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An Influence of Folkgames on Selected Components of Physical Fitness and Psycological Parameter on School Going Students

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Abstract
Folkgame is one of the most important methods of improvement physical fitness and psychological aspect. In the present study the researcher intended to observe the influence of six weeks folkgame training on selected components of physical fitness such as speed, agility and explosive power and psychological parameter such as adjustment(family social, financial educational and emotional) of school going students. Total fifty (50) of 13-16 years old school going students were selected for the study based on the simple random sampling method, among them 25 were experimental group and 25 were control group. The subject were gone through age, height and weight as a personal data and vertical jump for measuring leg explosive power, 4x10 m shuttle run for measuring agility and 50 yard dash for measuring speed and adjustment inventory for measuring adjustment ability. The experimental group was giving six weeks physical training through folkgames. The data were collected for both groups before experiment and after six weeks experiment. After collecting data and statistical calculations were done and the following conclusions were drown- 1. Due to six weeks of folkgame training programme agility improved but not significantly improved for the experimental group, in case of control group no improvement was observed. 2. Six weeks folkgames training programme effect was observed in case of speed, explosive power and adjustment ability significantly improvement for experimental group, in case of control group no improvement was observe.

Keywords: folkgames, folklore, experimental group, control group, adjustment ability, training, physical fitness.

Introduction
Movement is process of integration and is an activity phenomenon. It is the sing of living. It is a basic of life. A new born baby moves his arms and legs instantly. At the early childhood the movement takes the Shape of organized physical activity involving games and sport to provide fun and enjoyment. The child expresses themselves through movement find enjoyment and become lost in movement during play they express their clear interest in movement through participating in games and sports.

Play is very old method of performing spontaneous and random muscular movement from small creature to week developed animals. Such spontaneous and natural muscular actions comprise fun, recreation and satisfactions.

High level performance is not needed for health or enjoyment from activity. High level performance in sports requires more rigorous training than is needed for health. High level performance is more depended on good genetics than health but requires both health and skill related fitness. (Malakar 2012)

Every person has a different level of physical fitness, which many time, place of work and situation. According to Roger Banister physical fitness a state of mental and physical harmony which enable same one to carry on his occupation to we best of his ability with greatest happiness.

Statement of the problem
Purpose of the study
i. The influence of six weeks folkgames training on explosive power for school students.
ii. The influence of six weeks folkgames training on agility for school students.

iii. An influence of six weeks folkgames training on speed ability for school students.
iv. An influence of six weeks folkgames training on adjustment (Family, Social, Financial, Educational and Emotional) ability school students.
v. And compare the physical fitness status and adjustment ability of experimental group and control group.

Significance of the study

i. The study will be help to understand the physical fitness condition of school students.
ii. The study will indicate the influence of folkgames on adjustment ability of the school students.
iii. The findings of the study may establish the beneficial effects of folkgames for individual as well as for community mental health.
iv. The study may help the physical educators and coaches to motivate the people in developing their physical fitness and adjustment ability through folkgames.

Hypothesis of the study

i. It was hypothesized that there will be no effect of six weeks folkgames on selected physical fitness components among school students..
ii. It was hypothesized that there will be no effect six weeks folkgames training there will be no effect on psychological parameter among school students..

Definitions of the terms and explanation of concepts

Agility

One of the most important factors influencing movement is agility. This factor is revealed by the ability of the body or parts of the body to change directions rapidly and accurately. 1979)

Explosive Power

Explosive power is the ability to release maximum muscular force in an explosive manner that is in the shorts possible: standing broad jump and vertical jump.

Speed

An essential for successful performance in many motor activities is speed. Generally, when speed is discussed, one thinks of leg speed in running activities, but speed, like relation time concerns many body parts and may vary from one part to another. In general speed may be defined as the capacity of the individual to perform successive movement of the some pattern at a fast rate.

Adjustment Ability

Adjustment is the interaction between a person and his environment. How one adjusts in a particular situation depends upon one's personal characteristics as also the circumstance of the situation. In other words, both personal and environmental factors work side by side in adjustment. An individual is adjusted to himself and to his environment. Every one alive has troubles and problems, the most important consideration in determining personal effectiveness is not the amount of trouble or miss fortune (within limits) a person encounters but how he response or adjust to the challenge of life (M C Kinn, 1967). Adjustment is an important psychological variable, which can be defined as "an index of integration between needs and satisfaction, remains related to achievement, social acceptance, age, sex, economic security and moral standards". (Chatham, Tiwari and khatter 1972).

