problems in Sichuan province are the unbalanced development between sports item, the goals with the low position, imperfect management mechanism, low quality of students'resource, serious contradictions between learning and training, no enough competitions. These problems are obstacles to the development of high-level sports teams in Sichuan province.

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The challenges that hinder the development of women's football in Ethiopia

(under the title of The Challenges that Hinder the Development of Women Football in Ethiopia).

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Abstract
The main purpose of this study was to investigate the challenges that are affecting the development of women's football in Ethiopia. 12 Women's football players (each in one club) under the first and second division of Ethiopian women's premier league, 4 Ethiopian sport journalist, 4 Ethiopia Football Federation committee, 4 sport commission officers were the main target of this study. Totally, there are 24 participants taken by purposive sampling technique. In this study the interpretive qualitative research method was employed. The major data collection instrument of the study was semi-structured interview. Thus the data gathered through interview were analyzed thematically. The major findings of the study include that Scarcity of funding and sponsorship to women's football , Scarcity of football facilities, Uncomfortably fixture of the competition and less number of the spectators, improper grass root bringing up of players, Less number of women's in football administrative position, Negative outlook and less attention of football governing body towards women's football development, Administrative problem in the clubs and lack of sustainable financial sources, Low football participation of women's in their elementary school age, Wrong parental attitude towards women's football participation, Low media coverage are the challenges of women's football development in Ethiopia. Based on the above finding of the study the researchers conclude that, the women's football development in Ethiopia has the administrative and social problems. For the development of women's football in Ethiopia the sport governing body, Ethiopian Football federation, Clubs and other stakeholder should work collaboratively to avoid the above administrative and social challenges that hinder the development of women's football in Ethiopia. **Key words: -** football, Challenges, participation, development

Introduction

Among different types of sports, football is one of the most popular sports in the world that so many people love and enjoy by participating in active play and attending the game as a spectator (FIFA, 2016). People all over the world are passionate about football and through its involvement they can overcome differences in gender, culture, language, religion, politics and ethnic background to develop friendship with one another (Jeanes, 2006). Furthermore, FIFA has a mission to develop women's football in worldwide and build a better future to promote gender equality and contribute to the empowerment of women's in football leadership (FIFA, 2015).

Gradually women's football has become one of the fastest growing sports in the world, but still it has many challenges in their participation and development (Louise, 2011 &Pandey,2016). In this regards Fasting, Pfister and Scraton cited in IOC (2005) stated that, because of the negative perception of the societies, it was initially developed by men for men; women's have long been perceived as being too weak to participate in football and other physically demanding competitive sport. Due to this, women's have long been fighting the challenges towards gender inequality in football for several years (Boxill, 2006). Boxill conclude that perception of the societies on women's football participation is one of the challenges on the development of women's football. In other words, due to negative attitude of the societies women's had access to participate only in none competitive sportive activities such as gymnastics, yoga, while men had access to participate in competitive sport (IOC, 2005). In this regards Jeanes (2006) illustrated that, because of the negative outlook of the societies on women's participation in football and other physically demanding sports their participation is prohibited by males, especially in a club based sport such as football.

According to Merha Sport Megazin Saturday Jun 18, (1986) Ethiopian women's football was introduced in 1980 by some voluntaries and None Governmental Organization (NGO) in the sense of improving the participation and developments of women's football in Ethiopia. In line with this the IOC, FIFA and Ethiopian sport policy warrant for the equality of women's involvement in all ranges of sport governing body, but in practice still gender inequality and the domination of males in football is common here and elsewhere (Migliaccio & Berg, 2007). Although women's football in Ethiopia has developed in the context of a society, women's football clubs in comparison with male from a total of 158 clubs under EFF only 20 of them are women's club and this 20 clubs are less equipped, less paid, and less attention given in all aspects. As a researcher's this shows us women football involvement and development is still in needed of improvements to overcome the challenges. Generally, football and in particular women's football in Ethiopia has different challenges on the participation and development to reach the professional level. So that, this study investigate the challenges of women's football development in Ethiopia and give recommendations to Ethiopian Football Federation, clubs and stakeholders. Hoping that the stakeholder will accept them.

Statement of the Problem

At the beginning of women's football in Ethiopia in 1980, there was strong criticism from the society and sport governing body. At the same time, the society was provoked to express dissatisfaction regarding women's participation in football (Asfaw, 2017). The continuous criticisms of the society affected not only women's involvement in football in organized form, but also made a dark spot on their participation in football in general.

Without official recognition and support of the sport governing body, the public's interest in their participation, trust and credibility to women's football participation, the development of the game is delayed (Williamson, cited in Welford, 2008). Football in Ethiopia has a glorious position and the societies have come to think its importance on the development of the societies in many forms. However, the practice in relation to gender equality in football the researchers look the hegemonic forms of masculinity and male domination over women's football participation. To show this, among 158 clubs registered under EFF (Ethiopian Football Federation) only 20 of them are women's football club. Additionally to this five women's football clubs are dispersed in 2018/19 competition season. In this, Clark and Paechter (2007) state that, orally the level women's participation in football is accepted and even encouraged, but, in practice, there remains limitation that hampers their involvement in various ways. As a researcher we have a question why women's football teams are dispersed and continue in a very minimal number of clubs.

Studies in Ethiopia were conducted by (Endalew 2015, Mekuant, 2014 and Yasin, 2014) and focuses only on the challenges of single club players and the study didn't incorporate other challenges like that of, the recognition and support of the sport governing body to women football development, the societal influence in their football participation. So that, a research study in the area of investigating the challenges of women's football development in Ethiopia was not conducted.

Thus the study was intended to investigate the challenges of women's football development and raises recommendations which hopefully help to fill the gap in the development women's football in Ethiopia.

As a researchers' this was the main reason to conduct the present study to produce documentary materials about challenges of women's football for the sustainable developments and fill the existing gaps.

General objective

The general objective of the study was to investigate the challenges of women's football development in Ethiopia.

Specific Objective

In line with the general objective, the specific objective of the study was the following: .

To explore the administrative factors that hinder women's football development in Ethiopia.

To investigate the social challenges of women's football development in Ethiopia.

Research Question

Basically the study has the following basic research question:

What are the administrative challenges of women's football development in Ethiopia?

What are the social challenges of women;s football in Ethiopia?

Design of the Study

The purpose of this study was to investigate the challenges that hinder the development of women's football in Ethiopia. Thus, to attain the purpose of the study, interpretive qualitative research design was employed.

Population, Sample Size and Sampling Technique

To attain the objective of the study and select manageable participants to this qualitative study 12 Women football players in the first and second division of Ethiopian women football premier league, four Ethiopian sport journalist from EBC, FM 96.3, FM98.1and FM1001.1 (one journalist from each media), Four Ethiopia Football Federation committee, Four Federal Youth and Sport officers was the main target of this study. They were about 24 in number. Because of the study requires in depth information about the challenges of women football in Ethiopia researcher's select participants based on the experience and responsibilities in the study area using purposive sampling technique

Data Collection Instrument

Data collection instruments are the tools used to obtain relevant information from the participant of the study. Thus, in this study qualitative data collection instrument was used. In that qualitative data about the challenges of women football development in Ethiopia was collected through semi-structured interview which is more flexible version of interview to collect in-depth information from the respondents about the study area (Alshenqeeti, 2014).

Interview

According to, Alshenqeeti, (2014) interview is an extendable conversation between the researcher and participants that aims to having 'in-depth information' about a certain topic. Thus in this study, Semi-structured interview was employed to collect data from, current women football players, Ethiopian Football Federation committees, Federal Sport Commission Officers and sport journalists. The focus of the interview was on the challenges that hinder the development of women's football in Ethiopia. The interview was conducted by the researcher and use electronic audio recorder.

Methods of Data Analysis

As this study was employs the qualitative method of study the, researchers' analyzed the collected data thematically.

Findings of the study:-

The major findings of the study include that;, Scarcity of funding and sponsorship to women football , Scarcity of football facilities, Uncomfortably fixture of the competition and less number of the spectators, improper grass root bringing up of players, Low number of women in football administrative position, Negative outlook and less attention of football governing body towards women football development, Administrative problem in the clubs and lack of sustainable financial sources. Furthermore, Low football participation of women in their elementary school age, Wrong parental attitude towards women football participation, Low media coverage are other factors find in the study that affect the development of women football in Ethiopia.

Result and Discussion of the Study

While women's football developments in Ethiopia remain at a low level, the exploration of women's participation in football exposes in a collection of challenges against their full and unrestricted involvement in football. The data gathered through semi-structured interview indicate that Ethiopian women's football development has the following challenges.

Scarcity of funding and sponsorship; the majority of respondents argued that, Ethiopian Football Federation and other stakeholders allot disproportional fund to men and women football clubs and also sponsors are less interested to sponsor to grow the income generation in the sustainable development of women's football in Ethiopia. Similarly, sport sponsorship is an important source of income for professional sport teams (Bühler, Hefferman, & Hewson, 2007). In line with this Apostolopoulou & Papadimitriou,(2004) indicate the benefits and determinant factors of sponsors in sport is, the interest with overcoming cultural barriers of the societies, establishing good relationships with media corporations, becoming involved with the community, increasing brand awareness and facilitating positive brand image, reaching new target markets, boosting sales and market share through brand loyalty is also the determinant factors that attract the sponsors to invest in sport clubs. Because of lower acceptance of women's football in Ethiopia sponsors are not interested to financially support the development of women football in Ethiopia. In addition to this FIFA gives 750 USD (MA receives 750,000 USD per year for infrastructure and grass root football development) to each Member Association to assist the development of football game in the country. From this annual financial assistance each member associations are expected to allot at least 15% to the development of women's football (FIFA, 2016). But in practice Ethiopian Football Federation so far didn't give any financial support to the club and grassroots. Without allotting enough money to women's football it is difficult to develop the game of women's football in Ethiopia.

Scarcity of football facilities; participants of the study was mentioned that, almost their no sport facility that helps the participation of youth in sportive activities. Especially women's need comfortably sport facility to participate in football. Without accessibilities sport facilities the development of sport in general and in particular football is delayed. Women cannot play football if they cannot get safe and suitable football facilities around their villages.

In this regards Snow, (2012) State that, maintenance and expansion of football facilities is one of the basic elements in the formula of producing successful player development and maintain the sustainability of the football team.

