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Contents

Motivation of football players ages 13-19.

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Abstract

The study aims to identify the motives which foster sports activity of teenage football players. The sample of the study includes 311 footballers aged 13-19. The instrument used was "The sport motivation scale SMS-28" Pelletier, Fortier, Valleran, Briere, Tuson, Blais 1995. It contains 28 items assessed on a 7-point scale. The motives are extended along the entire scale of self-determination behaviour of Deci, Rayan (1991). Alfa Cronbach 0,785. Intrinsic motivation is at very high levels, higher than extrinsic motivation, at a mean point over 6. Extrinsic motivation is also at a high scale. External regulation is 5.14, inrojected regulation is 5.87, regulaton through identification is 5.02. Amotivation is also identified and is at a low mean point 3.02.

The results of this study demonstrate that intrinsic motivation are powerful, they stand at the highest scale of motivation according to Deci & Rayan (2000). Moreover, extrinsic motivation scores are in line of this scale, except the fact that the regulation through identification stands at a lower scale.

The findings pinpoint the need to identify and know the motivation of teenage footballers, considering them when it comes to the training activity aiming at a more efficient training process and thus leading them to success.

Keywords: *Extrinsic motivation, intrinsic motivation, amotivation, self-determination.*

Introduction

Sport activity, particularly when exercised as a primary activity, requires commitment, dedication and sacrifices of all sorts, and these are driven by the presence of specific motivations. Without motivation talented athletes would no the able to achieve their full potential, while athletes that are not particularly talented are able to achieve success if strongly motivated. Athletes' behavior can be intrinsically motivated, extrinsically motivated or amotivated. (Deci, 1975; Deci & Rayan, 1985, 1991).

Intrinsic motivation causes behaviours that lead to competence and control, with rewards coming intrinsically from the individual rather than from other people. Intrinsic motivation comes from innate physiological needs of competence and self-determination. According to Deci and White, intrinsic motivation can be differentiated into more specific motives: to know, to accomplish things, to experience stimulation.

Extrinsic motivations are stimuli that come from outside the individual such as rewards, material, psychological and social benefits which affirm the individuals values. While sport has the potential to be intrinsically motivating, various extrinsic motivations exist nonetheless. Athletes can be motivated through rewards, trophies, recognition, and appreciation and approval from the public, family, friends and trainer

Deci, Rayan, Connell & Grolnick, (1990) speak of several different types of extrinsic motivation that can be ordered along a self-determination continuum, as: external regulation, introjected regulation, identification regulation.
Amotivation is characterized as a lack of intention to act and lack of intentionality in an athletes' activities.
Deci argues that both intrinsic and extrinsic motivation influences athletes in their activity, but intrinsic motivation is more effective. Extrinsic motivation can be used to urge intrinsic motivation. Deci & Ryan (2000) conceive behaviour regulation as a spectrum ranging from amotivation, external regulation, introjected regulation, identified regulation and finally intrinsic motivation in the continuum of self-determination. Self-determination relates to the autonomy, initiative, freedom and choice of behaviour. Intrinsic and extrinsic motivation can be used together to maximize overall motivation if extrinsic motivation is structured in the right way.
Recognizing the motivations that drive adolescents to take on football, changes in motivation - strengthening or weakening - is of particular importance in sports training. From this point of view, the study's purpose is to provide an overview of adolescent football players' motivations that drive them in their sporting activity.
The results of the study will help raise awareness among trainers and specialists on adolescent football players motivations, their type and level; how these motivations influence football activity, and reflect this understanding in the organization and direction of training and preparedness of adolescent football players, to achieve maximum performance, progress and wellbeing of such athletes.

Methods

Participants

The study includes 311 adolescent football players ages 13 to 19 years old, of which 113 are U15, 133 are U17 and 65 are U19. They come from different cities such as Tirana, Durres, Elbasan, Kavaja, Korca. Depending on their age, the athletes have sports experience that varies from 1-2, 3 years for the age group U15, and up to 6 years for athletes in the U19 age group. This study's subjects practice football on a regular basis, conducting daily and weekly trainings in their respective cities' football clubs farm teams.

Instrument

The instrument used is "The Sport Motivation Scale (SMS – 28)" of Pelletier, Fortier, Valleran, Briere, Tuson and Blais 1995, which assesses people's motivation for engaging in sport's activities. This motivation scale in sports is used to evaluate the motivation for sport activity participation. It evaluates the intrinsic motivations like to know, to accomplish things, to experience stimulation, as well as extrinsic motivation such as external regulation, introjected regulation, identification regulation and amotivation.
The questionnaire is composed of 28 statements structured in 7 sub-scales of four statements each, assessed on a 7 points scale, with endpoints "does not correspond at all" (1), "corresponds exactly" (7), and with the midpoint "corresponds moderately" (4).

Results

Data collected via the questionnaire were statistically analyzed using SPSS software. Cronbach alpha were used to assess the reliability of the questionnaire. Cronbach Alfa 0.785 shows a high reliability of the study. Subjects are clear and consistent in their questionnaire responses that determine their placement in the motivation scale.
Adolescent football players covered in this study show a variety of motivation levels.

Table 1, provides the average points and SD per 28 statements.

	N	Minimum	Maximum	Mean	Std. Deviation
ID	311	1	311	155.56	90.536
Mosha	311	150	19	16.69	1.484
P1	311	0	7	6.66	816
P2	311	0	7	6.64	826
P3	311	0	7	4.07	2.392
P4	311	0	7	6.27	1.157
P5	311	0	7	2.63	1.884
P6	311	0	7	4.79	1.791
P7	311	0	7	4.48	1.838
P8	311	0	7	6.05	1.197
P9	311	0	7	5.69	1.439
P10	311	0	7	6.12	1.320
P11	311	0	7	5.64	1.380
P12	311	0	7	6.20	1.240
P13	311	0	7	5.82	1.422
P14	311	0	7	5.72	1.584
P15	311	0	7	6.35	1.020
P16	311	0	7	4.94	1.691
P17	311	0	7	5.35	1.508
P18	311	0	7	5.87	1.740
P19	311	0	7	2.31	1.756
P20	311	0	7	5.86	1.460
P21	311	0	7	5.83	1.705
P22	311	0	7	4.73	1.962
P23	311	0	7	6.12	1.287
P24	311	0	7	4.61	1.767
P25	311	0	7	5.77	1.370
P26	311	0	7	6.22	1.232
P27	311	0	7	6.25	1.221
P28	311	0	7	3.09	2.055
Valid N (listwise)	311				

Table 2. Average Points, standard deviation per motivation sub-scales.

Nr	Motivation subscales	Mean score	SD	Cronbach
1	*Intrinsic motivation – to know*	6.32	0.70	0.562
2	*Intrinsic motivation – to accomplish*	6.12	1.23	0.565
3	*Intrinsic motivation – to experience stimulation*	6.03	0.82	0.497
4	*Extrinsic motivation – identified regulation*	5.02	1.62	0675
5	*Extrinsic motivation – introjected regulation*	5.87	0.94	0.582
6	*Extrinsic motivation – external regulation*	5.14	1.15	0.605
7	*Amotivation*	3.02	1.48	0.704

Motivations vary per age group; U15, U17, U19, and differences can be noticed. Amotivation can also be noticed among athletes, per score 3.02

Table 3. points per motivation scales per age group, U15, U17, U19

Nr	Motivation subscales	Mean score		
		U 15	U 17	U 19
1	*Intrinsic motivation – to know*	6.12	6.4	6.45
2	*Intrinsic motivation – to accomplish*	5.9	6.26	6.17
3	**Intrinsic motivation – to experience stimulation**	5.76	6.29	6.14
4	*Extrinsic motivation – identified regulation*	5.05	5	5.02
5	**Extrinsic motivation – introjected regulation**	5.53	5.54	5.97
6	*Extrinsic motivation – external regulation*	5.03	5.29	5
7	*Amotivation*	3.17	2.62	3.35

Table 4. Amotivation

Items of amotivation	Point	U15	U17	U19
3	4.08	4.08	3.98	4.2
5	2.67	3.2	2.09	2.72
19	2.41	2.5	1.86	2.87
28	3.17	2.92	2.96	3.64

Discussion

Intrinsic motivations

Data shows that subjects are characterized by high levels of intrinsic motivation, average score of 6.16, which aligns with high or full correlation levels. Intrinsic motivation is higher than extrinsic motivation. Motivation to know scores the highest, score of 6.32, in the subscale of intrinsic motivation. This expresses an adolescent age characteristic where the motivation to know, to expand knowledge particularly in areas of specific interest, strengthens. In our case, this specific interest is football. Adolescent athletes are intrinsically motivated to know, to learn at a higher level for the satisfaction that comes with learning more about football, perfecting training techniques, learning new techniques and strategies. This is a very valuable motivation that stimulates adolescents to be attentive and demanding to perfect their football skills and knowledge. This must be kept in mind and used wisely from trainers that work with them, with the view of achieving specific objectives related to the training and education of adolescent athletes. Of all the elements of intrinsic motivation, the satisfaction adolescent athletes feel from learning more about football stands out with the highest score, 6.64 and sd 0.70. This constitutes a good basis for trainers to exploit in order to increase effectiveness of progress in mastering of techniques, tactics and strategies by athletes, as this is an intrinsic need which gives them satisfaction and serves as a stimulus.

