

Exploring the Influence of local Traditional Games on the Social abilities of Schools Students of District Bajaur, Khyber Pakhtunkhwa, Pakistan



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Abstract: *The present study aimed at exploring the influence of Traditional Games (TGs) on the enhancement of social abilities among middle school students in district Bajaur, Khyber Pakhtunkhwa. The primary purpose included investigating the influence of TGs on the enlargement of social abilities such as Cooperation, Empathy, Tolerance, Self-confidence, Teamwork and Leadership. Additionally, the study aimed to raise awareness about the significance and resurgence of TGs in the community. The research encompassed students from Government Middle Schools in district Bajaur, Khyber Pakhtunkhwa, Pakistan. Employing an experimental comparative research design, the study utilized pre and post data collection. A Likert-type scale questionnaire with five options was developed by the researcher and administered to a randomly selected sample of 60 participants (boys and girls) aged 11-14 in Government Middle Schools of district Bajaur. Data analysis, was done by SPSS version 16 and various statistical tools, including average/mean revealed a statistically significant positive impact of TGs on the social abilities development of school-going children (both boys and girls) children.*

Keywords: Development, Confidence, Tolerance, Teamwork, Indigenous Games, Participants

Introduction

Games have long served as symbols of identity and expressions of cultural promotion. Indigenous games, integral to various cultures, fostered close bonds of friendship through their association with society, space, environment, and the context of time. With simple rules facilitating easy learning, these games symbolized unity and socialization, rooted in regional and local customs, strengthening the sense of national integration (Bronikowska & Prabucki, 2015).

Indigenous Games (IGs) are non-digital, informal activities that play a vital role in safeguarding and preserving cultural heritage, acting as dynamic tools for maintaining national

traditions (Linaza, Moran, & O'Connor, 2013). Transmitted from generation to generation without strict rules or timelines, IGs hold value for all ages, particularly benefiting school-going children, providing cognitive and physical development, and enhancing socialization standards (Charles, Abdullah, Musa & Kosni, 2017).

In the contemporary age, where electronic devices and social media dominate, IG interventions offer additional benefits by improving cognitive and physical abilities and uplifting socialization standards (Vasileva-Stojanovska, Vasileva, Malinovski, & Trajkovik, 2014). IGs significantly contribute to social interaction, fostering integration between peers, families, and the working environment,

preparing individuals to face life's challenges (Khan, Abbas & Zeb, 2018).

IGs, an integral part of rural life, especially in meadows, pastures, and plains. It plays a crucial role in entertainment while promoting social and emotional development (Tajana, 2018) by teaching essential social skills such as interpersonal skills, sharing, and taking turns (Aypay, 2016). Contrary to modern games that emphasize competition and individualism, IGs focus on collective and integrated recreational activities, positively influencing children's physical, mental, emotional, and social well-being (Taheri & Chahian, 2015). This study addresses these issues, exploring reasons, logics, and possible solutions on domestic, regional, and national levels, with a specific focus on District Bajawar."

Statement of the Study

The significance of this research study lies in highlighting the potential sociological and developmental issues found among school-going children. The pervasive influence of social media and mobile technology has created a vast gap between cultural preservation and children. This study aims to contribute to society by enhancing the physical interaction and social skills of middle school students. (Nugraha & Sulistyorini. 2018).

Furthermore, the research may induce a sense of integration and cohesiveness among school students (Anastasovski et al., 2016). Indigenous Games (IGs) are identified as vital activities for developing interpersonal skills and socialization (Melianasari & Suparno, 2018). The study also seeks to improve Leadership, Cooperation, Teamwork, and Empathy ultimately enhancing the socialization aspects of students. Overall, the research holds promise in addressing contemporary challenges faced by school-going children and contributing to their holistic development.

Delimitation of study

This study was conducted in District Bajawar, focusing on participants aged 11-14 years. Specifically, the research targeted 7th and 8th-grade boys and girls attending middle schools.

The methodology involved the administration of a self-developed close-ended questionnaire. It's important to note that this study adopted an experimental and comparative approach, providing a structured framework for analyzing and comparing relevant factors among the participants.

Objectives of the Study

The study objective is following

1. To explore the influence of Traditional games on improving the social skills (Empathy Concentration, Tolerance, Teamwork, Confidence and Leadership) among Governmen middle school students of district, Bajawar, Khyber Pakhtunkhwa.
2. To create awareness among general public regarding the importance and restoration of local Traditional games.

Hypotheses of the study

Hypothesis (H0) 1: Hypothesis (H0) 1: There is no Influence of TGs on the social abilities development like Concentration, Tolerance, Empathy, Focus, Teamwork, Leadership, Social work and Self-confidence in school going children.