An uncomfortably fixture of the competition and less number of the spectators; Fixture of the competition means the program of the game (the scheduled time and day of the game). Competition fixture prepared by the Federation is not comfortable for the spectators to attend the women's football game due to this reason, women football games are continuing with fewer spectators in the stadium and they loss income from ticket and other sale in the match day and also the players may loss feeling of worthiness to Ethiopian football development. To support this idea Farrell, Fink, & Fields,(2011)and Pfister, Lenneis, & Mintert, (2013) indicated that, the motive and performance of players to play the game in a crowded stadium with thousands of spectators is not the same as the players play in an empty stadium. Additionally Coackley (2009) confirmed that, the direct and/or indirect financial support from club funs is very crucial for the survival and sustainable development of football clubs. Furthermore, the fixture of the competition and time of play, win-loss record of the team, team history, quality of the opponents is also affect the attendance of spectators in the stadium and due to this the club loss their economic advantages for its sustainability(Zhang et al.'s, 1997).

Improper grassroots up bringing up of players; The interview result of the study shows that, in most time the grassroots development program in Ethiopia is focused on the result rather than future development of the players because of that majority of football trainings in Ethiopia is mainly based on the game related training without technical and tactical development of the players with disregarding of the age difference of the players. These negatively affect the future development and quality of women football players in Ethiopia. To support this idea Chris Trikalis, Zisis Papanikolaou, (2014) find in their study, the main goal of youth grassroots football coaches is developing the technical and tactical ability of the athletes and the training plan should pays little attention to the development of physical fitness of children. Moreover the training program is focused on the high frequency with the full implementation of technical training with sufficient training equipments.

In addition to this, they respond that, all women's football clubs in Ethiopia have no shadow team that produce new young stars to the main team and also the Ethiopian Football Federation does not have women grass root development program to assist its sustainable development. Trainings were conducted in different area by volunteers without any technical and material support from the Federation and sport governing body, because of this the quality of the training remain unsatisfactory in the future development women's football in Ethiopia . These considered as one of the challenges that affect the sustainability of women's football in Ethiopia. In line with Snow, (2012) State that, to maintain the sustainability of the football team, clubs must have a football grassroots program for the production of new players and give scientific football trainings base on their age categories. In general, for the production of competent youth players to the clubs and country the grassroots program should well planned and focused on the high frequency with the full implementation of technical training, but also the simultaneous improvement of physical conditioning of the players (Chris Trikalis, Zisis Papanikolaou,2014).

Less number of women in football administrative position; as the participate of the study suggested that, Football in Ethiopia is continued under full control of males and composition of women in different sport administrative position is very low. This low participation of women in football administrative position including the coaching staff negatively affects the development of women's football in the country. In Ethiopia there is no women's football committee that works on the development of women's football. Women's have no space to decide their chance by themselves. In this regards Moya Dodd, (2015) indicate that, the numbers of women in football decision-making position are inadequate and controlled by hegemonic ideology and Burton,(2014) argued that, without the active involvement of women in football decision making positions the development of the game is going gloomy. As Burton study, the low participation of women in leadership positions of sport administrators are cussed by the assumption that sport is a gendered institution and that all processes operate within a culture of male domination in decision making of sport involvements. Heilman, (2001) sights the role of women as top level sport administrators has not always effectively increased to the same degree as man due to this reason Heilman,(2001) asserted that, the sports hierarchy is still in the hand of male dominance and the participation development of women in sport is under the willingness of male's.

Negative outlook and less attention of football governing body towards women football development; Even though, male football national team loss the game (Ethiopia loss 5-0 with Algeria) Ethiopian Football Federation give rewards to male's players and coaching staffs in order to build their motivation in the next game, in the other hand women national football team were participate in CECAFA champion ship and got silver medal to the country but the Federation did not give any recognition and rewards to women national team players and coaching staffs. In addition to this for the preparation of the national team to different international competition EFF (Ethiopian Football Federation) give maximum of three month contract to women national team coach in a very small money, In contrast to this, they give at least two year contract with attractive salary to male national team coaching staff. And also, for the

preparation of women national team EFF and sport governing body collect the players in a short period of time with incomplete coaching staffs and Federation and sport governing body are not willing to prepare a single friendly match in their preparation. This indicates that EFF and sport governing body have no or less interest in women's football development in Ethiopia, because of these the players and also spectators are discouraged to participate in the game of women football. Welford (2008) argued that, without official recognition and support from the sport governing body, public's interest in their participation, trust and credibility to women's football participation, the development of the game is delayed.

Administrative problems in the clubs and lack of sustainable financial sources; all respondents are argued that, football governing body and clubs have a wrong perception on financial allocation to women football development. Due to this, five women's football clubs are dispersed in 2018/19 competition season. The majority of football clubs in the Ethiopian premier league are supported by governmental organizations, but the club administrator's give more attention towards male football and pay exaggerated salaries for male players. Whereas they give small salary to women football players and coaching staffs. Furthermore, clubs allocate more than 60,000,000 (sixty million Birr) per year with no any financial profit and sustainable economic sources to males. In other hand, many women's football clubs are dispersed due to financial problem. This indicates that the club administrator's give less attention to women's football development and they didn't work to create mechanisms to the sustainable economic sources of the club. In general Whisenant, (2009), indicate that the hegemonic form of sport institution and give less attention towards women's football is negatively influence the development of countries women football and without the proportional financial allocation and sustainable financial sources of the club women's football development in Ethiopia is under serious challenges.

Less football participation of women in their school age; vast majority of players are responded that, because of boys discourage them in playing football with them and school administrators and sport science teachers give less attention to equal participation of women's football. This discouraged them to involve in playing football and lead to choose other sport activities. Additionally the wrong self-perception of women's towards football participation is also negatively affects their participation in traditionally male dominated game. In this regards Kennedy & Pain, (2011) indicate that, the onset of adolescence is coincides with a transition of most women from elementary to secondary school and many evidence suggests that the relation and evaluation of peers have a large impact on their motivation for sport participation and likelihood of withdrawal.

Wrong parental attitude towards women's football participation; is also one factor that affects the participation and development of women's football in Ethiopia in that of the majority of players' families are not interested in their children sport participation and strongly insist they strictly attached to education rather than playing football. This discourages women participate in football and put its dark spot on the development of women's football in Ethiopia. As the family is the foundation of the society's players need to get support from parents in their football participation. Similarly Moore et al., (1991) confirmed that, most families has a negative attitude towards gender role of man and women activities in home in that of women's are committed to invest more time to household than man this maltreatment of the family negatively affect the participation of women in different sportive activities. Moreover Today, mostly accepted that family has great and impressive effect on positive and negative behavioral habits of children for their future sport involvements. Once positive attitude from parents towards football have a tendency to increase children attitudes and likings toward sport and football attract them to physically involve in the activities(Turman, 2007).

Low media coverage; the media coverage focuses almost entirely on men's football. This low media coverage of women's football leads to the deficiency of women role models to inspire others to play football games and create the new generation to the future development of women's football in Ethiopia. Moreover Bryson, & Bunker, (2015) demonstrate that, the broadcast media plays a key role in shaping, reinforcing and challenging wider societal attitudes towards sport participation. Even though media have the above importance still there are clear gender inequality in the way the media is consumed across all the major display place, both in terms of the amount of time to cover different issues in women football participation and developments(Bryson, Bunker, Bryson, & Bunker, 2015). These purely affect the development of women football and reduce chance of introducing new women role model to inspire the future players. In addition to this, this low media coverage of women's football has negative effects to get different sponsors funding for women football.

Conclusion:-

Based on the above finding of the study the researchers conclude that women football development in Ethiopia is affected by the administrative and other challenges to their developments, in that of Scarcity of funding and sponsorship to women football , Scarcity of football facilities, Uncomfortably fixture of the competition and less number of the spectators, improper grass root bringing up of players, Low number of women in football administrative position, Negative outlook and less attention of football governing body towards women football development, Administrative problem in the clubs and lack of sustainable financial sources are categorized as administrative challenges and the remaining ,Low football participation of women in their elementary school age, Wrong parental attitude towards women football participation, Low media coverage are categorized as other challenges that hinder women football development in Ethiopia. For the development of women football in Ethiopia the sport governing body, Ethiopian Football federation, Clubs and other stakeholder should work collaboratively to avoid the above administrative and other challenges that hinder the development of women football in Ethiopia.

Recommendation: -

For the development of women football in Ethiopia the sport governing body, Ethiopian Football federation, Clubs and other stakeholder should work collaboratively to avoid the above administrative and social challenges that hinder the development of women football in Ethiopia.

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Step Aerobics Is The Best

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Abstract
Aerobic dance has its foundation in dance-inspired movements. It is a cardiovascular workout set to music in a group exercise setting. Aerobics is a form of physical exercise that combines rhythmic aerobic exercise with stretching and strength training routines with the goal of improving all elements of fitness (flexibility, muscular strength, and cardio-vascular fitness). It is usually performed to music and may be practiced in a group setting led by an instructor (fitness professional), although it can be done solo and without musical accompaniment. With the goal of preventing illness and promoting physical fitness, practitioners perform various routines comprising a number of different dance-like exercises. Formal aerobics classes are divided into different levels of intensity and complexity. A well-balanced aerobics class will have five components: warm-up (5–10 minutes), cardio vascular conditioning (25–30 minutes), muscular strength and conditioning (10–15 minutes), cool-down (5–8 minutes) and stretching and flexibility (5–8 minutes).Aerobic exercise is any physical activity that makes us sweat, causes to breathe harder, and gets our heart beating faster than at rest. It strengthens our heart and lungs and trains our cardiovascular system to manage and deliver oxygen more quickly and efficiently throughout our body. Aerobic exercise uses our large muscle groups, is rhythmic in nature, and can be maintained continuously for at least 10 minutes. Aerobic dancing involves any kind of dance put to music and can include everything from Zumba to hip-hop dancing. A typical dance class usually begins with a 5 to 10-minute warm-up, followed by a 20- to 30-minuteaerobic routine, and ends with a 5- to 10-minute cool down.