The motivation to achieve is quite high, 6.12 and sd = 1.23. This motivation manifests itself in the satisfaction they feel, when mastering difficult training techniques, when improving their weaknesses, when perfecting their skills, when executing difficult moves. Thus in this regard, adolescent athletes are intrinsically motivated and are very active in their participation as they receive satisfaction when these allow them to reach their goals. They are truly intrinsically motivated from satisfaction in achieving technical progress, improve skills and ability to execute difficult moves and to improve their weaknesses. This is an important basis to work with so that athletes can make progress in their football skills preparedness. Particularly outstanding is the satisfaction they feel when perfecting their skills (score of 6.35, sd=1.02). The motivation to perfect skills and resulting satisfaction with sport activities is very important and serves as an incentive to progress these athletes' career.

Motivation to experience stimulation (6.03, SD=0.82), encourages adolescents to engage in exciting experiences and gives them the feeling of being totally immersed in the activity, and intense emotions. The pleasure football players feel in living exciting experiences while practicing football is high, 6.66 and SD=0.816.

Extrinsic Motivations

Extrinsic motivations scored an average of over 5 points, a high level. The sub-scales are at the following levels:

External regulation 5.14 points, SD 1.15. Evidences the importance to adolescent athletes to be well regarded by people, the public, friends and fans. The highest score is for the prestige of being an athlete, 6.12, SD 1.32

Extrinsic motivation, introjected regulation, presents itself at the highest level of the extrinsic motivation sub-scales: 5.87, SD 0.94. This motivates athletes to internalize the acting reasons, and encourages them to act according to a higher level of behavior that they percept.

Identified regulation is at 5.02, SD 1.62, Adolescent see football not only as influencing their development as players, but also influencing their developing other aspects of their personality, to learn lots of things that would be useful in other areas of life.

The identified regulation places on top of the three sub-scales of extrinsic motivation, in the motivation scale, while in our study's subjects is placed at a lower level on the scale. Apparently, at adolescents the understanding of these football values and their practice is not at the appropriate level. However, a special appreciation for the effect of football on personality aspects stands out. (5.64, SD 1.38). Given the fact that introjection is stronger it seems there is a gap in education within sports environment as regarding the increase of adolescents' autonomy (rather than control increase) and empowering self-determination. This would bring a growth of identified regulation, where behavior is regulated and internally self-determined.

Differences among athletes U15, U17, U19

When comparing all three age groups, the intrinsic motivations in all three sub-scales are strongest in the U17. In the U15 are lower compared to U17 and U19. After several years of football practice U 17 athletes have overcome insecurities or doubts and are able to see themselves progress in their sport career. Their interests, and self-confidence are more established and they feel pleasure. While in U15 athletes interests are still fluid, motivations vary due to a series of reasons related to their age, sport environment, skills progress, work of trainers and parents, etc. U19 athletes are well formed and with more experience, thus able to conduct realistic and proper self-analysis, are more demanding of themselves, which may lead to doubt.

U19 have stronger motivation to know. These athletes are at a higher sport level and better oriented towards a successful football career. For this reason they are quite motivated as they get satisfaction from learning more about football, perfecting their techniques and learning new ones. The satisfaction from learning more about football scores high at 6.72.

There are variances with regard to extrinsic motivations. U17 athletes present higher scores than U15 and U19. The identified regulation is almost the same at the three age groups while the introjected regulation is higher at U19 and stands out, 5.97 points.

Amotivation

Amotivation exists, even though at low levels; 3 points. However it manifests in certain aspects, such a lack of self-confidence and they have the impression of being incapable of succeeding in football. The highest level of amotivation, 4.08, SD 2.32, is that even though they used to have good reasons for playing football, they seem to question whether they should continue playing

Amotivation can be explained with shifting interests manifesting themselves during adolescence, but also with factors of perceived self-competence. They experience a feeling of incompetence and are under the impression that they can't achieve the goals they set for themselves. This is reflected in the almost identical scores in all three age groups. As a result a positive perception/impression of their competence and values, the setting of realistic goals, helps them become more skilled and motivated on their daily sports activities.

It is important for trainers to pay attention to athletes and realize that by not providing feed-back to them on their performance, they may be encouraging amotivation in athletes. In sports, winners and losers are clear, and athletes feel their sporting achievements are a reflection of their values and that they are appreciated for that. Being positively viewed by others serves as an important motivator for adolescent athletes. Thus a positive perception for their competency and values, helps them further improve their skills and become more motivated in their daily sport activities.

Conclusion.

Intrinsic motivation is at a very high level. Motivation to know is at the highest level. Adolescent football players have a high motivation as: for the pleasure to know more about football; for the pleasure of discovering new training techniques

Motivation to accomplish is high, players have satisfaction when mastering certain difficult training techniques; feel pleasure when improving their weak points; when perfecting their abilities; and when executing certain difficult movements. The pleasure of perfecting their abilities stands out and the pleasure feel in living exciting experiences while practicing football is high.

Extrinsic Motivations scored an average of over 5 points, a high level. Introjected regulation, presents itself at the highest level of the extrinsic motivation sub-scales. The identified regulation places on top of the three sub-scales of extrinsic motivation, in the motivation scale, while in our study's subjects is placed at a lower level on the scale.

There are difference among athletes U15, U17, U19: the intrinsic motivations in all three sub-scales are strongest in the U17, in the U15 are lower compared to U17 and U19; and regard to extrinsic motivations, U17 athletes present higher scores than U15 and U19.

Amotivation exists, even though at low levels. However it manifests in certain aspects, such a lack of self-confidence and they have the impression of being incapable of succeeding in football.

Further implications

These results raise the coaches' and sports specialists' awareness so they can better understand and know adolescent footballers' motivations and on the bases of them they should reflect in the organization and direction of training and preparation of adolescent football players in order to bring about maximum performance, progress and well-being of these athletes.

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Using the technology for improvement of the teaching and learning process.

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Abstract:
Teenagers often use computers and the Internet to do the school's duties. Teachers also use technology to get the latest information and the latest innovations of science disciplines that they cover, for a contemporary teaching and learning process. The purpose of my study is to present a general overview of the importance of using technology to improve the teaching and learning process, from the perspective of two educational partner's teachers – pupils. The sample of the study includes 200 teachers of the region Tirana. The methodology of the study was conducted through semi-structured interviews with teachers of various profiles, the format of which was compiled by the researcher and contains six questions. Interpretation of the data is accomplished through qualitative descriptions. The data show that educational partner's teachers – pupils use the Internet to improve the learning process, by pupils used whenever they are required Internet research jobs on certain curriculum subjects and by teachers for a professional performance achieved, to get the latest information on the subject of teaching and the impact observed in the teaching process is impressive, of course, also serves as additional knowledge for students. Referring to the psychosocial aspect of using technology, teachers say that Internet usage has a negative impact on the psychological health of adolescents. As final conclusion teachers approve the fact that for the teaching process they consider a necessity to use the Internet, but the time of its use should be effectively managed by the pupils for their wellbeing and physical health.

Keywords: *Teachers, pupils, technology, learning process, teaching, Physical Education class.*

Introduction

There have been several studies on the positive educational impact that technology has on students as young as kindergarteners. Cheryl Lemke (2005) outlines that students who have access to technology become more quickly engrossed in the material, and as such are able to absorb the information more quickly. Technology serves as a bridge to more engaged, relevant, meaningful, and personalized learning all of which lead to higher academic achievement. Technology provides a platform for more informed decision-making using timely, meaningful data to shape learning opportunities. This translates into more personalized learning based on continuous feedback available to students, teachers, and parents. It is shown that the presence of technology for kids has several benefits, because technology allows children to learn in a whole new way. Children can view animations of the solar system, look at three-dimensional models of the human body, and learn through interactive games. Children today can use technology as a supplement with traditional education, not as a replacement. The proper mix of these two elements can give children all the benefits of a

modern education without requiring much training for children. (Hatch, K. 2011).