Hypothesis (HA) 2: Local Traditional games have impact on the development of social abilities (Social work, Concentration, Empathy, Problem solving, Teamwork, Self-confidence, and Leadership) among school going students.

Significance of the Study

This study help to reduce sociological problems found in private high school-going students. The increasing popularity of mobile gadgets and social media websites has created a gap between children and physical surrounding world. This study also help communities to improve the social abilities and physical interactions of high school students (Nugraha et al., 2018). It may also help to develop a sense of cohesion and enjoyment among school going students. (Anastasovski et al., 2016). TGs are effective activities for improving and developing social, cognitive and interpersonal skills (Melianasari & Suparno, 2018). This study may also public opinion toward local Traditional games and their

importance in the development of students' personality and other cognitive abilities.

Delimitations

This study was conducted in Bajawar district of Khyber Pakhtunkhwa Pakistan, with participants aged 12-14 years. The study was limited to boys and girls in class 7th and 8th boys and girls high level schools. The study was administered using a self-designed, closed-ended questionnaire. The study design was comparative and experimental.

Population of the Study

The study population comprised all students currently enrolled in the Government Middle Schools, including both boys and girls, situated in district Bajawar, Khyber Pakhtunkhwa, Pakistan. District Bajawar is home to a total of 315 boys' schools and 102 girls' schools, accommodating a combined student population of 142000.

Sample and Selection of Sample

To collect data, the researcher opted for two schools each for boys and girls. The selection of

these schools was randomized to ensure equitable representation. Convenient sampling techniques were employed to select students. Ultimately, a 6% sample, consisting of 30 boys and 30 girls (20 from each school), was chosen, resulting in a total of 60 participants out of 1000.

Data Analysis

The Collected data were organized into tables and analyzed by computational statistical tools, including both inferential methods and descriptive statistic to derive reliable results. The analysis was performed using SPSS 16 and MS Excel 2007.

Results

The researcher used different statistical tool to find answers for all study questions. This. The analysis data were arranged in three basic profiles and is structured into figures and tables .

The researcher employed various statistical tools to address the study questions the analysis result are present through three main profiles structured in tables.

Table 1. Mean, standard Deviation of boys and girls (n=60)

Variable	Maximum	Minimum	Std. Deviation	Mean
Age	14	12	.764	12.08
Weight (KG)	59	32	5.901	42.53
Height (CM)	165	109	14.588	136.58
Body Mass Index	33.82	15.82	4.82544	23.3159
Pre Tolerance	2.89	2.11	.17736	2.6250
Post Tolerance	4.22	3.44	.14968	3.9250
Pre IG Know	3.00	2.00	.20689	2.5104
Post IG Know	4.05	3.58	.13263	3.8354
Pre- Self confidence	3.00	2.00	.50064	2.5750
Post Self confidence	4.00	3.00	.15811	3.9750
Pre Teamwork	2.92	2.33	.12922	2.5979
Post Teamwork	4.33	3.75	.16554	4.0042
Pre Empathy	2.88	2.25	.16599	2.5406
Post Empathy	4.13	3.63	.14858	3.8937

The table provides descriptive statistics for various variables. The average age of subjects is 12.08 with a standard deviation of 0.764. In terms of weight, the mean is 42.53 with a standard deviation of 5.901, and the mean height is 136.58 cm with a SD of 14.588. The BMI is calculated as 23.3159 with a standard deviation of 4.82544.

For the pre-test on IG, the mean score is 2.51 with a standard deviation of 0.20, while in the post-test, the mean and standard deviation are 3.83 and 0.13, respectively.

Social skills, including self-confidence, Tolerance, teamwork and empathy,, are analyzed. In the pre-test, the mean score for leadership is 2.62 with a standard deviation of

0.17, while in the post-test, it is 3.92 with a standard deviation of 0.14.

Additionally, for self-confidence, the pre-test mean is 2.57 with a standard deviation of 0.50, and in the post-test, the mean and standard deviation are 3.92 and 0.15, respectively.

In empathy, the pre-test mean is 2.54 with a standard deviation of 0.16, while in the post-test, the mean and SD are 3.891 and 0.141, recorded respectively.

For teamwork, the pre-test mean is 2.59 with a standard deviation of 0.12, and in the post-test, the mean and SD are 4.000 and 0.160, were recorded.