Introduction:

Aerobic means "requiring oxygen." Aerobic metabolism occurs during low-intensity, long-duration exercises. One example would be jogging. Anaerobic means "without oxygen." Anaerobic metabolism in muscle tissue occurs during intense physical activities like sprinting or weight lifting. During aerobic exercise, we breathe faster and deeper than when our heart rate is at rest. We're maximizing the amount of oxygen in the blood. Our heart rate goes up, increasing blood flow to the muscles and back to the lungs. During anaerobic exercise, our body requires immediate energy. Our body relies on stored energy sources, rather than oxygen, to fuel itself. That includes breaking down glucose. Aerobic exercise is exercise that requires oxygen to full the work due to the length of activity. Generally speaking, any activities greater than 60 seconds in duration require oxygen to continue to burn carbohydrates or fat as fuel source. Anaerobic exercise would be any activities that do not require oxygen to continue to use fuel sources because they are short in duration generally less than 60 seconds. Examples of aerobic exercise would be jogging, running a marathon, or hiking. Examples of anaerobic exercise would include weight lifting, throwing a baseball, or a 100-meter sprint.

Aerobic dance is a choreographed, repetitive movement routine set to music. A typical aerobics program begins with 5 to 10 minutes of warm-ups and stretching, peaks with 20 to 30 minutes of target heart range dance, can include 20 minutes of a muscle stretching floor program known as body sculpting, and ends with 5 to 10 minutes of cool down and more stretching. Aerobic exercise is any physical activity that makes you sweat, causes you to breathe harder, and gets your heart beating faster than at rest. It strengthens your heart and lungs and trains your cardiovascular system to manage and deliver oxygen more quickly and efficiently throughout your body. Aerobic exercise uses your large muscle groups, is rhythmic in nature, and can be maintained continuously for at least 10 minutes.

Types of aerobic exercise

Walking, Running, Swimming, Step Aerobics, Aqua Aerobics, Cycling, Rowing, Boxing.

In this, Step Aerobics is one of the best type of aerobic dance. Step aerobics was introduced in the 1980s as part of the aerobics craze, and it's still popular in gyms and health clubs today. Stepping up, over and around an adjustable step to the beat of high-energy music gives us an excellent total-body workout good for burning fat, building muscle and improving our fitness. Step aerobics can be an intense workout, however, so consult your doctor for a check-up before you start.A step aerobics session typically consists of sets of choreographed movements performed on a raised platform. The movements are accompanied by music and are designed to work the lower body, upper body, core and cardiovascular system.

Common moves include:

Basic Step, Corner knee (or corner kick),

Repeater knee (aka Triple knee),

T-Step, Over-the-Top, X- Step, V-Step, Straddle Down,L-Step, Split Step, I-Step1.Basic Movements:

Certain movements are the foundation of step aerobics, particularly the movement aptly named The Basic. Either foot can lead -- simply step up on the middle of the bench with one foot and follow it with the other foot. Finish by stepping down with the leading foot, followed by the other foot. The Alternating Basic move starts by stepping up with one foot, followed by the other. The secondary foot steps down first, however, followed by the leading foot.

2. Corner Knee: starts in front of a horizontal bench. This move is done in 8 counts:

1. Step up on bench with the lead foot, facing diagonally.
2. Bring your other knee up.
3. Bring you knee and foot down to where they started.
4. Step down with the lead foot.
5. Step up on bench with the other foot, facing diagonally.
6. Bring your lead knee up.
7. Bring your knee and foot down to where they started.
8. Step down with your other foot.

3.Repeater starts in front of a horizontal bench. This move is done in 8 counts:

1.Step up on bench with lead foot.
2. Bring other foot up and do a knee lift.
3. Bring the same foot down and tap the floor lightly
4. Raise the same foot back into a knee lift.
5. Bring the same foot down and tap the floor lightly.
6. Raise the same foot back into a knee lift.
7. Bring the same foot down to the floor.
8. Bring the lead foot down to the floor

4. T-step starts alongside the bench. Step up on the bench, straddle down, step up again, then step backwards, forming a letter "T" with your feet. This move is done in 8 counts:

1. Step up on bench with the lead foot.
2. Bring the other leg up on the bench.
3. Step down on the other side with the lead foot.
4. Step down with the other foot so that you are now straddling the bench.
5. Step back up on the bench with the lead foot.
6. Step back up on the bench with the other foot. You are now on top of the bench.
7. Step backwards to the floor with the lead foot.
8. Step backwards to the floor with the other foot.

5. Over the top Very similar to an Across the Top, this move brings you over the "short end" of the bench. This move is done in 4 counts:
1. Step sideways up onto the bench with the the lead foot.
2. Step up so both feet are on the bench.
3. Step off the other side of the bench with the lead foot
4. Step down so both feet are on the floor
6.X-step forms the letter "X" with your feet as you step up on the bench and straddle down.This move is done in 8 counts:

1. Step up on top of bench, in the middle, with the lead foot.
2. Bring the other foot next to it so you are standing on top of the bench.
3. Step down and forward with the lead foot, to the side of the bench.
4. Step down and forward with the other foot to the opposite side of the bench. You are now straddling the top of the bench.
5. Step back up to the top middle of the bench with your lead foot.
6. Bring your other foot back to the bench. You are now on top of the bench, the same as count 2.
7. Step down and backward with the lead foot, off to the side of the bench.
8. Step down and backward with the other foot to the opposite side of the bench. You are now straddling the bottom of the bench.

7. V-step forms the letter "V" with your feet as you step up wide on the bench and then down. This move is done in 4 counts:
1. Step up on the bench with the lead foot, as wide as possible.
2. Step up on the bench with the other foot, as wide as possible.
3. Step down backwards to the floor with the lead foot.
4. Step down backwards to the floor with the other foot.

8. I-step is simply stepping onto the step, doing a jumping jack, then stepping down and doing another jumping jack.This move is done in 8 counts:
1. Step up on the bench with the lead foot.
2. Step up on bench with other foot. You are now standing on the bench, ready to start the jumping jack.
3. Jump up and land with your feet spread apart, still on top of the bench.
4. Jump up and land with your feet together, just like they were in count 2.
5. Step back down off the bench with your lead foot.
6. Step back down off the bench with your other foot, ready to start the second jumping jack.
7. Jump up and land with your feet spread apart.
8. Jump up and being your feet back together.

9. Split Basic is simply a basic with two tap backs in the middle of it. Also known as a Broken Step and a Basic Lunge.This move is done in 8 counts:
1. Step up to the center of the bench with the lead foot.
2. Bring the other foot up so both are on top of the bench.
3. Tap back onto the floor with the lead foot.
4. Step back up on the bench so both feet are on top of the bench.
5. Tap back onto the floor with the other foot.
6. Step back up on the bench so both feet are on top of the bench.
7. Step back onto the floor with the lead foot.
8. Bring the other foot down next to the lead foot.

10. Straddle starts next to the bench, facing sideways. This move is done in 8 counts:
1. Step up to the center of the bench with the lead foot.
2. Bring the other foot up so both are on top of the bench.
3. Step down and back on the other side of the bench with the lead foot.
4. Bring the other foot down on the opposite side of the bench.
5. Step up on the bench again with the lead foot.
6. Bring the other foot up on the bench again.
7. Step back and down with the lead foot.
8. Bring the other foot down next to the lead foot

Cardiovascular Benefits:
Exercising with an aerobic step provides several fitness benefits that can help us in other sports and in daily life. The stepping and jumping movements in a step aerobics challenge our heart and lungs. Our heart rate rises, our breathing becomes more rapid and we begin to sweat. This type of activity challenges our cardiovascular system and makes it stronger over time. Regular cardio exercise such as step aerobics can help prevent high blood pressure and heart disease.
Fat Loss:
Step aerobics can burn a lot of calories, especially if it's done vigorously. Doing step aerobics for 30 minutes can burn between 210 to 444 calories, depending on our weight and the intensity of the workout. Burning calories through exercise, when combined with a reduced-calorie diet, can help us lose body fat and maintain a healthy weight. Maintaining a healthy body weight can prevent illnesses such as diabetes, heart disease and cancer.
Muscle and Bone Health:
Step aerobics is a weight-bearing activity. Our body has to work against gravity, which puts stress on muscles and bones. This stress causes them to grow stronger. Stepping up and over the raised platform repeatedly is challenging for the leg muscles. Saying balanced while doing single-leg moves strengthens the core. It will also include moves to tone and strengthen the upper body. Having more lean muscle mass boosts our metabolism and makes it easier to control our weight.
Full-Body Movements:
Some step aerobics movements require using your whole body to turn. For example, a turn step is similar to the V-step; however, when you step down, your body turns so your side is facing the bench. After the next V-step, it turns the other way. Another full-body movement is Over the Top, which starts with the side of your body facing the step. Step up on the platform with the leading leg, and then with the secondary leg. Step down on the other side of the bench, first with the leading leg and then with the secondary leg. To get your heart pumping, this move should be done as more of a hop or jump up and over the bench.
Other Benefits:
Working with the step can be challenging at first, especially if our balance and coordination aren't strong. But regular step aerobics will actually help us improve our balance, agility and coordination, which is important for sports and as you age.It's proven that cardio exercise improves our mood and can fight depression and anxiety. Step aerobics is adaptable to all ages and fitness levels. Those just starting out can use a low step and do slow and controlled movements with no weights.

This type of exercise is also great because it is very cheap. Sure you can buy a stepper to use, but you can also use something as simple as the stairs in your home, thus making it very cost efficient. The other great part about step aerobics is that it is very easy to do. Unlike running, stepping is a lower-impact exercise that you can do comfortably in a gym or your own home. You don't have to be a choreographer to know how to perform basic moves, so anyone can get a good, heart-pumping workout with a simple step bench.
Remember to:
Warm up, stretch and cool down.
Consult your doctor for a heart and lung assessment before starting an aerobics program if you are aged over 40.Have a musculoskeletal assessment performed by a sports medicine professional before commencing aerobics if you have suffered an injury in the past.
Start your class at a moderate pace, to allow you to warm up adequately

Conclusion:

The benefits of step aerobics can be reaped by everybody. Beginners and experts, men and women, young and old, everyone can engage in this type of exercise and get all of the advantages from it. Simply stepping up and down onto some steps for 45 minutes will let you burn up to 450 calories and will keep you looking great. A simple step up routine will train your heart, lungs, bones, muscles, and much more. When it comes to aerobic exercise, step aerobics is one of the best options out there. If you have never tried step aerobics before, you might want to start soon because the benefits are numerous!