According to U.S. Department of Education when students are using technology as a tool or a support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher, textbook, or broadcast. Technology use allows many more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the students are in the position of defining their goals, making design decisions, and evaluating their progress. The teacher's role changes as well. The teacher is no longer the center of attention as the dispenser of information, but rather plays the role of facilitator, setting project goals and providing guidelines and resources, moving from student to student or group-to-group, providing suggestions and support for student activity. Project-based work and cooperative learning approaches prompt this change in roles, whether technology is used or not. However, tool uses of technology are highly compatible with this new teacher role, since they stimulate so much active mental work on the part of students. Teachers talked about motivation from a number of different perspectives. Some mentioned motivation with respect to working in a specific subject area, for example, a greater willingness to write or to work on computational skills. Others spoke in terms of more general motivational effects student satisfaction with the immediate feedback provided by the computer and the sense of accomplishment and power gained in working with technology. A related technology effect stressed by many teachers was enhancement of student self-esteem. Both the increased competence they feel after mastering technology-based tasks and their awareness of the value placed upon technology within our culture, led to increases in students' and often teachers' sense of self worth. (U.S. Department of Education).

It is obvious that the information the student comes across in the Internet is not always helpful. More than that, it can be very aggressive; it can be not up to the scientific level, etc. Many educational materials do not undergo any examination. This fact produces many difficulties even for a teacher to select the material for educational purposes. To solve this problem one must be competent in his professional field. He/she should be able to analyze the material and recommend it to his/her students, and the students selecting the information should be also able to decide if this or that material is flawless to be used for the cognitive purposes. We should keep in mind that reading electronic texts in the net is not like reading printed texts. We have to look it through rather than read it thoroughly and make decision if it is worth downloading and more attentive reading later or not. So, students should be taught to look through the texts quickly, selecting the main ideas interesting for them from the point of view of their cognitive task.

The educational applications of the Internet are supported by some learning theories. With the access to the Internet, it is immediately discovered that the whole hypertext material is a learning tool. In other words, those enormous groups of texts and multimedia contexts have not been created to be read lineally, but rather they use connections to make remissions, to put in contact different parts, or to be connected with other texts. That is to say, it is a tool; an instrument that, coded and registered, transmits information, and includes other processes accompanied or derived by the transmission, no matter this is the cause or the consequence. The constructivism pattern in the design of learning ways and knowledge matches well with the Internet as a learning instrument. The constructivism pattern supposes that the elements that we get thanks to our senses and the mental itineraries, that we use to investigate those elements, are already within us. So we learn; we learn because we transform our knowledge. It is a positive activity of the person, who learns by experiencing and solving problems actively and originally. The instruction is centered in the students who are the center of the learning. All these tools are not to give knowledge fundamentally, but to help the student to build knowledge through the learning activities that favor personal autonomy and propitiate self-regulation or control of the learning.

In this sense, the mistakes are not irreparable failures. They are necessary components of the learning process. In this process the educator acts not as an instructor, but as a generator of the atmosphere, in which the students can build knowledge by means of an investigation work. This atmosphere will have a favorable effect in the motivation to do the task of deepening the interests, looking for better understanding and the follow-up of the learning.

If the student organizes or elaborates the information, the learning will be significant, and its quality will be in accordance with the quality that the organization or the creation has. The learning is a constructive process. This means that the basic activities of learning guide to the construction of the meanings for the students.

By the ideological reservation of the theory of the constructivism learning, that states that the most important thing when learning is not what we will learn, but what we have already learnt, in the sense that what we will learn should be integrated in the previous cognitive net of the student.

The Internet allows us to reach an essential objective in the learning process: the personalization of the teaching. It allows adapting it to the necessities of students, in accordance with their previous knowledge and interest. It allows each student to advance in his/her development in a personal and autonomous way according to his/her abilities. Multimedia instruments, that is to say, those that integrate in one format the combined information of audio, video, text and image, increase the possibilities of perception. The multimedia services contain elements of multiple and different information that can expand the representation of three-dimensional objects and allows interactions or bi-directional communications. They also can raise positive transformations and improve the teaching and learning processes at maximum. This technology used as didactic resources is a vehicle of knowledge and a curricular culture adapted to the means where these processes are developed. (UNESCO 2003)

Simuforosa, M. (2013) in her study findings have implications for schools using or planning to use modern technology. She recommends that the schools need to convene a technology planning team comprising administrators, teachers, technology coordinators, students, parents and representatives of the community to determine the educational goals for students and types of technology that will support efforts to meet the goals. The team should also develop a vision of how technology can improve teaching and learning. Students cannot be expected to benefit from technology if their teachers are neither familiar nor comfortable with it. Many teachers fall behind their students when it comes to modern technology skills and competences, thus making it difficult to interest, motivate and engage children in conventional lessons. They need to have experience with the technology. Hence it is important to provide professional development to teachers to help them not only to learn how to use new technology, but also how to provide meaningful instruction and activities using technology in the classroom. Ongoing evaluation of technology applications and student achievement, based on the overall education goals, helps ensure that the technology is appropriate, adaptable and useful. (Simuforosa, M., 2013)

It is shown that with the introduction of systems such as the Wii and the Xbox Kinect, games have become much more than a sedentary activity. Exergaming, or playing games that require a physical movement or reaction, has grown in popularity since its introduction a few years ago. Today children and adolescents are more likely to spend their spare time on sedentary activities, active video games (namely exergaming) that allow players to physically manipulate and interact with the game display the potential to engage youth in physical activities (PA). In a meta-analysis study of exergames, researchers suggested that exergames are effective technologies that may facilitate light-to-moderate-intensity PA promotion. (Peng, W. et al., 2011; Sun, H. 2013).

Exergaming are involved in contemporary PE curricula. Exergaming has potential to contribute to PE programs by supplementing the current activity options and increasing student enjoyment for PE/PA, contributing to PA goals (at least for experienced gamers), and providing a relational learning environment in which students work with others in complex contexts to solve meaningful problems. Nevertheless, exergaming when developed

within the educational PE curriculum can utilize the complex, natural, relational, authentic, and community based environments embedded in exergames to design situated learning environments that integrate the learner, balance and fitness concepts, within an active gaming culture. (Ennis, D. C., 2013)

Methods

Research procedures

The sample of the study includes 200 subjects (teachers) of the region Tirana from metropolitan and nonmetropolitan with various profiles, among other and Physical Education teachers. Teachers are selected from secondary and high school (the region Tirana), such as: "Pjetër Budi", "Vasil Shanto", "Konferenca e Pezës", "Musine Kokalari", "Arben Broci", "Andon Z. Cajupi", "Qemal Stafa", "Myslym Keta", Krrabë Shkollë e Bashkuar, "Pezë Helmes", "16 Shtatori" Pezë e Madhe, Shkolla Komunitare Yzberisht, "Myslym Shima", "Sadi Nuri", "Bashkim Berisha", Shkolla e Bashkuar Vaqarr and "Isa Boletini", where selection of sample/teachers is random. An instrument used was conducted through semi-structured interviews with teachers of various profiles, the format of which was compiled by the researcher in reference to contemporary literature and contains 6 questions. The first question consists in identifying teachers' perceptions about using the Internet to improve the teaching process from adolescents. The second refers to the level of school performance of adolescents in school assignments as a result of the use of information obtained from the Internet. The third consists in identifying teachers' perceptions about using the Internet versus Physical Activity at the time of study and leisure time of adolescents. The fourth consists in identifying the level of Internet use by teachers for the learning process and what impact this process has on the process. The fifth consists in identifying teachers about the future of using the Internet in school and social life of adolescents. And the last question, the sixth one consists in identifying the teachers about the problems that causes the use of the Internet in their daily work and in the social life of teachers. The study includes the qualitative method and for this reason the interpretation of the data is accomplished through qualitative descriptions where teachers' opinions have been acquired for a scientific qualitative analysis. The interviews were administered by the author and in completing these interviews the subjects' anonymity was entirely maintained.

Discussion and Conclusion

Referring to the teachers' information about using the Internet from their students to improve the learning process and how often the Internet is used by students, 94% of the teachers say that the teenagers of the Tirana region use the Internet to improve the teaching process whenever they are asked by teachers research work on the Internet for certain educational topics, in certain classes that have curricular projects also provided in the curriculum. Despite of the latter data, teachers say they use the Internet in the 1 to 2 hours a day, often less than 3 times a week. Most prominent teenagers, as the teachers say, are students with high academic level. A small minority of teachers 6% of them, (prevails teachers of the Tirana District) say that some students come from a low economic level, besides that, and school infrastructure leaves to be desired, and as a result some students do not use the Internet to improve the learning process. A teacher in the Tirana region says:

"The use of the Internet by students is used for the learning process and from my information does not exceed the time of its use. Often, quality students are interested in learning and bringing up additional material on topics and hours that are not assigned to me as a teacher. Of course in such cases additional information helps to improve the learning process."