Table 2 Descriptive statistic data of the boys and girls (n=60)

Gender	Variable	Max	Mini	SD	Mean
Boys	Age	14	12	.686	12.05
	Weight (KG)	59	32	7.612	43.45
	Height (CM)	165	122	10.965	142.85
	BMI	33.82	15.82	4.28138	21.4534
	Pre IG Know	2.75	2.33	.12796	2.5333
	Post IG Know	4.05	3.58	.14498	3.8064
	Pre Leadership	2.89	2.44	.13680	2.6222
	Post Leadership	4.22	3.44	.17834	3.9389
	Pre Self-confidence	3.00	2.00	.51042	2.4500
	Post Self-confidence	4.00	3.00	.22361	3.9500
	Pre Tolerance	2.75	2.38	.10806	2.5875
	Post Tolerance	4.13	3.75	.11542	3.9125
	Pre Teamwork	2.83	2.42	.11302	2.6292
	Post Teamwork	4.33	3.75	.18232	4.0375
Girls	Age	13	11	.852	12.10
	Weight (KG)	55	38	3.424	41.60
	Height (CM)	152	109	15.287	130.30
	Body Mass Index	32.69	17.65	4.70770	25.1783
	Pre TG Know	3.00	2.00	.26529	2.4875

Post TG Know	4.05	3.67	.11539	3.8644
Pre LS	2.89	2.11	.21411	2.6278
Post LS	4.11	3.67	.11737	3.9111
Pre- SC	3.00	2.00	.47016	2.7000
Post SC	4.00	4.00	.00000	4.0000
Pre Tolerance	2.88	2.25	.20064	2.4938
Post Tolerance	4.13	3.63	.17678	3.8750
Pre Teamwork	2.92	2.33	.13944	2.5667
Post Teamwork	4.25	3.75	.14377	3.9708

TG= Traditional games, LS= leadership, SC= self confidence

The table 2 present the gender-based descriptive statistics for weight, age, body mass index, and height, as well as post and pre-intervention measures for dependent variables and independent variables (TGs) social skills.

For females, the mean age is 12.10, weight is 41.60 kg, height is 130.30 cm, and BMI is 25.17. In the pre-test for TG, the mean score is 2.43, and in the post-test, it is 3.86. Social skills are categorized into Tolerance, self-confidence, leadership and teamwork. For females, the mean scores in pre-test and post-test are as follows:

leadership (2.62 and 3.91), self-confidence (2.70 and 4.00), Tolerance (2.49 and 3.87), and teamwork (2.56 and 3.97).

For males, the mean age is 12.05, weight is 43.45 kg, height is 142.85 cm, and BMI is 21.45. In the pre-test for TG, the mean score is 2.53, and in the post-test, it is 3.80. The mean scores for males in pre-test and post-test for social skills are: leadership (2.62 and 3.93), self-confidence (2.45 and 3.95), Tolerance (2.58 and 3.91), and teamwork (2.62 and 4.03)

Table 3 Pre- and Post-differences found in study Variables

Table 3.1 Statistics of group data boys and girls

Gender		Variables	Mean	Std. D	Std. Mean	ErrorP-Values
Boys	Pair 1	Pre TG Know	2.5323	.12796	.02861	.000
		Post TG Know	3.8064	.14498	.03242	
	Pair 2	Pre Empathy	2.5825	.10806	.02416	.000
		Post Empathy	3.9125	.11542	.02581	
	Pair 3	Pre Teamwork	2.6292	.11302	.02527	.000
		Post Teamwork	4.0375	.18232	.04077	.000
	Pair 4	Pre Leadership	2.6222	.13680	.03059	.000
		Post Leadership	3.9389	.17834	.03988	
	Pair 5	Pre Self-confidence	2.4510	.51042	.11413	.000
		Post Self-confidence	3.9500	.22361	.05000	
Girls	Pair 1	Pre TG Know	2.4875	.26529	.05932	.000

		Post TG Know	3.8644	.11539	.02580	
	Pair 2	Pre Empathy	2.4938	.20064	.04486	.000
		Post Empathy	3.8720	.17678	.03953	
	Pair 3	Pre Teamwork	2.5667	.13944	.03118	.000
		Post Teamwork	3.9718	.14377	.03215	.000
	Pair 4	Pre Leadership	2.6278	.21411	.04788	.000
		Post Leadership	3.9111	.11737	.02624	
	Pair 5	Pre Self-confidence	2.7010	.47016	.10513	.000
		Post Self-confidence	4.000	.00000	.00000	