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Analysis On Speed Among Engineering Students In Different Districts And Different Age Categories

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Abstract:
The purpose of the present study was to comparative analysis on Speed on engineering students among different districts in different age categories. To achieve this purpose of the study four fifty engineering students of kadapa, kurnool and Ananthapuram areas from Rayalaseema region, Andhra Pradesh, India were randomly selected as subjects. Among them one hundred fifty engineering students (fifty kadapa engineering students with age between 17 to 19 years , fifty kadapa engineering students with age between 19 to 21 years and fifty kadapa engineering students with age between 21 to 23 years) , one hundred fifty engineering students (fifty Kurnool engineering students with age between 17 to 19 years , fifty Kurnool engineering students with age between 19 to 21 years and fifty Kurnool engineering students with age between 21 to 23 years) and one hundred fifty engineering students (fifty Ananthapuram engineering students with age between 17 to 19 years , fifty Ananthapuram engineering students with age between 19 to 21 years and fifty Ananthapuram engineering students with age between 21 to 23 years).The following speed were selected as criterion variable. The following group's namely Kadapa engineering students with age category between 17 to 19 years, 19 to 21 years and 21 to 23 years, Kurnool engineering students with age category between 17 to 19 years, 19 to 21 years and 21 to 23 years were selected as independent variables. The data were collected from Kadapa, Kurnool and Ananthapuram engineering students with different age categories on speed were assessed by using standardized test items namely 50 meters run, respectively and they were statistically analyzed by using 3x3 factorial ANOVA. Whenever, the obtained 'F' ratio value for interaction effect was found to be significant, the simple effect test was applied as follow up test.
Keywords: 1). Speed 2). 3X3 factorial ANOVA 3). Kurnool engineering students

INTRODUCTION

T*he* human life is becoming very complex and difficult in many ways. Extracurricular activities play an important and catalytic role in the development of personality formation of a person and help reduce stress, tension, fatigue etc. Sports are a competitive human physical activity that requires skill and exertion and is governed by institutionalized rules.

The term applied to the profession in which a knowledge of the mathematical and physical sciences, gained by the study, experience, and practice, is applied to the efficient use of the materials and forces of nature. An Engineer is a person professionally engaged in a field of engineering. Engineers are concerned with developing economical and safe solutions to problem, by applying mathematics and scientific knowledge while considering technical constraints. As such, the work of engineers is the link between perceived needs of society and commercial applications. In Rayalaseema there are more than 94 Engineering institutions, which include technical universities, government Aided colleges, Self-financed colleges and a few Deemed universities. About 90%these institutions are self-financed.

According to Bucher (1985) Physical fitness is "the ability of an individual to live a full and balanced life. It involves physical, mental, emotional, social and spiritual factors and the capacity for their wholesome expression". Physical fitness refers to practical performance of exercise that calls for the number of experiences, they are the feeling of happiness in the process of correct performance of movement, feeling of "confidence, self satisfaction, surprise and unhappy in the process of confusion and disappointment etc. It is a positive quality, extending on a scale from death to "abundant life".

All living individuals have some degree of physical fitness which varies 10 considerably in different people and in the same person at different times. It is not as broad in its meaning as 'total fitness'. It include, adequate degree of health, posture, physique, proper functioning of vital organs, nutrition, and good health habits along with an adequate amount of endurance, strength, stamina and flexibility (Clark and David ,1978) .

Materials And Tools

COLLECTION OF DATA

To Achieve This Purpose Of The Study Four Hundred Fifty Engineering Students Of Kurnool, Kadapa And Ananthapuramu Areas From Rayalaseema Region, Were Randomly Selected As Subjects Among The One Hundred Fifty Engineering Students (Fifty Kadapa Engineering Students With Age Between 17 To 19 Years , Fifty Kadapa Engineering Students With Age Between 19 To 21 Years And Fifty Kadapa Engineering Students With Age Between 21 To 23 Years) , One Hundred Fifty Engineering Students (Fifty Kurnool Engineering Students With Age Between 17 To 19 Years , Fifty Kurnool Engineering Students With Age Between 19 To 21 Years And Fifty Kurnool Engineering Students With Age Between 21 To 23 Years) And One Hundred Fifty Engineering Students (Fifty Ananthapuram Engineering Students With Age Between 17 To 19 Years , Fifty Ananthapuram Engineering Students With Age Between 19 To 21 Years And Fifty Ananthapuram Engineering Students With Age Between 21 To 23 Years).

Table I Shows That The Mean Values On Speed Of Kurnool Engineering Students With Age Among 17 To 19 Years, 19-21 Years And 21-23 Years, Kadapa Engineering Students With Age Among 17 To 19 Years, 19-21 Years And 21-23 Years And Ananthapuramu Engineering Students with age Among 17 to 19 years, 19-21 years and 21-23 years were respectively.

table I :the mean and standard deviation on SPEED of KADAPA, KURNOOL AND aNANTHAPURAMU with different age categories

Gender / Area of Games		Age between 17 to 19 Years	Age between 19 to 21 Years	Age between 21 to 23 Years
Kurnool Engineering Students	Mean	7.135	7.240	7.076
	SD	0.39	0.43	0.42
Kadapa Engineering Students	Mean	7.09	6.75	6.52
	SD	0.44	0.07	0.14
Ananthapuramu Engineering Students	Mean	7.09	7.18	7.23
	SD	0.34	0.44	0.47

The Multi factorial ANOVA on speed of Kurnool, Kadapa and Ananthapuramu Engineering Students with different age categories have been presented in Table I-a

Table I- a: MULTI FACTORIAL ANOVA on Speed of KURNOOL, KADAPA AND ANANTHAPURAMU ENGINEERING STUDENTS with different age categories

Source of Variance	Sum of Squares	df	Mean Squares	Obtained 'F' Ratio	Table 'F' ratio
A factor (Areas)	13.729	2	6.864	47.82*	3.016
B factor (Age)	2.115	2	1.058	7.368*	3.016
AB factor (interaction)	7.214	4	1.803	12.564*	2.392
Within or Error	63.3	441	0.144		

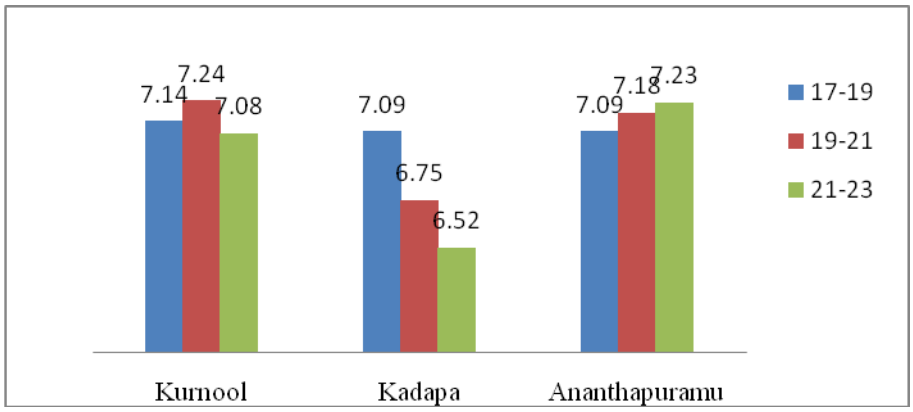
*significance at .05 level of confidence.

Table Ia shows that the obtained 'F' ratio value on speed was 47.82 for factor-A (Areas – Kurnool, Kadapa and Ananthapuramu) irrespective of their age categories which was greater than the table value of 3.016 with df 2 and 441 required for significance at .05 level of confidence. The results of the study indicated that there was significant difference Among Kurnool, Kadapa and Ananthapuramu area Engineering students irrespective of their age categories on speed.

The obtained 'F' ratio value on speed was 7.368 for factor-B (Age – Age between 17 to 19 years, Age between 19-21years and Age between 21 to 23 years) irrespective of their area which was greater than the table value of 3.016 with df 2 and 441 required for significance at .05 level of confidence. The results of the study indicated that there was a significant difference Among 17 to 19 years, 19 to 21years and 21 to 23 Engineering students irrespective of their areas (Kurnool, Kadapa and Ananthapuramu) on speed.

The obtained 'F' ratio value on speed was 12.564 for interaction [AB factor - (Areas × Age)] which was greater than the table value of 2.392 with df 4 and 441 required for significance at .05 level of confidence. The results of the study showed that there was significant difference Among Kurnool, Kadapa and Ananthapuramu Engineering students with different age categories on speed.

FIGURE-I:The Mean Values Of Kurnool, Kadapa And Ananthapuramu With Different Age Categories On Speed



Conclusions:

There was significant difference among Kurnool, Kadapa and Ananthapuramu engineering students irrespective of their age categories on speed.

There was a significant difference between 17-19 years, 19-21years and 21-23 years engineering students irrespective of their areas (Kurnool, Kadapa and Ananthapuramu) on Speed.

There was significant difference between Kurnool, Kadapa and Ananthapuramu engineering students with different age categories on Speed.

The Kadapa engineering student's greater speed than the Kurnool and Ananthapuramu engineering students. Further Kurnool engineering student had greater speed than the Ananthapuramu engineering students.The age of 21-23 years engineering students of the all district had greater speed than the 17-19 years and 19-21 years engineering students and also 19-21 years engineering students had greater speed than the 17-19 years engineering students.

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Sports in India: Problems, Reform Measures and Remedial Initiatives:

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Introduction

Sports and Games play vital a role in our life in many ways. They help people in achieving physical fitness, mental strength, socially cohesiveness and emotionally balance. Like excellence in speaking is music, excellence in movement is sports. Thus, sports encourage us to excel in all fields of our life, be it studies or job or social relations. Besides, the statement that "the battle of Waterloo was won on the play fields of Eton", implies that sports help to develop a spirit of sportsmanship and inculcate lasting values including discipline, hard work and patriotism in people. We are a Nation of 1.2 billion people but its unbearable to say that we stand nowhere at the world stage in sports. In last two Olympics, in 2012 Olympic Games, India won only 6 medals and ended at 55th position and 2016 Olympics, India wontwo medals and ended at 67th positionin the medal tally which is nothing short of being scandalous for 2ndlargest nation in the world and one of the fastest growing economies. In this post, I will try to throw light on major issues with Indian sports and potential solutions or remedial.

Reasons behind underdevelopment of Sports in India

Corruption & Mismanagement of sports authorities: Corruption has become synonymous with sports administration in India. Whether it is the most popular cricket or hockey or weightlifting, most of the sports authorities in India have come under attack due to corruption charges. Besides, the involvement of politicians in the administration of sports bodies for a very long period and controversies surrounding 2010 Commonwealth Games dented the image of sports administrators in India.

Social and economic inequalities: Social and economic inequalities have a negative impact on the Indian sport and Games. Denial of access to sports infrastructure due to poverty, concentration of stadiums and other sports avenues only in cities, lack of encouragement to girls to participate in sports, etc., have impaired the development of a positive sports culture in the country.