Regarding the fact that how is reflected the level of school-based performance of adolescents in school assignments due to the use of information received from the Internet, 91. 5% of the teachers say that their students' performance is very positive. Students navigate to the Internet with more desire and curiosity to find different information about the teaching topic. Pupils also reflect skills such as selection of basic information by demonstrating them through photographs, recording of documents through CDs, displaying materials by posters etc, acquiring knowledge of basic programs computer. The use of technology, according to the teachers, makes it possible for the lesson to

be attractive and motivating for the students, but without leaving aside and the other part, as 8. 5% of the teachers say that there are students who do not use the Internet for school assignments but other functions of it, such as socialization and communication online with their peers in different social networks. Consequently, school performances that present them in school assignments are left to be desired. Some of this information given by teens behaves crude, unprocessed and not excluded, and cases when these tasks are copied by other students without making small attempts to process the information somewhat. A teacher states that:

"The results of using the Internet are obvious: First, students' lessons are best illustrated; Second, they are enabled to communicate with greater competencies; Thirdly, through the use of the Internet it has become possible to interpret and explain various phenomena in many aspects; Fourthly, this is reflected in the results of the students; Fifthly, such activities include low-grade students who have shown skills and opportunities previously unknown by teachers."

Teachers clearly affirm that modern technology is widely used by pupils in all subjects, among these subjects is evidenced the Physical Education class. Mainly information obtained online in the PE class is demonstrated and illustrated by students to gain sophisticated techniques and tactics in sports and other games from the most prominent national and international personalities of the sports fields' favorites from the students. The following is a real opinion from a teacher of Physical Education class.

"Our school students use different information on the Internet for sports activities that the school itself realizes and are fun for the pupils. This is displayed during various games at Volleyball or Football that take place between our school and another school. During recreational activities students imitate different aerobic exercises or other artistic dances, the characters and sports personalities favored by them, which they have seen on YouTube."

Referring to teachers' opinions on how they view the Internet usage report versus Physical Activity, not only in their learning process but also in their psychosocial life, i.e. at the time of study and leisure time of teenagers, 98. 5% of the teachers claim that the relationship between Internet use and Physical Activity is inversely, so according to them it means that our teenagers prefer to spend more time on the Internet than to deal with Physical Activity. Teachers say that the only time when the teens deal with Physical Activity is just in the teaching process. Only few of them (1.5%) claim that there are also those teens that play sports, through various sports clubs, when for these adolescent is more important involvement in Physical Activity than navigation in Internet. The followings are real opinion from teachers of the Tirana region:

"If we refer to today's reality, we leave much to be desired within the scope of Physical Activity. Today children spend too much time on the Internet and thus condition the time dedicated to Physical Activity. This situation reflects on their physical and psychosocial development. Pupils today are more individual and obese than in previous years."

From another teacher opinion:

"Children nowadays perform fewer Physical Activities and spend more time navigating the Internet. Undoubtedly, the use of the Internet takes time from study time and most of the free time, even damaging the hours of sleep. Children have become less social, as they do not spend time to develop relationships between their peers and their family members. Irritability observed in them."

Do you use the Internet for the teaching process? If yes, what impact do you have in the learning process? Referring to this question 90% of the teachers responded positively, i.e. they use the Internet for the learning process and have a positive impact on it. The form of the teaching method as a result of its use is realized by demonstration through electronic means (such as a video projector). Mainly use to get the latest information concerning the instructional topic. The impact they have on the learning process is impressive and serves as additional knowledge for students, significantly improving the learning process by borrowing models of teaching techniques and methods and enriching the lesson with additional materials. Teachers argue that visual view serves students to facilitate the processing and interpretation of material or information they receive from

the Internet. Some teachers (10% of them) affirm that the most appropriate material for the classroom is the book, the textbook and not the technology, mainly dominates apparent rejection of the technology use by teachers of Tirana district, giving the argument that computers and computer equipment in schools are still missing even at the present time. The following teacher opinion:

"Of course yes. It is a continuous research, a permanent and necessary cognition to bring new materials to use different ideas for the benefit of my work on diversity of teaching methods. You can never focus on that knowledge you already possess, or in the textbook. Every lesson is unique and being productive must come complete in every element of it. "

Referred to the evidence of teachers' perceptions about the future of the Internet use in the school and social life of adolescents it is recognized that for the teaching process, teachers consider a necessity to use the Internet, while referring to the psychological and social aspect teachers (100% of them) argue that Internet use negatively affects the psychological health of our adolescents. This means that teachers look at a very positive point of view and are also optimistic that the Internet will always be an important factor for an effective learning process, enabling pupils to learn lessons in the classroom, will help in developing the ideas and expand their knowledge; But on the other hand, teenagers will be isolates in itself where the lack of socialization with others is evidently highlighted, they will leave reality, real life, tangible and life-threatening events. Teachers pay attention to the successful management of time dedicated Internet, above all, continuous parental control. Here it is one of these teacher opinions:

"I think use of the Internet in the learning process is necessary. In the psychosocial plan I think it will bring more and more damages to children. Nowadays, children are no longer reading books, novels about their age. Also emphasize that the use of the Internet should be limited in time and be well controlled by our parents of these students."

To get a different perspective from the adults, so use of the Internet by teachers, both in their work and also in their social life, regarding the problems posed by its use, teachers have cited the fact that the Internet use in general they see as a lost time without any value and, moreover, a negative impact on their social life, as they say they lose verbal and direct communication with people. In addition, teachers (100% of them) say that staying at the Internet avoided almost entirely Physical Activity, causing a sedentary life. They approve the fact that there are cases when information obtained from the Internet are not scientific and completely disinformation, which in fact should have the opposite happened, we should have accurate and scientific information for the learning process. The following teacher opinion:

"The Internet helps to get multiple and new information at the same time, to maintain contact with people, relatives and friends away from us, but at the same time the use of the Internet presents its negative side as people are losing face to face contacts With each other, meetings and conversations. So, more attention is paid to this "virtual world" that people have created with each other. One way of informing about new events, recent developments occurring around the world we get through the Internet and communication on different social networks. We are familiar with the comments, the various issues, we see the impact on the students and we are familiar with these problems, which are already reflected in the student's daily conversations. "

So as a final conclusion I can affirm and also conclude that the use of technology in the teaching process and not only has its positive and negative sides. Teachers look at a more positive outlook and are also optimistic that the Internet will always be an important factor for an effective learning process, enabling pupils to learn lessons in the class, help develop ideas and expanding knowledge, moreover, teaching and learning process will be interactive. While in the psychosocial aspects of the adolescents and young's time spend at the Internet must be well managed by them and under parental care (for the teens), giving proper importance to involved in Physical Activity. I recommend that, both for adolescents and young's, the use of technology and its functions to be used for specific purposes, thus eliminating psychological distress, and even having a healthy psychological and social

lifestyle. This study also helps young people, adolescents and parents to pay more attention to the time spent on the Internet, as well as to control the time dedicated to the Internet of their children.

Further Implication

The main issue on which is focused my study is the impact use of technology in education by addressing two main components, one of that at teaching process used by the teacher and the other at the learning process too, as a final product presented to the pupils. This study provides detailed information on scientific facts researched by a wide range of scientific articles; reports that address these issues presented in the study, but above all, are given the realistic opinions of teachers of different profiles, as well as teachers of Physical Education, conducted a year ago. In this perspective, this study will be assisted by all educational partners, but also by policy makers, in order to adapt the educational needs of teachers, students, etc. focused on the technology use.

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10 mini tests for evaluation of Physical activity at children 6- 10 years old

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Abstract

To exercise physical activity has impact on sustainability all-but the benefits are obvious and useful for every age group. To improve the sustainability cardio respirator, intensity of exercise, should be sufficient to stimulate your cardio-vascular system without overloading it.. Our modest goal for this study is: to understanding what is happening and how I "really" is extracurricular activity in Tirana and also awareness of the whole community for the values of extraordinary extracurricular activity in health, as well as parameters morph functional. We have a optimistic level of physic activity and Fitness where boys are more active than girls. Training group (randomly selected schools and distributed in the suburbs and in the center). As methodology: Cross section survey of 112 boys and girls 6-10 years old (the frequency of three times per week for 6 months. Benchmark testing was conducted for Physical Activity (Ellington Dardan 1982) consisting of 10 mini tests on physical activity and health) Library of Congress Catalog Card Number 82060780, p: 2.6-1

Leg comparison, Wall Squat Negative chin up, Negative push up , Trunk curl , Breath holding, Thigh stretch, Back arch , Skin fold pinch , Arm comparisons

In our modest study we do not forget that postulate in science . 'be honest, ...Be simple .....Be true "... .. In the meantime following tests are used on the most important concepts measurements (validity, reliability, Accuracy

In the fifth group 10 years old have given optimistic realized 10 standard tests I n a good performance Data improve to for further for both sexes with increasing age up to 10 years, where performance of the state with the best. The hypothesis of the study - that boys are more active than girls dropped. In this study there were no gender differences in performance and we believe this is due to the situation pre puberty equal for both boys and girls.

Oslo we have following the protocol according to the American College of Sports Medicine, 1998. (ACSM) for every participant in test

Introduction.