Folklore

Folklore is the traditional, unofficial, non-institutional part of culture. It encompasses all knowledge understanding, values, attitudes, assumption, feelings and beliefs transmitted in traditional from by word of mouth or by customary examples. (Brunvand 1978)

Folkgames

Folkgames is genre of folklore. It is a traditional game in India. like, Kabaddi, Goli, Guilli, Ataipatai, Tag game. Post office game, LathiKhala, Thief and Police Game etc or the indoor game like the Dhaayakattm, Paramapadham, Pallanguzhi Pondi or Aadu Puls' Attam. Ludu, Lokachuri, etc.

Methodology

Sample

In the present study researcher has used simple randomized sampling methods to select the sample for the study. Fifty (50) class ix-x standard boys students of Latbagan high school (H.S) form Barrackpur, were selected as the subject. Among the subject twenty five (25) were considered experimental group, and twenty five (25) were considered control group. Age group of the subjects 13-16.

Design of the study

In experimental design selecting the appropriate experimental design is very essential which decides rate of success in research. There are several experimental designs but accordance with need and objectives of researcher has selected following design. In this study design the program has given to one experimental group and one control group, so that researcher has find out effectiveness of folkgame on school going girls student. This research design is true experimental research design.

O1 …….X…….O2
O1……C…….O2
O1 = Observation (pre test)
O2 = Observation (post test)
X = Excremental group
C = Control group

Statistical treatment for analyzing data

Mean Standard deviation (S.D) and "t" test.

Analysis and Interpretation of Data

Personal Data

Table 1: Age, Height and weight of boys experimental & control groups

Group	No. of Subject	Age in year		Height in cm		Weight in kg.	
		Mean	S.D	Mean	S.D	Mean	S.D
Experimental Boys	25	15.56	0.94	168.68	5.52	52.56	6.41
Control Boys	25	15.60	1.02	169.24	3.68	52.12	10.54

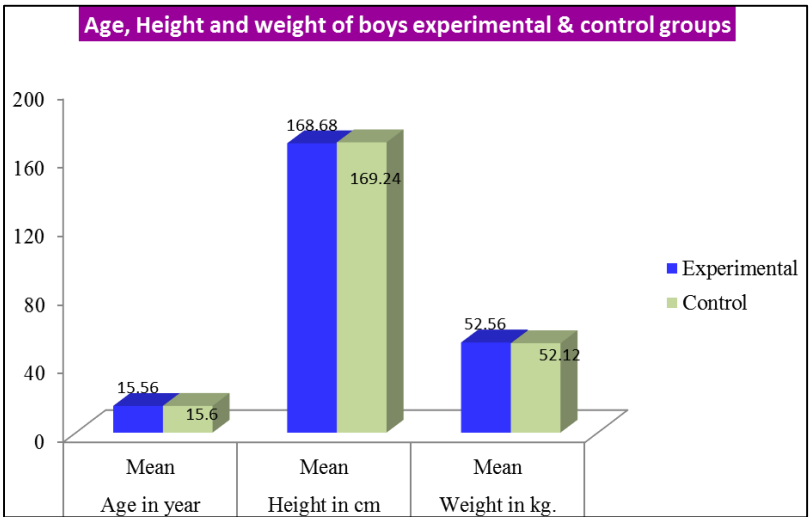

Fig1: Graphical presentation of mean values of Age, Height and weight (Boys).

From the table – 1 it appears that the mean age, height and weight of the boys experimental groups are 15.56 age, 168.68 cm and 52.12 kg respectively and the SD was 1.02, 3.68 and 10.54 respectively.

For the male control group the mean, age, height and weight are 15.60 age, 169.24 cm and 52.12 kg respectively and the SD were 1.02, 3.68 and 10.54 respectively.