Lack of infrastructure: This is one of the most important factors for the apathy of the sport in India. Since infrastructure is necessary for training and organizing games, its non-availability and its access to only a few sections of the society have adversely impacted the sport and Games participation and the quality of sports persons.

Policy lacunae: For the development of any sector, formulation and execution of an effective policy is a sine qua non. This is true for sports also. Till date, the sports policy planning and implementation is centralized in the country due to the paucity of resources and the expertise by the State and local governments. Moreover, the absence of a separate ministry of sports at the union level reflects the apathy towards sports.

Meagre allocation of resources: Compared to other developed and developing countries, allocation of financial resources is meager in India. In the Union Budget 2017-18, Rs 1943 crore allocated for sports. While it is Rs 450 crore higher than the previous year, it is much below than the around Rs 9000 crore spent annually by the UK for the sports sector.

Management: The problems that are seen at management level can be dubbed as the root of all problems in sports today. There are numerous sports governing bodies in many countries, which operate very unprofessionally. This is a very common problem in developing countries. In India politicians who have no interest in developing the sport occupy top positions in sports associations. They are all given honorary positions and since they have no experience in the sport due to which the growth of that sport hampers. Sports associations and governing bodies should change their mindset and should issue serious job roles with ex-sports men on decision-making posts. National associations and federations must stop whining about the governmental support and work towards developing a saleable product.

Economic: Economics of scale is a major talking point in the sports today. Inequality in the finances is a major threat to popular sports like Football. Economic imbalances in football leagues are a major drawback in the sport today. Issues of differences in salaries across sports is causing a very evidential competitive imbalance which will have a near term disadvantage which may result in declining popularity of the sport amongst the fans.

Grass Roots: Development of Sport at grass root level should be a focus of all sports governing bodies across the world, unfortunately only the popular sports, which are country specific, manage to flourish at grass root levels, there are success stories of grass root development which nations and sports associations can boast off example International Tennis Federation's Mini Tennis Promotion and US Soccer's Grassroots' development program, which has made soccer a popular sport in a country that has popularized their national sports in the world. Development of grass root sports is the starting point of disciplined and structured atheism of the future.

Disciplinary: Discipline in Sports is a major problem in the past and even consists today. That's the reason why there is negligence in the case of Doping, Match fixing, biased selection procedures, violence in sports. These are key problems that are hampering sports.

Five Reforms measures Sports and Games problems of our Nation

Improve Sports Governance: India lacks good sports governance in all sporting bodies and improving it will be a challenging task as there are officials who just don't want any change as they are too content with the way things are going. All sports bodies must have a constitution or a code like the sports code which must be strictly adhered too. A national sports framework has to be created according to which all sports federations should work. It should specify clear rules and regulations and also helps in the implementation of these regulations such people know that violation of these rules is not an option. Proper standards have to be set for the administration people according to which they should work. This is one area where the Sports bill can have a big impact and let's hope it is passed soon.

Proper Auditing:According to the constitution of the IOA, audits can be just done once a year that too by an auditor appointed by the governing council. The same rule applies for other sports federations as well and this must change. The audits must be done by an independent body appointed by the government or by the CAG and a report of it must be submitted to the government as well as they should know how the funds given to federations are being utilized. Also, apart from auditing the financial statements, internal audits or other similar audits must also be conducted by an external independent body to ensure that rules are complied with and internal system of federation is not misusing its authority. Cost Audits can also prevent inflated bills and wastage of money like we saw in the CWG games. The frequency of such audits must be at least 3-4 times in a year.

Set Benchmarks:Proper standards and achievable bench marks must be set for federations to achieve in terms of sporting achievements. Only then will we be able to measure ourselves against the world and work towards better tally's in Olympics and other international events. Performances of athletes will have to be monitored and they will have set high target levels of performance if they have to perform at the highest level. Lack of goals is one of the biggest banes of the Indian sports as many athletes just go competitions without the intention of winning or expecting to win.

Public-Private partnership (PPP): More tie ups and partnerships are required between the private and public sectors to invest in sports infrastructure and athletes. The private sector in India has not really gotten involved with sports as they have in other nations and private funds are needed for proper development of infrastructure. The government has taken the majority of the burden and its time private companies came forward to help out Indian sports. Leagues like the Hockey India league have attracted private players and bought in money, may not be as much as the IPL but it has bought significant amount of funds which could be used to develop infrastructure and help athletes. More such initiatives in other sports will help it mobilize funds.

Start Grass Root Regimes:A lot of nations have programs where they pick up athletes from the grass root levels at schools and colleges and train them to become professional sports persons. India does not have any such program and it needs to start one immediately. A lot of talent goes unnoticed in India specially people from villages and smaller towns as there is no administration there and very little infrastructure. Identifying and training athletes from grass root levels and setting up rehabilitation and training centers for them will go a long way in establishing a sports culture in India and bring the nation glory. Some serious work needs to be done, it will not be easy because as I said some officials just don't want any change but it is not impossible. If the government takes strong initiatives and blocks out self-serving politicians and officials from the sports federations, things will change slowly but gradually.

The Union Government has taken a few remedial initiatives in recent years.

In September 2017, the Union Cabinet approved the revamped Khelo India programme at a cost of Rs.1,756 crore for the period 2017-18 to 2019-20. The programme aims at mainstreaming sport as a tool for individual development, community development, economic development and national development. The revamped Khelo India Programme would impact the entire sports ecosystem, including infrastructure, community sports, talent identification, coaching for excellence, competition structure and sports economy.

In March 2017, 12 Indian players of international eminence were appointed by the government as National Observers for the first time for the development of various sports in the country. Among other responsibilities, they assess the existing sports infrastructure/ equipment, quality of scientific backup and medical facilities at the venues of the national coaching camps and report the critical gaps.

Under the scheme of "Assistance to National Sports Federations", the government has been providing financial assistance to the recognized National Sports Federations (NSFs) for supporting girls/women's exposure, training and participation at national/ international level.

In order to provide best possible help and support to athletes in their training for the upcoming 2020 Olympics, the government approved the appointment of foreign coaches and supporting staff.

In April 2016, the Central Sector Scheme, Khelo India – National Programme for Development of Sports was approved by the government. It subsumes the erstwhile Rajiv Gandhi Khel Abhiyan, Urban Sports Infrastructure Scheme and National Sports Talent Search System Programme.

Despite the above-mentioned measures taken by the government, the sports ecosystem is of poor quality in the country. For a country of over 1.25 billion, the existing sports infrastructure is not satisfactory. The lack of world-class infrastructure and the inadequate support of the government is reflected in poor performance of Indian athletes in major international events like the Olympics. Tiny countries like Cuba, Croatia and Lithuania performed better in the 2016 Olympics compared to India. It is high time; the public and private sector should come together to lift the Indian sport sector from the present deplorable situation. Extension of Justice Lodha Committee recommendations on BCCI to all other sports bodies will be a right step in this direction.

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Scientific Analysis Of Cardio Respiratory Endurance Among The Physical Education Students In Different Universities Of Rayalaseema Region

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Abstract

The reason of the current study was to scientific study of Cardio Respiratory Endurance among the Students of Physical Education colleges in Different Universities of Rayalaseema Region. To complete this reason of the study One hundred and fifty Physical Education students of Sri Krishna Devaraya University, Rayalaseema University and Yogi Vemana Universities in Rayalaseema region, India were at random selected as subjects. Among them fifty Sri Krishna Devaraya University physical education students (twenty five Physical Education students with age among 18-20 years, and twenty five Physical Education students with age among 21-23 years), fifty Rayalaseema University Physical Education students (twenty five Physical Education students with age among 18 to 20 years, and twenty five Physical Education students with age among 21-23 years) and fifty Yogi Vemana University Physical Education students (twenty five Physical Education students with age among 18-20 years, and twenty five Physical Education students with age among 21-23 years).The Cardio Respiratory Endurance were selected variable. The following group's that is Sri Krishna Devaraya Physical Education students with age category among 18-20 years, and 21-23 years, Rayalaseema University physical education students with age category among 18-20 years, and 21-23 years were selected as independent variables. The data were composed starting Sri Krishna Devaraya University, Rayalaseema University and Yogi Vemana University Physical Education students with dissimilar age categories on Cardio Respiratory Endurance were assessed by with consistent investigation item 12min Cooper test, in that order and they were statistically analyzed by using 3x2 factorial ANOVA. At any time, the obtained 'F' ratio value for interface outcome was establish to be significant, the easy outcome investigation was functional as pursue up investigation. Key words: Physical Education college students, 3x2 factorial ANOVA, Cardio Respiratory Endurance.

Introduction

Physical training might be characterized as on instruction through the physical where a large number of instructive goals are accomplished by methods for enormous muscle play exercises it is an indispensable period of instruction and an essential piece of the all-out instructive procedure first esteem conceptualized prompting a legendary individual with the characteristics and qualities of a physically taught individual.

Just as in education the next logical and mental aspects as well as the physical then the physical education process must be determined to translate the established needs and values into the learning experience and to relate them to the objectives. those objectives when achieved through the process should a lead towards the provisionally established value a physical education person search person have the necessary qualities to become intelligent and interested participants and their way more effective member of society.

Cardio respiratory is defined as the capacity of the cardiovascular and respiratory system to deliver oxygen to the working muscles for sustained periods of energy production. Cardio respiratory fitness describes the body's physical capacity to supply fuel and eliminate waste in order to perform large muscle movement over a prolonged period of time. Cardio respiratory fitness is often termed aerobic fitness.

Materials And Tools

Compilation of information

In the direction of accomplish this reason for the examination One hundred and fifty Physical Education students of Sri Krishna Devaraya University, Rayalaseema University and Yogi Vemana Universities in Rayalaseema region, Andhra Pradesh, India were randomly selected as subjects. Among them fifty Sri Krishna Devaraya University physical education students (twenty five Physical Education students with age among 18-20 years, and twenty five Physical Education students with age among 21-23 years), fifty Rayalaseema University Physical Education students (twenty five Physical Education students with age among 18-20 years, and twenty five Physical Education students with age among 21-23 years) and fifty Yogi Vemana University Physical Education students (twenty five Physical Education students with age among 18 -20 years, and twenty five Physical Education students with age among 21-23 years).

Cardio Respiratory Endurance was assessed by 12min Cooper test measured in meters.