Physical activity has a range of benefits during childhood including healthy growth and Development, assistance in maintenance of energy balance, and improvements in psychological and social interaction. Participation in physical activity during childhood may also have an indirect effect on risk-factors for cardiovascular disease, by helping children to prevent excess weight gain or helping overweight children to lose weight To exercise physical activity has impact on sustainability all-but the benefits are obvious and useful for every age group

Description of the exercise, has to do with the manner, intensity, frequency, duration and progression of exercise. *American*

Association of Sports Medicine (ACSM) (1978, 1991) suggests this guide to building a card respirator fiscal program for healthy adults. To improve the sustainability cardio respirator, intensity of exercise, should be sufficient to stimulate your cardio-vascular system without overloading it. High intensity is very discouraging for the continuation of the program of practice and is the main reason for his leaving. Moderate exercise (40% - 60% of VO2max) are enough to have health improvements for sedentary subjects, especially when we are at the beginning (ACSM, 1991). Sharkey recommends that individuals according to the degree of preparation, low, medium and high, should spend during an event from 100 to 200 and from 200 to 400 kcal, respectively, and no more than 400 kcal..

We suppose to have a good level of physic activity where boys are more active than girls.

SCOPE OF THE STUDY

Our modest goal for this study is: to understanding what is happening and how "really" is an extracurricular activity in Tirana and also awareness of the whole community for the values of extraordinary extracurricular activity in health, as well as parameters morph functional

SUBJECTS AND METHODS

•Cross section survey of randomized selected 112 boys and girls 6-10 years old (the frequency of three times per week for 6 months, we " surveillance" sports) Benchmark testing was conducted for Physical Activity (Ellington Dardan 1982) consisting of 10 mini tests on physical activity and health) Library of Congress Catalog Card Number 82060780, p: 2.6-1

Standard tests : Leg comparison ,Wall Squat Negative chin up, Negative push up , Trunk curl , Breath holding, Thigh stretch, Back arch , Skin fold pinch , Arm comparisons

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In the meantime following tests are used on the most important concepts measurements (validity, reliability, Accuracy

Description of the exercise, has to do with the manner, intensity, frequency, duration and progression of exercise. American Association of Sports Medicine (ACSM) (1978, 1991)

JUST TO REMEMBER THAT .....THAT IT IS NOT EASY TO EVAULATE FITNES LEVEL BECAUSE .....YOU NEED TO EVALUATE IN THE MEAN TIME at least four component s like : 1 Strength 2. Cardiotraning 3. Bodycomposicion 4.Fleksibility

Target group

A normal target group to whom I writing would be my colleges and pedagogues interesting on these topics, new masters students and my friends and colleges etc.

1. Compound BODY MODELS

There is a close relationship between physical activity, physical fitness and health in adults (1) and that when it is widely acknowledged that in itself many chronic disease begin in early childhood (2), children and youth are a target group consider important preventive intervention. Intervention generally should begin at a young age for two reasons:

* To provide a normal growth (3)

Living habits and risky factors of children tend to continue in the future because of these consequences indicated. (4)

Field methods for quantifying physical activity and energy expenditure can broadly be divided into subjective- and objective measures.

Subjective measurements include direct observation, self-reports and diaries. Direct observation has been reported to be the most practical and appropriated criterion measure of physical activity and patterns of activity among children and youth (5).

In addition to encouraging greater amounts of moderate and vigorous exercise, it may be wise to attack the problem from the other end of activity side i.e., sedentary behavior, TV watching, which has been kinked to obesity (6,).

2. OBESITY AND CONTROL OF BODY WEIGHT

Obesity is a serious health problem, because it reduces life expectancy and quality of life. Obese individuals have higher risk to be affected by ischemic heart disease, arterial hypertension, hypercholesterolemia, diabetes, obstructive lung disease and some cancer.

Results from the Cooper Clinic in Dallas have suggested that one could be "fat and fit" and be

at a reduced risk of ischemic heart disease (7)/.

Often times the speed of hypertension, hypercholesterolemia diabetes is respectively 2.9, 2.1dhe 2.9 times higher in overweight people than in those with normal weight. Obesity increases the risk for ischemic heart disease beside the existence or not of other risk factors for ischemic heart disease. We have two types of obesity, called hyperplasic obesity and obesity hypertrophic. It is known that the total number of fat cells defined maturity age. Fat cells increase in number in the first year of life and during puberty. Their number does not change in adulthood. Consequently the tendency to obesity determined at the age of adolescence. So hyperplasic obesity is characterized by an increased number of fat cells. An individual with normal weight is about 25 to 30 billion fat cells, while an obese has about 42 -p 100 billion fat cells. This hypothesis is not complete, because to obese found an increased number of fat cells, but their sizes are increased.

3. HEALTH ASSESSMENT KARDIORESPIRATOR

The minimum exercise prescription necessary to improve VO2 max (20to 30 minutes of endurance exercise performed three times per week at 50-70 %of VO2 max) may eventually improve cardio respiratory fitness over several weeks (8).

The introduction of elements of various games children causes increasing the desire to be taken with the sport, the beginning of the exercise with the words that today will play all the time we will enjoy playing will be more motivated to follow exercise in continuity. Application and implementation of tasks and principles pedagogic training process show satisfactory results during the training process.

What is need is a series of major policies aimed at transforming our environment and the way we live. City planning, building codes, mass transit system, car use safe footpaths and cycling paths, pedestrian – only city center, school schedules and program, and the media are among the area that will require transformation (9)

Field methods for quantifying physical activity and energy expenditure can broadly be divided into subjective- and objective measures.

Subjective measurements include direct observation, self-reports and diaries. Direct observation has been reported to be the most practical and appropriated criterion measure of physical activity and patterns of activity among children and youth (10). Drawbacks of this method are the relatively high research costs and the fact that the observer's presence can affect the subject's behavior (11).

. In cross-sectional analyses of fitness level and coronary risk factor of participants in aerobics Center Longitudinal study(ACLS),cardio respiratory fitness was inversely associated with body weight in men(14)and women (15).

Physical activity is a crucial component of weight control (12 ,13) and maintenance of weight loss ,once it is achieved ,is strongly determined by physical activity.(16).

These training philosophies can have the unfortunate side effect of discouraging severely obese persons from staring activity programs because that may mistakenly assume that small amounts of low-intensity which is where most severely obese patients will begin ,are not of any health value (17)

Exercise leads to a number of long –term health benefits, including a reduction in body weight and an increase in lean body mass (18).

We have reviewed the strength and weaknesses of physical activity questionnaires, HR monitoring, pedometers and accelerometers,

Non of these techniques is perfect for providing accurate assessment of physical activity patterns and energy expended in physical activity in free-living subjects.

Because most of the current technique is not multidimensional, combining various methods where possible may provide the most accurate means of assessing physical activity.

Some time simple thinks, simple way of evaluations are more usefully then the other ...

...for example 10 mini test that we have used in our study

Results

Just the results of 10 tests.. making no comment on the data

Leg comparison ,Wall Squat Negative chin up, Negative push up , Trunk curl , Breath holding, Thigh stretch, Back arch , Skin fold pinch , Arm comparisons

Let star with ...
.. Leg comparison ,

General Tables. Test 1. Male

Age

			6	7	8	9	10
Less than	< = 3,1 mm -	10 points	24 %	23 %	20 %	30 %	44 %
between	3,1 mm- 6,3 mm --	8 points	26	25	30	20	26
between	6,3 mm – 9,3 mm --	6 points	25	26	20	25	5
between	9,3 mm – 12,7 mm .	4 points	12	13	17	12	12
between	12,7mm- 15,5 mm--	2 points	11	12	10	11	11
More than	> = 15,5 mm ..	0 points	2	1	3	2	2

Leg comparison ,

General Tables Test 1. Female

Age

			6	7	8	9	10
Less than	< = 3,1 mm	10 points	20%	26%	14 %	44 %	18 %
between	3,1mm-6,3 mm	8 points	30	24	36	26	32
between	6,3mm-9,3 mm	6 points	25	27	35	15	25
between	9,3mm-12,7 mm	4 points	10	10	2	12	13
between	12,7mm-15,5 mm	2 points	10	9	11	11	10
More than	> = 15,5 mm ..	0 points	5	4	2	2	2

General Tables. Test 2 Wall Squat Male - **Age**

		6	7	8	9	10
More than 60 sec	10 points	34 %	40 %	34 %	40 %	44 %
50 – 59 sec	8 points	36	10	26	10	36
40 - 49 sec	6 points	5	25	15	25	5
30 – 39 sec	4 points	8	12	12	10	2
20 – 29 sec	2 points	11	12	11	11	11
Less than 19 sec	0 points	4	1	2	4	2

Female **Age**

		6	7	8	9	10
More than 60 se c	10 points	14 %	29 %	20 %	24 %	35 %
50 – 59 sec	8 points	16	26	20	46	26
40 - 49 sec	6 points	25	10	25	5	14
30 – 39 sec	4 points	15	12	12	12	12
20 – 29 sec	2 points	15	21	11	11	11