Analysis and interpretation of data

Explosive power

Table 2: Comparison of means of explosive power of boys experimental and control group after six weeks training programme

Group	M_1	M_2	SED	't'	DF
Experimental Boys (N=25) Explosive power (cm)	38.20	39.06	0.36	4.89*	24
Control Boys (N=25) Explosive power(cm)	37.88	36.20	1.14	1.86	24

*significant at 0.05 level of confidence

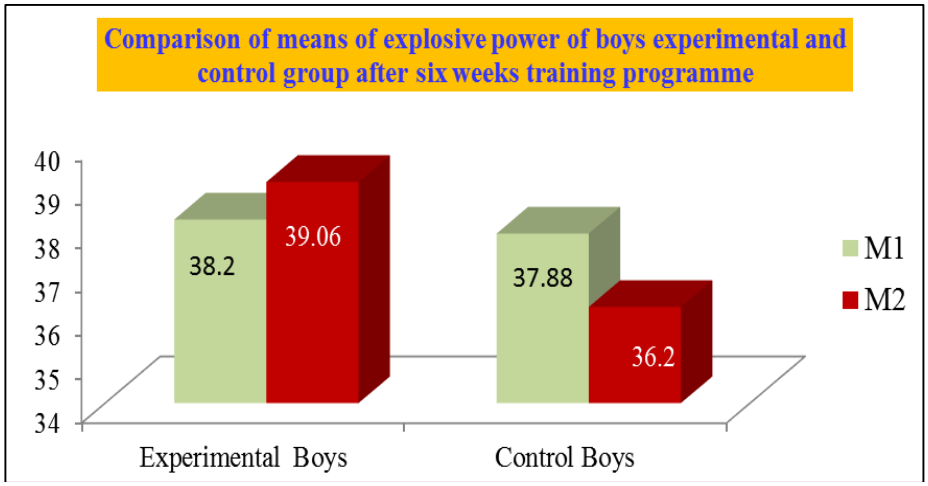

Fig 2: Graphical presentation of M_1 and M_2 of explosive power (Boys)

It appears from the table – 2 that the mean value of experimental group (boys) of pre-test and post-test for vertical jump are 38.20cm and 39.96 cm respectively and for control group (boys) are 37.88cm and 36.20 cm respectively.

The comparison of means of pre-test and post-test of vertical jump are computed by 't' test. The 't' value is 4.89 which is significant at 0.05 level of confidence. To be significant at 0.05 level of confidence the 't' value should be greater than 2.06 (DF=24)

The obtained 't' value of control group in vertical jump is 1.86 which is less than table value. So this difference between two means is not significant.

So it may be told that due to experimental programme explosive strength of the subjects are improved.

Speed

Table 3: Comparison of means of speed of boys experimental and control group after six weeks training programme

Group	M_1	M_2	SED	't'	DF
ExperimentalBoys (N=25) Speed (Sec)	7.04	6.97	0.03	2.67*	24
Control Boys (N=25) Speed (Sec)	7.06	7.64	0.13	1.77	24

*Significant at 0.05 level of confidence

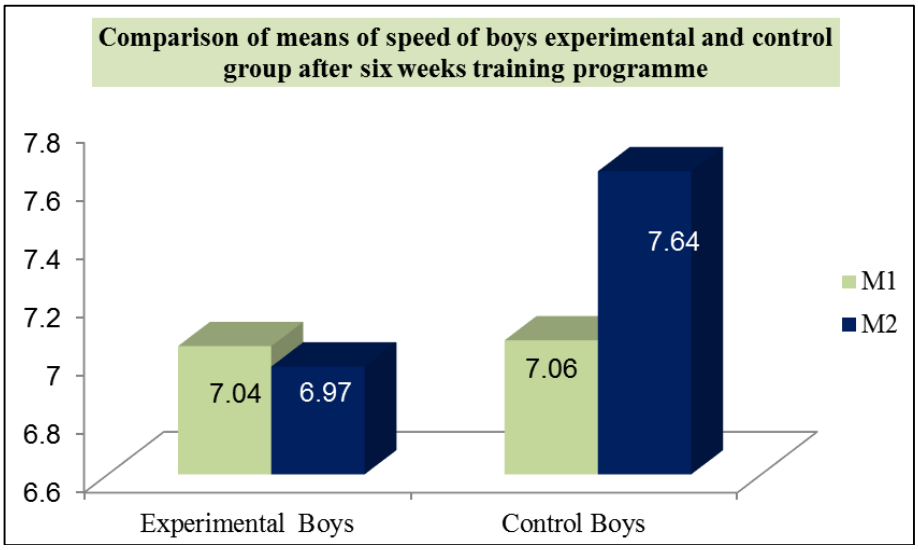

Fig3: Graphical presentation of M_1 and M_2 of speed (Boys)

It appears from the table – 3 that the mean value of experimental group (boys) of pre-test and post-test for 50 yard dash (speed) are 7.04 sec and 6.97 sec respectively and for control group (boys) are 7.06 sec and 7.64 sec respectively.