Results

Table I Shows the analyzed data on Cardio Respiratory Endurance

Factor 'A' shows three categories of Universities namely Sri Krishna Devaraya University, Yogi Vemana University and Rayalaseema University.

Factor 'B' shows two categories of age groups namely 18-20 years and 21-23 years.

Factor 'A' and 'B' (relations) show the three categories of Universities and two categories of age groups of the students.

Table-I:3×2 Factorial Analysis Of Variance For Cardio Respiratory Endurance Of Students From Different Universities At Different Age Categories

Source of variance	Sum of squares	Degrees of freedom	Mean squares	Obtained F ratio	Table F ratio
Factor 'A'	788137.480	2	394068.740	5.225*	3.06
Factor 'B'	676972.860	1	676972.860	8.977*	3.91
Factor 'A×B'	689131.480	2	344565.740	4.569*	3.06
Error	10859734.32	144	75414.822		

The obtained 'F' of Cardio Respiratory Endurance for factor 'A' is 5.225 and table 'F' ratio is 3.06. As the obtained 'F' ratio is higher than the table 'F' ratio, the study is significant at 0.05 level of confident for the degree of freedom 2 and 144. As the 'A' is significant the post hoc test is followed as stated by Clarke and Clarke (1972).

The obtained 'F' ratio of Cardio Respiratory Endurance for factor 'B' is 8.977 and table 'F' ratio is 3.91. As the obtained 'F' ratio is higher than the table 'F' ratio, the study is significant at 0.05 level of confident for the degree of freedom 1 and 144. As the 'B' is significant the post hock test is followed.

The obtained 'F' ratio of Cardio Respiratory Endurance for factor 'A' and 'B' is 4.569 and table 'F' ratio is 3.06. As the obtained 'F' ratio is higher than the table 'F' ratio, the study is significant at 0.05 level of confident for the degrees of freedom 2 and 144. As the obtained 'F' ratio is greater than table 'F' ratio, simple effect is applied to find out the overall cell means significant variation as stated by Rothstein (1985)

Table-I (A):Scheffe's Post Hoc Test Means Variation Of Cardio Respiratory Endurance Of Different University Students (Factor A)

Sri Krishna Devara University	Yogi Vemana University	Rayalaseema University	M D	C I Value
2285.100	2458.720		173.620*	153.53
2285.100		2339.720	54.620	
	2458.720	2339.720	119.000	

*Significant at 0.05 level of confidence

The mean table I (A) shows the Scheffe's post hoc test of ordered mean variation of Cardio Respiratory Endurance for factor 'A' (Different University)

The mean variation of factor 'A' shows the three different Universities namely Sri Krishna Devaraya University, Yogi Vemana University and Rayalaseema University. The mean variation among Sri Krishna Devaraya University and Yogi Vemana University, Sri Krishna Devaraya University and Rayalaseema University, Yogi Vemana University and Rayalaseema University were 173.620, 54.620 and 119.000 correspondingly.

The Scheffe's confidential interval value is 153.53. Therefore, the following comparisons are significant.

Sri Krishna Devaraya University and Yogi Vemana University

And also the following comparisons were insignificant.

Yogi Vemana University and Rayalaseema University

Sri Krishna Devaraya University and Rayalaseema University.

TABLE-I (B):SCHEFFE'S POST HOC TEST MEANS VARIATIONS OF CARDIO RESPIRATORY ENDURANCE AT DIFFERENT AGE CATEGORY OF STUDENTS (FACTOR B)

18-20 years	21-23 years	MD	CI Value
2294.000	2428.360	134.360*	153.53
2294.000	2428.360	134.360*	

*Significant at 0.05 level of confidence.

The table I (B) shows the Scheffe's post hoc test of ordered mean variation of Cardio Respiratory Endurance for factor 'B' (Different Universities)

The mean variation of factor 'B' shows the three different Universities namely 18-20 years and 21-23 years. The mean variation among 18-20 years and 21-23 years were 134.360 and 134.360 correspondingly

The Scheffe's confidential interval value is 153.53. Hence, the following comparisons were significant.

18-20 years and 21-23 years

21-23 years and 18-20 years

TABLE-I (C):SIMPLE EFFECT OF THREE DIFFERENT UNIVERSITIES OF PLAYERS AT TWO DIFFERENT AGE CATEGORIES

Comparison	Sum of scores	Degree of freedom	Mean Score	F-ratio
Different Universities (Factor 'A')				
Sri Krishna Devaraya University	1187340.500	1	1187340.500	15.744*
Yogi Vemana University	172401.920	1	172401.920	2.286
Rayalaseema University	6361.920	1	6361.920	0.084
Different Age categories (Factor 'B')				
18-20 years	1026350.000	2	513175.000	6.805*
21-23 years	45918.960	2	225459.480	2.990
Error	10859734.32	144		

*Significant at 0.05 level of confidence.

The table I (C) shows the simple effect of Cardio Respiratory Endurance for three different Universities and two different age categories of students. The obtained 'F' ratio for Sri Krishna Devaraya University, Yogi Vemana University and Rayalaseema University were 15.744, 2.286 and 0.084 respectively. The table 'F' ratio at 0.05 levels is 3.91. Hence the following were insignificant.

Sri Krishna Devaraya University

And also the following is insignificant

Yogi Vemana University

Rayalaseema University

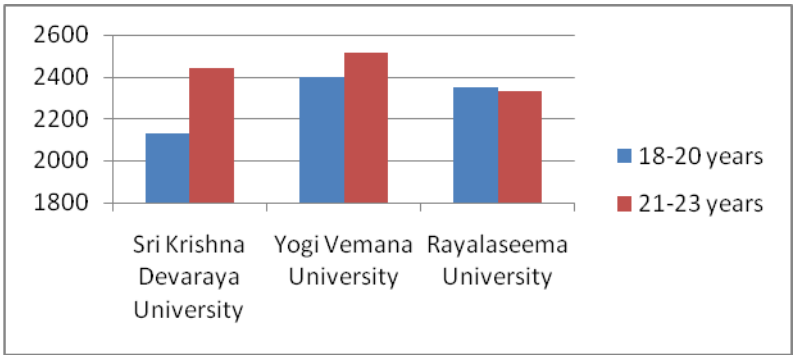
Further the obtained 'F' ratio for two different age categories of students namely 18-20 years and 20-23 years 6.805 and 2.990 respectively. The 'F' ratio at 0.05 level of confidence is 3.06. Hence the following were insignificant.

18-20 years

And also the following is insignificant

21-23 years

Figure I: The Mean Values Of Sri Krishna Devaraya University, Yogi Vemana University And Rayalaseema University With Different Age Categories On Cardio Respiratory Endurance



Conclusions:

There is significant variation among Sri Krishna Devaraya University, Yogi Vemana University and Rayalaseema University Physical Education students irrespective of their age categories on Cardio respiratory Endurance.

There is a significant variation among 18-20 years and 21-23 years Physical Education Students irrespective of their universities (Sri Krishna Devaraya University, Yogi Vemana University and Rayalaseema University) on Cardio respiratory endurance.

The Yogi Vemana University Physical Education Students had higher cardio respiratory endurance than the Sri Krishna Devaraya University and Rayalaseema University. Further Rayalaseema University better cardio respiratory endurance than the Sri Krishna Devaraya University on 18-20 years age categories.

The Yogi Vemana University Physical Education Students had higher cardio respiratory endurance than the Sri Krishna Devaraya University and Rayalaseema University. Further Sri Krishna Devaraya University better cardio respiratory endurance than the Rayalaseema University on 21-23 years age categories.

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Importance Of Play On Developmental Stages

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Abstract
Play is universal for all children. It is work for them and ways of their living. It is pleasurable and enjoyable aspect of child's life and essential to promote growth and development. play is the activity that has no serious motive and from which there is no material gain. The distinction between work and play however lies in the mental attitude. Football can be play for children or can be work and means of earnings for the professional footballer.
Key Words: Play behaviour, categories of play, selection and care of play material.

Introduction

Play is definitely misunderstood in today's society. Parents stress the children to get higher percentages in the academics and focused on education only. Parents understand all domains rather than cognitive domain. Play is actually the work of the children. Children play with toys in unstructured manner in order to create an actively engaged and physical environment to build knowledge. In our country 60% of schools do not have play fields and don't have playing programmes whereas the child has a right to play and it is missing.Play is important to healthy brain development. As a child grows they go through different stages of play development. Play is an important part of the childhood development. While playing children learn and develop important skills which they will continue to use throughout their life time such as problem solving, creativity and willingness to take risks are just a few of the skills developed through play. It is a way of communicating joy,fear,sorrow and anxiety. Through play children at a very early age engage and interact in the world around them.

PLAY:

Engage in activity for enjoyment and recreation rather than a serious or practical purpose. Play is the work of children. It consists of those activities performed for self-amusement that have behavioural,social,and psychomotor rewards. It is child-directed and the rewards come from within the individual child.It is enjoyable and spontaneous.

IMPORTANCE OF PLAY:

Play reinforces the child's growth and development. Play helps in development of children in various aspects i.e.physical,intellectual/educational/cognitive,emotional,social,and moral development.

PHYSICAL DEVELOPMENT:

Physical development enhanced during play, muscular and sensory abilities developed at the time of running,climbing,riding cycle and in other active play. These activities help to strengthen muscle and to learn co-ordinated movements and skills. The young children learn to differentiate the sensations by visual,auditory and tactile stimulations through the use of play materials.

INTELLECTUAL /EDUCATIONAL/COGNITIVE DEVELOPMENT:

During play Children learn colour, size,shape,number,distance,height,speed,name of the objectsetc. While playing with various toys and play things.Creative actively, problem solving,abstract thinking,imagination,communication and speech development occur during play.Children improve their attention span and concentration by playing.They can make difference of reality and fantasy through play.It helps them to experience thrill of achievement.

EMOTIONAL DEVELOPMENT:Play improves emotional development.Children express their fear,anxiety,anger,joy,etc.during play.It reduces stress and strain and removes irritability and destructiveness,thus enhances the coping abilities.It helps to communicate with others and outside world.Play acts as outlet of negative feelings and considered as safety valve to release emotional tension and reduce emotional trauma.It is recreation and diversion for the children.

SOCIAL DEVELOPMENT: Play helps in socialization. Children become a social being through play. They learn interaction with playmates by sharing understanding others and communicating. Play improves social relationship and working capacity with other people. It helps to learn rules of social living and cultural activities. Children learn about boundaries, taking turns, team work and competition. Children also learn to negotiate with different personalities and the feelings associated with winning and losing. They learn to share, wait and be patient.