Less than 19 sec	0 points	15	2	12	2	2

General Tables. Test 3 Negative chin up Male

Age

		6	7	8	9	10
More than 60 se c	10 points	10 %	18 %	35 %	37 %	38 %
50 – 59 sec	8 points	20	22	25	25	27
40 - 49 sec	6 points	25	25	24	14	14
30 – 39 sec	4 points	12	12	13	11	16
20 – 29sec	2 points	12	10	22	10	3
Less than 19 sec	0 points	21	13	1	3	2

Female **Age**

		6	7	8	9	10
More than 60 se c	**10 points**	**20 %**	**28 %**	**34 %**	**36 %**	**37 %**
50 – 59 sec	**8 points**	**20**	**22**	**26**	**26**	**26**
40 – 49 sec	**6 points**	**25**	**25**	**25**	**13**	**12**
30 – 39 sec	**4 points**	**12**	**12**	**12**	**12**	**12**
20 – 29sec	**2 points**	**12**	**10**	**21**	**11**	**11**
Less than19 sec	**0 points**	**11**	**3**	**2**	**2**	**2**

General Tables. Test 4 Negative push up, **Male**

Age

		6	7	8	9	10
More than 60 se c	10 points	29 %	25 %	39 %	41 %	45 %
50 – 59 sec	8 points	21	26	25	21	27
40 - 49 sec	6 points	21	26	13	23	9
30 – 39 sec	4 points	11	11	10	1	11
20 – 29sec	2 points	17	10	9	13	7
Less than 19 sec	= 0 points	1	3	4	1	1

Female **Age**

		6	7	8	9	10
More than 60 se c	10 points	28 %	24 %	38 %	40 %	41 %
50 – 59 sec	8 points	22	26	26	20	26
40 - 49 sec	6 points	20	25	11	25	8
30 – 39 sec	4 points	12	12	12	2	12
20 – 29sec	2 points	16	11	11	11	11
Less than 19 sec	0 points	2	2	2	2	2

General Tables Test 5, Trunk curl Male

Age

		6	7	8	9	10
More than 60 se c	10 points	28 %	34 %	36 %	40 %	44 %
50 – 59 sec	8 points	22	16	26	10	26
40 - 49 sec	6 points	25	35	13	35	15

30 – 39 sec	4 points	12	2	12	2	2
20 – 29sec	2 points	7	11	11	11	11
Less than 19 sec	0 points	6	2	2	2	2

Female **Age**

		6	7	8	9	10
More than 60 se c	10 points	30 %	35 %	37 %	38 %	40 %
50 – 59 sec	8 points	20	26	13	26	10
40 - 49 sec	6 points	25	25	25	21	25
30 – 39 sec	4 points	14	1	13	2	12
20 – 29sec	2 points	9	11	11	11	11
Less than 19 sec	0 points	2	2	1	2	2

General Tables. Test 6, Breath holding, Male Age

		6	7	8	9	10
More than 30 se c	10 points	25 %	26 %	35 %	39 %	45 %
25 – 29 sec	8 points	26	46	15	26	26
20 - 24 sec	6 points	25	5	25	10	4
15 – 19 sec	4 points	11	10	12	12	12
10 – 14 sec	2 points	8	11	11	11	12
Less than 9 sec	0 points	5	2	2	2	1

Female **Age**

		6	7	8	9	10
More than 30 se c	10 points	24 %	29 %	36 %	44 %	44 %
25 – 29 sec	8 points	36	30	26	16	26
20 - 24 sec	6 points	25	35	13	25	5
15 – 19 sec	4 points	2	2	13	2	10
10 – 14 sec	2 points	11	1	11	11	11
Less than 9 sec	0 points	2	3	1	2	4

General Tables. Test 7 **Thigh stretch Male** **Age**

		6	7	8	9	10
More than 25 cm =	10 points	14 %	25 %	24 %	34 %	44 %
between 20—22,5 cm =	8 points	26	15	26	26	26
between 15- - 17,5 cm =	6 points	25	25	25	25	5
between 10- 12,5 cm =	4 points	12	15	10	2	12
Between 5- 7,5 cm =	2 points	11	19	11	11	11
Less than 2,5 cm =	0 points	12	1	4	2	2

Female **Age**

		6	7	8	9	10
More than 25 cm =	**10 points**	**12 %**	**24 %**	**24 %**	**36 %**	**40 %**
between 20—22,5 cm =	**8 points**	**26**	**16**	**26**	**26**	**26**
between 15- - 17,5 cm =	**6 points**	**25**	**25**	**5**	**13**	**9**

between 10- 12,5 cm =	4 points	12	12	12	12	12
Between 5- 7,5 cm =	2 points	11	21	21	11	11
Less than 2,5 cm =	0 points	14	2	12	2	2

General tables. Test 8 Back arch Male Age

		6	7	8	9	10
More than 45 cm =	10 points	24 %	23 %	24 %	34 %	45 %
Between 40- 42,5 cm =	8 points	26	27	26	26	26
Between 35- 37,5 cm =	6 points	25	5	25	25	4
Between 30- 32,5 cm =	4 points	4	12	3	1	12
Between 25- 27,5 cm =	2 points	11	11	10	13	11
Between 22,5 cm cm =	0 points	10	2 2	12	1	2

Female Age

		6	7	8	9	10
More than 45 cm =	10 points	25 %	24 %	25 %	35 %	44 %
Between 40- 42,5 cm =	8 points	25	26	27	25	26
Between 35- 37,5 cm =	6 points	25	7	25	15	5
Between 30- 32,5 cm =	4 points	2	12	10	12	12
Between 25- 27,5 cm =	2 points	11	11	1	11	11
Less than 22,5 cm cm =	0 points	12	20	12	2	2

General Table. Test 9 Skin fold pinch Male Age

		6	7	8	9	10
Less than 1,5 cm =	10 points	23 %	24 %	24 %	29 %	44 %
2,5 cm =	8 points	27	26	26	21	26
3 cm =	6 points	25	25	15	35	5
3,7 cm =	4 points	2	4	12	2	12
4 cm =	2 points	11	11	21	11	11
More than 4 cm	0 points	12	10	2	2	2

Female Age

		6	7	8	9	10
Less than 1,5 cm =	10 points	20 %	21 %	26 %	24 %	46 %
2,5 cm =	8 points	30	29	24	36	26
3 cm =	6 points	5	25	25	25	3
3,7 cm =	4 points	12	5	2	2	12
4 cm =	2 points	11	11	11	11	11
More than 4 cm =	0 points	22	9	12	2	2

General Tables. Test 10 Arm comparisons Male Age

		6	7	8	9	10
More than 3,7 cm =	10 points	24 %	24 %	24 %	34 %	44 %
3 cm =	8 points	26	26	36	36	25
2,5 cm =	6 points	5	15	27	5	6

1,8 cm =	4 points	12	12	6	12	12
1,3 cm =	2 points	11	21	5	11	11
Less than 1,3 cm =	0 points	22	2	2	2	2

Female Age

		6	7	8	9	10
More than 3,7 cm	**10 points**	**24 %**	**25%**	**24 %**	**35 %**	**48 %**
3 cm =	**8 points**	**8**	**25**	**46**	**30**	**26**

2,5 cm =	**6 points**	**25**	**17**	**5**	**11**	**1**
1,8 cm	**4 points**	**12**	**20**	**12**	**12**	**12**
1,3 cm =	**2 points**	**11**	**11**	**11**	**10**	**11**
Less than 1,3 cm =	**0 points**	**20**	**2**	**2**	**2**	**2**

Conclusions

Collection data speaks themselves .showing a significant improvement at age 10 years old for both sexes Data improve to for further for both sexes with increasing age up to 10 years, where performance of the state with the best

According to first par of hypothesis of the study - In the fifth group of the age group 10 years old have given optimistic data ..realized 10 standard tests ,but boys are more active than girls dropped as hypothesis, paradoxically in some other study girls in that age are more active In this study there were no gender differences in performance and we believe this is due to the situation prepuberty equal for both boys and girls.