Table .3.2 Gender Data of Paired Samples Test Gender

Gender			Std. Deviation	Std. Error Mean	Mean	95% Interval Difference	Confidence of theT Lower Upper	df	Sig. (2- tailed)
Boys	Pair 1	Pre IG Know - Post IG Know	.18420	.04119	-1.27308	-	-1.18687 -30.908	19	.000
	Pair 2	Pre empathy - Post Empathy	.17863	.03994	-1.32500	-	-1.24140 -33.173	19	.000
	Pair 2	Pre Teamwork - Post Teamwork	.22279	.04982	-1.40833	-	-1.30407 -28.270	19	.000
	Pair 4	Pre SC - Post SC	-1.50000	.51299	.11471	-1.74009	-1.25991 -13.077	19	.000
	Pair 5	Pre Leadership - Post Leadership	.14089	.03150	-1.31667	-	-1.25073 -41.793	19	.000
Girls	Pair 1	Pre IG Know - Post IG Know	.25416	.05683	-1.37692	-	-1.25797 -24.228	19	.000
	Pair 2	Pre-empathy - Post-empathy	.13126	.02935	-1.38125	-	-1.31982 -47.061	19	.000
	Pair 3	Pre-teamwork - Post- teamwork	.09079	.02030	-1.40417	-	-1.36168 -69.170	19	.000
	Pair 4	Pre Leadership - Post Leadership	.21166	.04733	-1.28333	-	-1.18427 -27.115	19	.000
	Pair 5	Pre SC - Post SC	.47016	.10513	-1.30000	-	-1.07996 -12.365	19	.000

Tables 3.1 and 3.2 show data which emphasizing that the hypothesis focused on gender-based group mean differences in key research variables of indigenous (self-confidence, leadership, teamwork and empathy). Gender, a common demographic variable in social science research, is utilized to explore variations in responses across diverse groups concerning the study

variables. The table indicates significant group mean differences based on gender for all research variables, suggesting distinctions in developmental outcomes between male and female subjects participating in traditional local games.

The initial table presents mean data for female students and male students in both pre- and post-

tests across all study variables, revealing statistically significant differences. These statistics imply that indigenous games (TGs) play a crucial role in fostering social skills such as Leadership, Self-confidence, Teamwork and Empathy, notably among female subjects. Self-confidence emerges as the most prominent skill, followed by leadership, teamwork, and empathy.

In conclusion, the findings suggest that indigenous games contribute significantly to the development of key social skills, including Empathy, Leadership, Self-confidence, and Teamwork. Moreover, among male subjects, teamwork stands out as the most dominant skill, followed by Self-confidence, and Leadership,

Discussion

Games play a pivotal role in the physical and holistic development of children. Enhancing skills and attitudes through games not only fosters healthier behaviors but also supports cognitive, social, physiological, and neurological development (Avcioglu, 2009). Traditional games encompass physical and psychological aspects, nurturing a social and holistic sense. They wield a profound influence on children's psychological growth, character formation, and social lives. Typically played in groups, these games aid children in refining their emotional intelligence within these settings, fostering tolerance and empathy (Bacanli, 2008). Mastering social skills is crucial for initiating relationships, meeting societal expectations, and problem-solving (Arzu et al., 2015). Social skills education, employing cognitive and behavioral approaches, is influenced by various factors like age, gender, parental education, and socio-economic status (Welsh & Bierman, 1997).

Additionally, the correlation between traditional games and cultural backgrounds significantly impacts the social skills of elementary school children, particularly in West Kalimantan. Integrating traditional games with social values in physical education for elementary students yields maximum benefits, especially in nurturing their social skills. Notably, students from Dayak, Malay, and Javanese ethnic

backgrounds demonstrate enhanced social skills when exposed to traditional games imbued with social elements (Hinde, 1987). These findings underscore the efficacy of social interaction within traditional games in bolstering the social skills of elementary school students across diverse cultural backgrounds.

It can be drawn, consequently from the current study that (TG) played a key role in the improving and developing of important social skills like Leadership, Team work, Tolerance, Self-confidence and Empathy.

Furthermore, the main skills which enhanced in male subjects were Teamwork ability, Confidence and Leadership.

Conclusions

From analysis of research data following conclusions have been evidently witnessed and observed that:

The Indigenous games bring positive social skills among school students including both, boys and girls students. Furthermore, enhancing the social and mental skills of these children can be advanced through engagement in IGs. This study also pointed out that IGs also develop the leadership skills of middle school students.

This study also indicated that the quality of Self-confidence plays a very important role both in sport and general walk of life. Self-confidence skills of these children can be enhanced through IGs. Another important quality, that is Empathy, can be developed in both school going boys and girls through participation in IGs. The current study also showed significant enhancement in Leadership and Teamwork qualities among the school going boys and girls in district Bajawar, Khyber Pakhtunkhwa.

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