MORAL DEVELOPMENT:

Play is the means of moral development. Children learn morality from parents, teachers and other adults during play with peers, child's behaviour will reflect the right and wrong things, honesty, sportsmanship and value system. Children show awareness about the needs and wishes of others and give importance to the friendship and co-operation. They learn norms of moral behaviour and responsibility. They become creative and independent through play. They learn sex-role behaviour in play. Group play helps the child appreciate teamwork and share and respect others feelings. The child learns how to be kind charitable to others.

TEN REASONS WHY PLAY IS IMPORTANT

Play lays the foundation for literacy.Play is learning.Play encourages adults to communicate with the children in their lives.Play gives children the chance to be spontaneous.Play gives children choice to express themselves.Play give children space to test their own limits.Play gives adults the chance to learn how to play again.Play allows adults to learn their child's body language.Play teaches adults patience and understanding:Structured adult led activities have their time and place but remember to allow for children to control and decide their own play.Play is fun.

Why Play Is Important?

Research shows that play has many benefits for children, families and the wider community, as well as improving health and quality of life. Recent research suggests that children's access to good play provision can:

Increase their self-awareness, self-esteem and self- respect.Improve and maintain their physical and mental health.Give them the opportunity to mix with other children.Allow them to increase their confidence through developing new skills.Promote their imagination, independence and creativity.

Offer opportunities for children of all abilities and backgrounds to play together.Provide opportunities for developing social skills and learning.Build resilience through risk taking and novel situations.

Provide opportunities to learn about their environment and the wider community.

Types Of Play

Play is natural and spontaneous. It depends upon age, sex, interest, personality, ability, cultural pattern and socio-economic status of the child's family. Play, play time and play mates decrease as the age increase. Play is a social behaviour which differs in various age groups and depends upon the level of development. It is an individualized behaviour.

INFANTS:The infant enjoys watching other members of the family,the infant enjoys rocking,strolling,time spent in a swing,supervised time on a blanket on the floor,crawling,walking with help and being sung and read to play is self absorbed, it is difficult,if not impossible to direct play.Infants are engaged in the vigorous process of self-discovery,learning their world by looking,listening,chewing,smelling and grasping.Most of their learning comes through play.They need safe toys that appeal to all of their senses and stimulate their interest and curiosity.Infants need toys and play that include oral movements.They like peek-a-boo,playing with the parent's fingers,hair,face and the infants own body parts,playing in water.Soft stuffed animals,crib mobiles,squeeze toys for bath,safe kitchen utensils and push toys(after they begin to walk)and large print books.

TODDLER:Toddlers fill and empty containers and begin dramatic play as they increase their motor skills,they enjoy feeling different textures,exploring the home environment and mimicking others.They like to be read to and to look at books and television.Toddlers enjoy manipulating small objects such as toy people,cars and animals.Favorite toys are mechanical,objects of different textures such as clay,sand,finger paints and bubbles,push-pull toys,large balls,sand and water play,blocks,painting or colouring with large crayons,nesting toys,large puzzles and trucks and dolls.Toddlers explore their bodies and those of others.Therapeutic play can begin at this age.

PRE-SCHOOLER:Dramatic play is prominent.This age group likes to run,jump,hop and in general increase motor skills.The children like to build and create whether it is sand castles or mud pies. Play is simple and imaginative.Simple collections begin.Pre-schoolers enjoy riding toys, building materials such as sand and blocks, dolls, drawing materials, cars, puzzles, books, appropriate television and videos, nonsense rhymes and singing games. Pre-schoolers love pretending to be something or somebody and playing dressup. They enjoy finger paints,clay,cutting,pasting and simple board and card games.

SCHOOL AGE CHILD:Play becomes organised and has a direction.The early school-age child continues dramatic play with increased creativity but loses some spontaneity.The child gains awareness of rules when playing games and begins to compete in sports.Children in this age group enjoy collections(comic books,baseball cards,and stamps)dolls,pets,guessing games,board games,riddles,physical games,competitive play,reading,bike riding,hobbies,sewing,listening to the radio,television and videos and cooking.

ADOLESCENT:Athletic sports are the most common form of play strict rules are in place and competition is important.Adolescents also enjoy movies,telephone conversations and parties,listening to music and experimenting with makeup,hairstyles and fashion.They also begin developing an interest in peers of the opposite sex.

PLAY BEHAVIOR

Children's play behaviour may vary based on cultural norms and family preferences.While some cultures emphasize individualism and independent play.Others engage in more parent-directed play and activities.This can influence how children play with toys and interact with their peers and family members.To help provide advice to families with different values,styles of play and communication.

As children develop,their play evolves,too certain types of play are associated with, but not restricted to specific age groups. According to Parten and Newhall(1943),play behaviour can be described as.

Un occupied play(Birth-3months)Solitary play(Birth-2years)Spectator/On looker play(2years)
Parallel play(2+years)Associative play(3-4years)Co-0perative play(4+years)

1.UNOCCUPIED PLAY(BIRTH-3MONTHS):

At this stage baby is just making a lot of movements with their arms,legs,hands,feet,etc.They are learning about and discovering how their body moves.

2.SOLITARY PLAY(BIRTH-2YEARS):

Solitary play is independent.The child plays alone with toys that are different from those chosen by other children in the area.solitary play begins in infancy and is common in toddlers because of their limited social,cognitive and physical skills.However,it is important for all age groups to have some time to play by themselves.

3.SPECTATOR/ON LOOKER PLAY(2YEARS):

Is present when the child watches others playing.Although the child may ask questions of the players,there is no effort to join the play.This type of play usually starts during toddler years but can take place at any age.

4.PARALLEL PLAY(2+YEARS):

Is usually associated with toddlers,although it happens in any age group children play side by side with similar toys,but there is a lack of group involvement.

5.ASSOCIATIVE PLAY(3-4YEARS):

Involves a group of children who have similar goals.Children in associative play do not set rules and although they all want to be playing with the same types of toys and may even trade toys,there is no formal organization.Associative play begins during toddlerhood and extends through preschool age.

6.CO-OPERATIVE PLAY(4+YEARS):

Begins in the late preschool period.The play is organized by group goals.There is at least one leader and children are definitely in or out of the group.They engage in formal game in group like football or dramatic play of life situation.

CATEGORIES OF PLAY

Categories of play are not mutually exclusive,different forms or categories of play may overlap.Having choices is important since an action that appeals to one child may be of no interest to another and the child's interest is likely to change throughout the play period.An understanding of play in many forms can help parents understand its importance for children or all ages.some specific categories of play are as follows.

Physical play,Expressive play, Manipulative play, Symbolic play, Dramatic play, Familiarization play, Games, Surrogate play

PHYSICAL PLAY:

When Children run,jump,&play games such as chase,hide-and-seek and tag,they engage in physical play.This play has a social nature because it involves other children.It also provides exercise,which is essential for normal development.

EXPRESSIVE PLAY:

Certain forms of play give children opportunities to express feelings by engaging with materials used in expressive play include tempera paints,finger-paints,watercolours,crayons,coloured pencils & markers & drawing paper,clay,water&sponges,beanbags,pounding benches,punching bags&rhythm instruments &shaving cream,pudding&gelatin.Parents can take an active role in expressive play by using the materials alongside the child.

MANIPULATIVE PLAY

Children control or master their environment through manipulative play.They manipulate the environment&other people as much as possible.Manipulative play starts in infancy.Infants play with their parents,for example,they drop a toy,wait for the parent to pick it up,clean it,&return it,&then they drop it again.This interaction brings the infant&parent together in a game.children move objects such as puzzle pieces&gadgets to better understand how they work.

SYMBOLIC PLAY:

Certain games can symbolically express a child's problems.Because there are no rules in symbolic play,the child can use this play to reinforce,learn about and imaginatively alter painful experiences.The child who is in an abusive family may pretend to be a mother who loves &cuddles her child rather than one who verbally or physically abuses her child.Or in play this same child might act out abusive

experience by hitting or screaming at a doll that symbolizes the child.parents can be surprised by their child's perception of familyissues.children mimic their parents in certain play,in other games they may pretend they are the heroes they read about in books or see on television.At certain developmental stages children believe they can fly or disapper.Symbolicplay may be used by children to cope with fear of separation when they go to school or to the hospital.

DRAMATIC PLAY:

Children act out situations they suspect may happen to them,that they are fearful will happen,or that they have witnessed.Dramatic play can be either spontaneous or guided &may be therapeutic for children in the hospital.

FAMILIARIZATION PLAY:

Children handle materials & explore experiences in reassuring, enjoyable ways. Familiarization prepares children for potentially fearful & painful experiences such as surgery or parental separation.

GAMES:

Some video & card games are played by one child alone.Games with rules are rarely played by children younger than four years of age.Board games,card games, & sports are enjoyed typically by school-age children.In these games children learn to play by the rules & to take turns.Older children enjoy games with specific rules, ,however younger children tend to like games that allow them to change the rules.

SURROGATE PLAY:

For children who are too ill or capacitated to play,another child or a parent may serve as surrogate.watching the surrogate who plays on behalf of the sick child is stimulating to the sick child.When parents engage in expressive art by painting or redecorating a room while the physically challenged child watches,they stimulate the child.

SELECTION AND CARE OF PLAY MATERIALS

Selection of play materials and toys depends upon age,abilities,interests,likes and dislikes,culture,experience,personality and level of intelligence of the child.Play materials should have the following characteristics:Safe, washable,light weight,simple,durable,easy to handle and non-breakable.Realistic,attractive,constructive and offer problem solving opportunities.

No sharp edges and no small removable parts which may be swallowed or inhaled.

Not over stimulating and frustrating.

No toxic paints,not costly,not inflammable and not excessive noisy.

Play things with electrical plugs should be avoided,only children over 8 years of age should be permitted to use them.Parents should avoid impulse of buying toys because of advertisement in the mass media.Toys can be purchased on the basis of the above mentioned criteria and safety measures to be followed.supervision during play is important to prevent accidental injury.There is no substitute for being with children when they are playing.

CHILDREN MUST BE TAUGHT THE FOLLOWING

Correct use of toys parent should explain the directions for use and the caution labels.

Safe storing of toys in a space with easy reach and away from busy areas.

Keeping the playthings in good conditions.parents should repair or discard damaged and broken toys.

Keeping the play materials of older brothers and sisters away from younger children.The wrong toys for the wrong ages can be injurious to children.