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Hospitality and Tourism Sector in Albania

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Abstract
Nowadays, tourism is generally and globally acknowledged as one of the largest and most dynamically developing sectors that has more than significant growth prospects. At the same time, this sector is known for its high turnover of staff, persistent lack of qualified personnel and rapidly changing skill needs. The development of tourism sector is associated with considerable volumes of foreign currency inflows, new employment opportunities, infrastructure development, and new management experiences. The sustainable development of the tourism sector is a challenge that all the factors involved in it face. Only highly skilled human resources can contribute in the achievement of the already defined economic standards and targets. We can't operate with the idea that economy should be in function of education, but with the idea that education should be adjusted to the economic and social development, because education is one of the most important factors in the sustainable economic development.
By now various skills needs analyses and other related research papers have been undertaken in Albania at national, sectoral and regional levels. The selection of data is done according to the scope of this study. Drawing on these analyses the most important outcomes of the study includes an overview over skills / occupations / qualifications needed in hospitality and tourism sector in Albania. A better cooperation between the tourism industry and the education is needed in order to let them know what is offered, and what is really needed by the industry really. This would help, firstly, in developing better qualifications and respective curricula and syllabus, in a better marketing of the knowledge's of graduates, and secondly, in the quality of the service in this industry.
Key words: *Tourism, skills, labour market, qualifications framework.*

Introduction

The development of tourism sector is associated with considerable volumes of foreign currency inflows, new employment opportunities, infrastructure development, and new management experiences. The sustainable development of the tourism sector is a challenge that all the factors involved in it face. Only highly skilled human resources can contribute in the achievement of the already defined economic standards and targets. We can't operate with the idea that economy should be in function of education, but with the idea that education should be adjusted to the economic and social development, because education is one of the most important factors in the sustainable economic development. A better cooperation between the tourism industry and the education is needed in order to let them know what is offered, and what is really needed by the industry really.

Methodology

Research questions

The research was performed to collect secondary data regarding relevant literature within the scope of this study. The research strategy does not merely consist of handing out information but reuses a range of data relevant to the issue,

throwing up specific queries. The main research questions are as following:

- What main trends are already emerging in tourism?
- Which skills or occupations, at different levels of competence, are required by the hospitality and tourism sector? And which jobs or occupations are currently difficult to fill?

Research strategy

Literature review was carried out to investigate economic and labour market trends, as well as trends and issues as regards skills and training needs in hospitality and tourism sector. There is a wealth of research papers by now – mostly funded with the support of different donors and written with different purposes in mind, but they were nevertheless found useful and relevant for this study. In this context, all available national, sectoral and regional strategies and / or skills needs analysis were examined. Existing skills or training needs analyses primarily have a domestic focus, but it is important to add, at some point, an international dimension to such analyses. This is due to the fact that businesses become more internationally oriented and the labour force increasingly mobile.

Brief Overview over the Hospitality and Tourism Sector in Albania

Tourism is a strategic sector in Albania. Albania can position itself successfully upon its impressive comparative advantages of high quality sites in a close geographic area, and create an identifiable position in the international market place based on the discovery of the country. Culture, adventure and "ecotourism" are considered to be the fastest growing tourism markets worldwide. The experience tourists seek is increasingly valued not only on the quality of destinations or activities, but also on the conformity of the lodging facilities and management practices with environmental guidelines. Albania appears to be ideally situated to meet the shifting demands of an increasingly nature and culture oriented tourism market. According to the "Journal" L'Express "Albania was ranked as one of the 15th best tourist destinations to visit in 2015, calling Albania as" a new Pearl of the Balkans".

Tourism is a relatively new industry in Albania, which serves as a catalyst for the economic growth of the country and contributes to the development of many branches of economy such as infrastructure, construction, employment, transportation, banking system etc. Today it has taken new dimensions, ranking among the industries with the highest potential for the level of income that generates and for the supply of labour that it creates. Tourism is above all an important means of employment. Its development is closely related to the opening of a considerable number of new jobs, even though, in most cases, they are only seasonal. One of tourism's main benefits is investment.

According to World Travel and Tourism Council, the economic contribution of the tourism sector in Albania is as following (See table1):

Travel and tourism	2015		2016 (%) Growth	Forecast 2026	
		(%)		Expected	(%)
Direct contribution to GDP	ALL87.6bn	6.0	5.7	ALL 156.5bn	7.9
Total contribution to GDP	ALL306.2bn	21.1	5.4	ALL540.3bn	27.2
Direct contribution to employment	51,000 jobs	3.4	3.8	77,000 jobs	7.4
Total contribution to employment	180,000 jobs	19.3	3.1	265,000 jobs	25.4
Visitor exports	ALL204.2bn	33.5	5.7	ALL369.2bn	36.0
Investments	ALL19.9bn	5.7	1.4	ALL31.4bn	6.5

Table 1 Economic contribution of travel & tourism in Albania (Source: WTTC, 2016)

Tourism not only creates jobs on the tourism area but also on other industries. For example, money spent by a tourist on a hotel is not used only for the bed but also it goes for the industry of clothing, detergents, electricity etc. Also tourists spend money to buy souvenirs by increasing in this way the secondary employment. The multiplier effect continues till the money "goes" out of the country for the purpose of import or other foreign services.

Growth in tourism sector is seen as a major contributor to the increase of economic activity for Albania. The tourism industry also has contributed significantly to employment. Global tourism today provides employment for more than 222 million people worldwide, and it is widely believed that service industries are one of the major potential growth areas of post-industrial societies It offers employment opportunities in both large and small communities and is a major industry in developed countries, and the dominant economic activity in some communities.

On the other hand, VET system in Albania has generally not been in a position to keep pace with the economic developments. There is no point of offering education and training for young people or adults, which is of little value for them in terms of becoming skilled workers or progressing in education to develop higher levels of skills. Thus, matching skills and jobs has become a high-priority concern for the Albanian government.

Tourism is a person-to-person activity, with its quality depending on education and willingness of its employees to invest their efforts and skills. Thus, tourism education is important to improve employees' abilities and consequently promote the tourism industry's capabilities. Tourism education, often as the starting point in the development of human resources to undertake occupations in the tourism industry, adds value in terms of quality and infuses a sense of tourism professionalism and service orientation. To a certain extent, tourism education acts as a strategy for promoting sustainable tourism development. This study intends to investigate if there is a gap between tourism education provisions and tourism industry needs and expectations in Albania.

Human resource development is considered by the tourism industry as crucial in improving quality of services. In order to ensure a high quality of services, a wide range of different occupations need to be offered in training provision as they are not currently meeting the standards set by industry requirements and tourists' expectations. There is much criticism in Albania on the attitude and skills of the service staff working in the sector though many times good inter-personal skills and warmth of welcome are praised.

The Albanian government has made efforts to create favourable climate for attracting foreign investments in Albania, followed by design and mitigation policies. A great opportunity for tourism sector development is the new just approved Law of tourism. This new law provides various incentives to investors in the tourism industry in order to raise the standard and quality based on the value of investment, by making Albania more competitive in the region for investment.

Results of (Labour) Demand Side Analysis in the sector

Most of the tourism companies are small-medium size. Businesses are small, with flat hierarchy, -owner-manager model. Majority of businesses are catering for domestic and regional market. Due to the National Business Register (INSTAT 2015), in the "Accommodation and food services sector are registered 23.186 active enterprises and around 994 travel agencies, tour operators and related enterprises. Estimates assume that there are around 1200 Hotels in the country. Most of the hotels are quite small and around 80% are only open during the summer months. The sector is creating between forty to fifty thousand jobs. This number could jump to 140,000 during the short summer season. The hotels located in the cities tend to have permanent staff, while those that are located in the coast hire workers on seasonality basis.

Obviously, the characteristics of employment and the effects of tourism development vary according to the type of tourist activity, some types of tourism activities are more labour-intensive than others. Accommodation facilities and the hospitality sector in general employ a substantial proportion of the tourism labour force, but they also require relatively large

capital investments. The financial resources required to generate employment also vary with the size of companies, the types of skills needed, the economic development of the destination area, etc.

In Albania, a tourism value chain includes travel organization and booking, transportation, accommodation, food and beverage, handicrafts, touristic attractions and destinations, leisure, excursions and tours as well as various support services including operation and maintenance. Tourism product development is part of an extensive and interlinked process involving market research, product development and marketing. An overview of tourism products in Albania, adapted from the recent draft National Strategy for Tourism is presented in the Table 1 below:

Table 1 Main tourism products in Albania (Source: Draft Strategy on Tourism Development 2014-2020)

The touristic supply in general and tourism products in particular are still somewhat underdeveloped. Current products are perceived by local businesses and other stakeholders as often poor in quality, mostly unorganized and / or limited in the number or attractions they include. Additionally, there is a lack of knowledge on the stages a business should go through to develop a successful touristic product and rarely a complete understanding of tourism product cycle and the roles and responsibilities of different stakeholders in making sure this product sells. The demand for tourism products has not been as high as it should be in order to push for further development and diversification of the sector's supply which would include: improvement of itineraries, creation of complementary services, better quality accommodations, organization of more leisure activities, improvements in infrastructure as well local shops, restaurants, bars, etc.

The business of tourism is complex and fragmented and from the time that visitors arrive in the destination, until they leave, the quality of their experience is affected by many services and experiences, including a range of public and private services, community interactions, environment and hospitality. Delivering excellent value will depend on many stakeholders working together in unity. So, destination management is a subject of growing importance as destinations compete to provide the highest quality of experience for visitors and to manage the impacts of tourism on host communities and environments. Destination management calls for a coalition of these different interests to work towards a common goal to ensure the viability and integrity of their destination in a sustainable way.