The comparison of means of pre-test and post-test of 50 yard dash are computed by 't' test. The 't' value is 2.67 which is significant at 0.05 level of confidence. To be significant at.05 level of confidence, the 't' value should be greater than 2.06(DF=24).

The obtained 't' value of control group in speed is 1.77, which is less than table value. So, this difference between tow means is not significant.

So it may be told that due to experimental programme speed of the subjects are improved.

Agility

Table 4: Comparison of means of agility of boys experimental and control group after six weeks training programme

Group	M_1	M_2	SED	't'	DF
Experimental Boys (N=25) Agility (Sec)	10.41	10.29	.04	1.5	24
Control Boys (N=25) Agility (Sec)	10.40	10.56	0.15	0.4	24

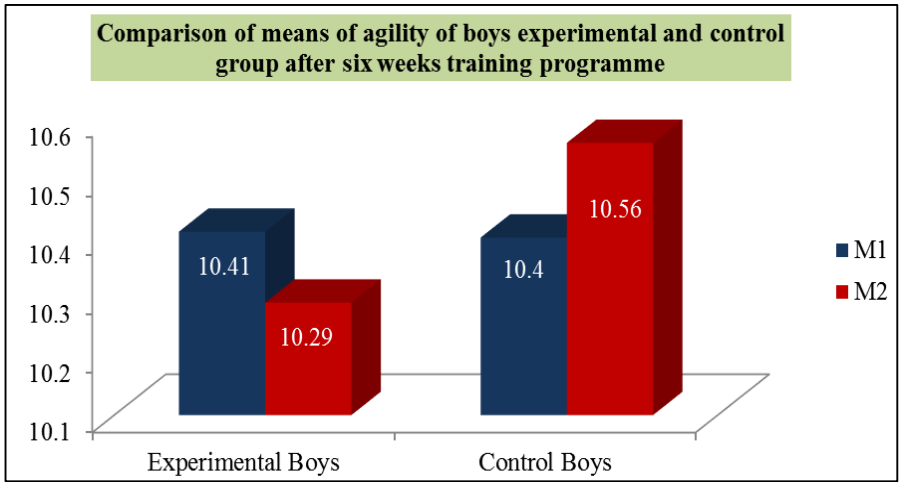

Fig4: Graphical presentation of M_1 and M_2 of agility (Boys)

It appears from the table -4 that the mean value of experimental group (boys) of pre-test and post-test for 4x10 m shuttle run are 10.41 sec and 10.29 sec respectively and for control group (boys) are 1.40 sec and 1.56sec respectively.

The comparison of means of pre-test and post-test of 4x10 m shuttle run are computed by 't' test. The 't' value is 1.5which is not significant at.05 level of confidence. To be not significant at.05 level of confidence the 't' value should is less than 2.06(DF=24)

The obtained 't' value of control group in agility is 0.4 which is less than table value. So this difference between two means is not significant.

So it may be told that due to experimental programme agility of the subjects is improved.

Adjustment ability

Table 5: Comparison of means of adjustment ability of boys experimental and control group after six weeks training programme

Group	M_1	M_2	SED	't'	DF
Experimental Boys (N=25) Adjustment ability (Score)	36.52	38.40	0.48	3.92*	24
Control Boys (N=25) Adjustment ability (Score)	36.24	37.76	0.79	2.49*	24