Electronic toys and games can also be shared by the adults in the children's play time.Parents may interact and initiate the use with precautions.

Conclusion

Play is engage in activity for enjoyment and recreation rather than a serious or practical purpose.Play is the work of the children.Play helps the children in various aspects i.e. physical, cognitive, emotional, social and moral development. Good play provision can increase their self-awareness, self-esteem and self-respect.10 reasons why play is important, Types of play, Play behaviour, Categories of play. selection and care of play materials, Children must be taught the following.

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Stress And Anxiety: Sources, Coping Methods, Types, Manifestations,Tips And Management

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Abstract
Stress can make you sick stress affects your brain stressful situation are encountered every day and at every stage of human development. Stress is part of our life . No one's life is free of stress.Psychological and physical strain or tension generated by physical, emotional, social, economic or occupational circumstances, events or experiences that are difficult to manage or endure.We can't avoid it but we can manage it by stress management skills & techniques.Anxiety:A state of uneasiness, accompanied by dysphoria of somatic signs & symptoms of tension,focused on apprehension of possible failure, misfortune, or danger. Anxiety disorder is characterized by recurrent unwanted thought (obsessions) or rituals (compulsions) which feel uncontrollable to the sufferer 25% of population in the word is affected with anxiety disorders. It will strike the individual at any point of life occurs more frequently in women.Key Words: Stress, definition, major sources, coping methods etc.

Introduction
Stress can make you sick, Stress affects your brain, Stress is a part of our life. We can't avoid it but we can manage it by stress management skills and techniques.Psychological and physical strain or tension generated by physical emotional, social, economic or occupational circumstances, events, or experiences that are difficult to manage or endure. Thus stress is a psychological upset or disequilibrium. The term stress often refers to a situation that causes people to react in a particular way.Stressful situation are encountered everyday & at every stage of human development. No one's life is free of stress regardless of how sensible, intelligent or privileged you are, you will be challenged at times by frustrations, losses, changes and conflicts. Stress comes from negative events such as divorce or failing a course but is inherent in many positive events, too, such as a new job or adopting a baby.Stress in one form or another is inseparable as death.

Major sources of stress:-
Frustration – we are not able to satisfy a motive, frustration results.
Conflict – when two or more motives cannot be satisfied because they interfere with one another.
Pressure – arises from threat of negative events buying a house.
Life events – marriage, birth of child, job promotion or buying a house.
Environmental conditions – temperature air pollution, noise , humidity.
psychological reactions to stress – emotions, motivations.

STRESS SYMPTOMS
Emotional:-Tension, Frustration, Nervousness, Mood swings, Easily discouraged, Irritability
Psychological:-Headaches, Teeth grinding, Fatigue, Insomnia, Back aches, Stomach problems, Colds, Neck aches, Tiring easily
COPING METHODS:
Effective coping
Removing stress, Managing stress reactions.
Ineffective coping
Withdrawal, Aggression, Displacement, Sublimation, Projection, Reaction formation, Regression, Rationalization, Suppression.

Management of stress:
Physical exercises, Body strengthening, Leg raising, Exercise for neck muscles, Exercise for upper limbs, Exercise for the spinal muscles,Outdoor exercises,Food, Sleep, Smoking

Self – Help tips to control (or) manage stress:

Dare to say "No"Keep reasonable distance from the person who makes you to provoke stress.Adjust your environmental situations.Don't go near sensitive issuesPlan your daily time table your deeds and worksDon't talk about past Be compromised and say sorry heart fully if you done mistake and accept it . Be straight forward in works.Manage you time.Make a problem as a funThink in a broad way**.**Change your way of living for perfectionismDon't criticize yourself.

ANXIETY: Anxiety often differentiated from fear, as fear is an apprehension in response to an external danger while in anxiety the danger is largely unknown (or) internal.A state of uneasiness, accompanied by dysphoria and somatic signs and symptoms of tension, focused on apprehension of possible failure, misfortune, or danger.

What do you mean by anxiety disorder?

Anxiety disorder: Anxiety disorder is characterized by recurrent, unwanted thoughts (obsessions) or rituals (compulsions) which feel uncontrollable to the sufferer.

25 % of population in the world is affected with anxiety disorders. It will strike the individual at ang point of life occurs more frequently in women.

Types of Anxiety:

1.Trait anxiety:- This is habitual tendency to be anxious in general (a trait) and is exemplified by " I often feel anxious".

2.State anxiety:- This is the anxiety felt at the present cross-sectional moment (state) and is exemplified by.**"** I feel anxious now"Persons with trait anxiety often have episodes of state anxiety.

Some other types

Separation anxiety,Castration anxiety,Existential anxiety

Test anxiety,Stranger anxietyAnxiety in palliative care (cancer, heart diseases, etc,.)Generalized anxiety disordersSocial anxiety / social phobia (eg. Performance anxiety)

Manifestations:

Psychological:

Irritability, Restlessness, Fear, Apprehension, Vigilance, Sensitivity to noise, Poor concentration, Worrying, thoughts, Depression obsession, Depersonalization.

Physical: Hyperactivity, Nervousness, Tremors, Trembling, Muscular tensions, Sweating, Palpitation, Dizziness, Dry mouth, Diarrhea, Increased respiratory rate, Frequent urgency in micturition, Prickling sensations,Menstrual discomfort

Treatment of Anxiety disorders:

A healthy & balanced life style can control and reduce anxiety.

CBT: cognitive behavior therapy: it focuses on charging both maladaptive thinking patterns cognitions or behaviors. It helps to identify and challenge the negative & irrational beliefs that are holding back from working through fears. The duration of therapy is 12-20 wks. It can be given either individually or in groups.

Cognitive restructuring

Jacobson progressive muscle relaxation techniqueseg. Controlled breathing , guided imagery.

Exposure therapy Systematic desensitization, Impulsive therapy, Flooding

Other psychotherapies Self hypnosis, Supportive psychotherapy

Other therapies Yoga, Meditation

Self – help tips for controlling & reducing anxiety:

Exercise regularly, Get enough good sleep, Eat a healthy, adequate nutritious diet, make sure your diet includes plenty of fruits & vegetables, Meditation, Practicing relaxation exercises, Avoiding alcohol and drugs usage.

CONCLUSION

Stress can make you sick. stress can effects your brain. stress is a part of life.stress is a psychological and physical strain or tension generated by physical,emotional,social,economic or occupational circumstances,events or experiences that are difficult to manage or endure.Major source of stress,stresssymptoms,copingmethods,management of stress,self-help tips to control (or) manage stress anxiety is a state of uneasiness,accompanied by dysphoria and somatic signs and symptoms of tension,focused on apprehension of possible failure,misfortune,ordanger,types of anxiety,manifestations, treatment of anxiety disorders,self-help tips for controlling and reducing anxiety.

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Stress in Individual Sports and Team Games

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Introduction

Stress has been studied under numerous combinations in industrial psychology, management studies, behavioral psychology, administration, human services or helping professions, teaching and coaching. Stress studies related to helping professions teaching or coaching are presented below:Mang (1988) conducted a research study on secondary school teachers and administrators in Missouri and found that the three sources of stress consistently sited by teachers were rewards, quantitative overload and time pressure.Nelson et.al.(1989) studied personnel professionals and found that females reported significantly more stress from politics and higher levels of psychological and psychological distress, when compared with males. However the females did not report more stress than variables concerning work/home, home conflicts or career progress.

Many athletes and coaches are confused about the role of a **sports psychologist in improving sports performance**. The main goal of a sports psychologist is to help athletes and teams perform better or more consistently by learning proven mental training strategies. Stress can affect your performance in two different ways. Stress can help you when it makes you more alert, more motivated to practice, and gain a competitive edge. In the right amount, **stress helps you prepare**, focus, and perform at your optimal level. Conversely, too much stress, or bad stress, can cause performance anxiety, which hurts your health and does not allow you to play relaxed, confident, and focused in competition.

Signs and Symptoms of Stress

There are many different signs and symptoms that signify anxiety. Some of these signs and symptoms include Physiological and Psychological changes such as irregular heartbeat, difficulty respiration, paralyzing terror, nervousness, shaking, mental stress, heart palpitations, dizziness, lightheadedness, nausea, trembling, sweating, shaking, choking, chest pains, distress, fear, fright, hot flashes or sudden chills, and tingling sensations in the fingers and toes. Many of these symptoms can be debilitating for the athletes experiencing them. Once these symptoms get out of the athlete's zone of optimal functioning they will not be able to participate to their maximum ability.

Discussion

Stress is different in Team Sports and Individual Sports.Stress has identified as importance role in sport influencing the sports persons as well as mental functioning of the Sprots Persons. It increases the anxiety and burn out the athlete to which sports person is inable to manage the stress level and performance in sports will be decreased automatically.

Stress in Individual Sports and Team Sports:

Individual sports practised/played in a closed environment* Examples: Archery Bowling Diving Gymnastics Triathlon Weightlifting Team sports in which primarily one athlete is performing at any given time Examples: Lawn bowling	Individual sports practised/played in an open environment** Examples: Alpine skiing Athletics Badminton Biathlon Boxing Canoeing/Kayaking Cycling, Sprinting Equestrian Fencing Figure skating Judo Orienteering Rowing Sailing/Yachting Squash Swimming Synchronized swimming Table tennis Taekwondo Tennis Waterskiing Wrestling	Team sports played in either an open or a closed environment in which more than two athletes are key performers at any given time Examples: Basketball Field hockey Football Ice hockey Team handball Road cycling Rugby Soccer Volleyball Water polo Wheelchair basketball

To Over come the Stress the focus is essential to a success during training and competition because it acts as the “director” of athlete’s efforts. Optimal focus enables athletes to focus on relevant cues, evaluate training and competition conditions, and acquire important information, plan strategies, make right decisions and act in ways to maximize performance during training and competition. Conversely, poor focus directs attention away from beneficial information and onto cues that distract athletes from these processes. Emotions play a central role in sport performance. Accordingly, it is important that athletes are able to draw on a range of strategies to enhance emotional control

Recommendations:

Psychological Training must be given to all Sports of Individual Sports and Team Games. Many of the issues involved in using psychological tests are common to sport. However, there are likely to be issues unique to each domain, so we should not assume the underlying psychological dimensions are the same, or that the item wording can be readily applied in the different context. More needs to be done in developing self-report inventories for the sport, but there are other approaches to psychological assessment in this area. Hence Stress level will be maintained by sports Persons to perform the better in Sports Competitions.

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