*Significant at.05 level table value of 't' is 2.06

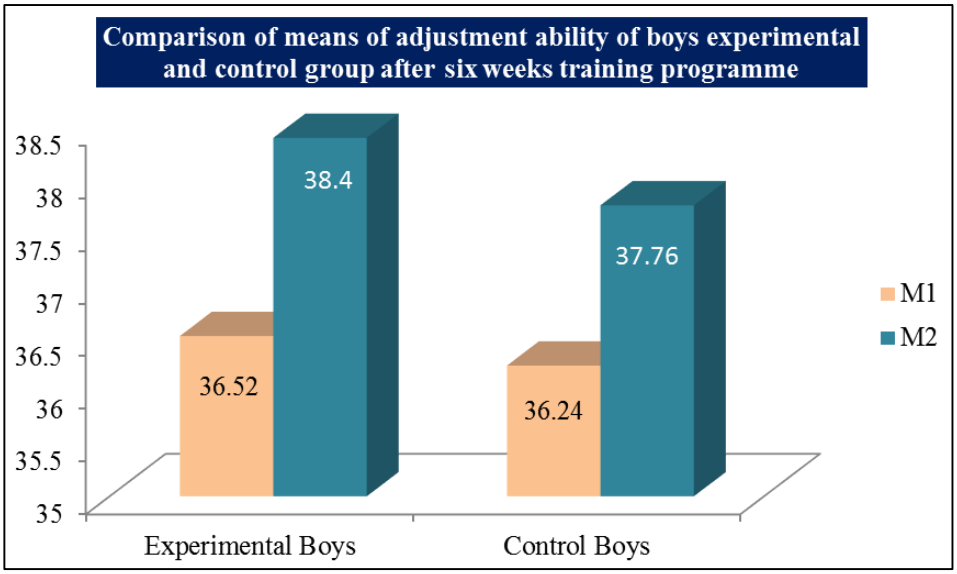

Fig5: Graphical presentation of M_1 and M_2 of adjustment ability (Boys)

It appears from the table – 5 that the mean value of experimental group (boys) of pre-test and post-test of experimental group for adjustment ability are 36.52 (score) and 38.40 (score) respectively and for control group (boys) are 36.24 (score) and 37.76 (score) respectively.

The comparison of means of pre-test and post-test of adjustment ability are computed by 't' test. The 't' value is 3.92 which is significant at 0.05 level of confidence. To be significant at 0.05 level of confidence, the 't' value should be greater than 2.06 (DF=24)

The obtain value of control group in adjustment ability "t' value is 2.49, which is greater than table value 0.05 level. This difference between two means is significant.

So it may be told that due to experimental programme, adjustment ability of the subject is improved.

Discussion

Age, height and weight of boys

a. It also appears in age that the control group was found little higher value than experimental group.
b. It also appears in height that the experimental group was found little higher value than control group.
c. It also appears in weight that the experimental group was found little higher value than control group

Explosive power, speed, agility and adjustment ability (boys group)

a. From table - 2, it can be concluded that explosive power increases significantly through folkgames training programme. This increasing occurs due to various types of folkgames. Such as trag game, chukitkit, kabaddi, competition of frog jump etc.
b. It has also been observed from table - 3 that the speed ability significantly increased through the folkgames training programme. It was found from the following folkgames. E.g. Gollachut, dashgolla, gadikhala, post office game, ataipatai etc.
c. Statistical analysis pertaining to were included presented in table - 4, agility has increased due to folkgames training programme, but not significantly. We have noticed the enhancement of agility due to ataipatai, gollachut, dash golla, khokho, boutolatuli etc. were increased the agility.
d. It is worth-noticing that the adjustment ability of both the groups are increased. In the case of the control group, this kind of ability increased significantly though they did not participate in the training programme. We have noticed the enhancement of the adjustment ability

result due to ataipatai, gollachut, dashgolla, khokho, kabaddi, chukitkit, boutolatuli post office game etc.

Testing of hypothesis

a) The null hypothesis stating that there will be no effect of six weeks folkgames on selected physical fitness components among boys group should be rejected. This is because the parameters of explosive power and speed have increased significantly after this training. But the parameter of agility may be accepted to some extent because this parameter has not increased significantly.
b) On psychological parameter among boys the null hypothesis rejected as the adjustment ability of the experimental group was increased. But the adjustment ability of the control group has also increased significantly. This case does not come under the testing of hypothesis.

Conclusion

1. Due to six weeks folk games training programme explosive power improved for the experimental (male) group in case of control group no improvement was observed.
2. Due to six week folk games training programme speed improved for experimental (boys) group in case of control group (boys) no improvement was observed.
3. Six weeks folk games training programme effect was observed in case of agility performance no improvement for experimental group (boys) and control group (boys).
4. Due to six weeks folk games training programme effect was observed in case of adjustment ability improvement for experimental group (boys) in case of control group (boys) improvement was observed.

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