On the other hand, its highly seasonal nature and the great demand for available, varied supply mean that the tourism industry requires considerable flexibility and fluidity as regards work. Because of the seasonal nature of the touristic structures (hotels, restaurants) they

consider cost investing in their staff development. As well tour operators fear that once they train the staff they will leave the company and open a new one on their own increasing this way the competition. They find that most of the new staff hired is lacking among others the ability to perform specific functions such as ticketing and invoicing; the ability to check the quality of the work; the ability to monitor pricing; and the ability to suggest ways to streamline the processes to ensure excellent service. The main reason why they consider is the low quality of the public VET offer. After a period during which the supply side of the market was growing too fast and concentrated only on quantity, the consolidation will be triggered by quality. But even the bigger hotels and restaurants in the country are having difficulties to recruit motivated young staff. The first choice is often a university graduate who naturally has no skills and knowledge concerning the special requirements of the occupation.

From the SNA 2014 findings, the most frequent occupations (grouped by ISCO 08 code) with skills' shortages in this sector were Waiters and bartenders, Cooks, Other personal services workers, and Client information workers.

Additionally, in the main findings of the Demand –side analysis (Gishti E, 2015, pp. 79-80) in the hospitality and tourism sector were identified as most demanded occupations, the following: Cook and Chef, Receptionist, Waiter, Bartender, Cleaning services employee, Event Specialist (Banquet, catering services, hotels...), Manager in restaurant, Manager in hotels, Travel Services Agent, Food Service Manager, Cook Dietician, Tourism product developer, and Tourist guides.

The most important labour shortage in tourism is of managers (top and middle management) and entrepreneurs. Albania's tourism sector is without tradition, weak and disorganised. As such it could not produce a greater number of either capable entrepreneurs or top and middle managers. In addition, there are occupation specific qualifications gaps, particularly related to high growth tourism sectors: (a) adventure tourism / outfitting related; (b) ecotourism related; (c) health and wellness related which is linked with the aging population.

Most of the research papers analysed for this report, the below mentioned skills are considered essential across all occupations in the hospitality and tourism sector and include: (i) communication: reading, writing and oral skills and numeracy; (ii) Quality management, (iii) customer service; (iv) problem-solving; (v) decision-making; (vi) risk management; (vii) finding information; (viii) food and health safety; (ix) teamwork; (x) touristic product destination knowledge for tourist managers; (k) practicing sustainability; (l) language proficiency; etc.

There is a growing tendency to separate the design and sales activities of travel products. Such a trend affects the demand for skills among tourism operators (market analysis, and mass and tailored travel product design), and among travel agents (increased skills in customer relations, building customer loyalty and travel organisation).

Meantime, rapid development of ICT has affected the way information is exchanged among tourism industry players. ICT trends require skills not only to handle different ICT tools, but also to choose the right ICT tools. Furthermore, electronic distribution requires not only awareness of different information sources and distribution channels but also the ability to evaluate them. Tourism professionals need skills for successful navigation in tourism value net: skills to identify opportunities for cross-promotion and cross-selling, skills for finding efficient combination of distribution channels, skills for managing sales across several distribution channels and making profit from the process.

Conclusions and Recommendations

Tourism has become an integral and increasingly important part of the economy, generating employment, revenue and new businesses. Tourism has an impact, not significant in absolute value but at increase rate through years, in the employment phenomena. However, there are many problems facing this sector and many possibilities to improve the existing product. Small and medium sized enterprises in the tourism industry where there is often the misconception that their operations are too small to have significant positive or negative environmental, economic, or socio-cultural impacts. In reality, small and medium sized tourism enterprises comprise the majority of the Albanian tourism industry and collectively

their business operations have an immense potential to affect the locations in which they operate. The sustainable tourism development should be tackled since in the qualification development process.

Tourism sector is dominated by private enterprises which purpose is making money by selling experience. So the market planning leaded by these enterprises has a tendency to forget environmental, social and cultural negative impacts of the sector, by failing to achieve the objective of a sustainable tourism development. For this reason while developing the tourism industry the goal of maximizing the selected positive impacts, possible in the community, while minimizing the potential negative impacts, should never be forgot.

Key Albanian tourism products are coastal, nature and culture: (i) Coastal needs more intensive labour and more hospitality services; (ii) Culture needs a wide array of actors involved HORECA, public administration, retail, guides); and (iii) Nature needs more guides, attractions, community. All products need international customer focus which will bring emphasize to correctness, service orientation, communication, standards, professionalism.

Addressing the main challenge of integrating sustainability in tourism development, it is necessary to focus on the concept of capacity development. To compete effectively, destinations have to offer a more satisfactory experience to the consumers of tourism, an excellent value to visitors and to take advantage of new opportunities. The issue of capacity is critical and the scale of need is enormous, but appreciation of the problem is low. Unfortunately, the education and training institutions are not so visible to businesses to add value to the personnel development.

A better cooperation between the tourism industry and the education is needed in order to let them know what is offered, and what is really needed by the industry really. This would help, firstly, in developing better qualifications and respective curricula and syllabus, in a better marketing of the knowledge's of graduates, and secondly, in the quality of the service in this industry. In order to develop and maintain the skill base for successful navigation in the tourism value net, active networking among tourism educational institutions, tourism organisations and industry players such as suppliers, intermediaries, government offices and technology providers is needed.

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Physical Activity and Healthy among Adolescents from Tirana

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Abstract

The main purpose of this study was to determine the relationship between physical activity (PA) levels and adiposity. The secondary purpose was to assess the effect of physical fitness and living area on adiposity. A cross-sectional study was carried out in a regional representative sample of 250 adolescents from 13 to 17 years of age, in 2017. Anthropometric and physical fitness values (including BMI, aerobic capacity, strength levels, velocity assessment, and flexibility) were measured in all adolescents. Similar overweight prevalence was founded in boys (40%) and girls (45%) whereas significant differences were found in the corresponding obesity rates (15% vs. 12%, $p < 0.05$, boys and girls, respectively). 127 boys and girls were considered the physically active group, while the other 123 were considered non-physically active. When active and sedentary adolescents were compared, physically active boys showed a trend toward a slightly higher overweight and obesity prevalence than the non-physically active boys (35% vs. 29% and 9% vs. 4%, both p_3 0.09 to 0.10). Conversely, physically active girls had lower obesity rates than nonphysically active girls (8% vs. 11%, $p < 0.05$). Adolescents from the rural area showed similar overweight (34% vs. 28% and 36% vs. 32%, boys and girls, respectively) and obesity rates (6% vs. 8% and 10% vs. 9%, boys and girls, respectively) compared with their urban counterparts. Regular participation in at least 2 hours per week of sports activities on top of the compulsory education program is associated with better physical fitness and lower whole body adiposity. In the adolescents included in our study, among all physical fitness variables, VO2max showed the strongest relationship with BMI and fat mass assessed by means of skinfold measurements.

Key words: body composition, childhood obesity, exercise, health education.

Introduction

Data from the latest epidemiological studies showed a significant and striking increase in the mean BMI values and also in the prevalence of being overweight and/or obese among adolescents from 13 to 17 years old (4). Our study was developed in 2017 and data included in the present investigation are an update of the available figures and will serve to verify the current tendencies in this population. Moreover, new and interesting information regarding physical activity (PA)1 levels and physical fitness is incorporated, including aerobic capacity, strength levels, velocity, and flexibility assessments in all of the investigated adolescents.

Another important issue is whether physical fitness and/or physical activity level are determining factors for the BMI and adiposity in boys and girls.

Therefore, the main purpose of this study was to determine the relationship between PA levels and adiposity. The secondary purpose was to

assess the effect of physical fitness and living area on adiposity.

Research Methods and Procedures

Subjects

A random sample of 250 healthy adolescents (13 to 17 years of age) was selected using a multistage, proportional-cluster sampling from a total 4 high schools in the city of Tirana, Albania. A proportionate cluster with schools at the primary sampling cluster was used. The different strata were selected according to the structure of the local school system, the geographic distribution and by gender. Participation rate was higher than 90%.

Experimental Design

Each adolescent underwent a one day testing session. During this session, anthropometric assessments and physical fitness tests (in the same order as suggested for the one day protocol published elsewhere (7,8) were carried out. In addition, all adolescents answered a questionnaire providing information about personal data, sports participation (including the number of training hours per week and the kind of sport), and medical history (including the past injuries and medication). Both parents and adolescents were informed about the aims and procedures of the study, as well as the possible risks and benefits. Adolescents gave their verbal consent and written informed consent was obtained from their parents. None of the subjects was on medication at the time of the study.

Anthropometry and Definition of Overweight and Obese

Anthropometric measurements were obtained on each subject. Height was measured in the upright position to the nearest millimeter (Kawe, Asperg, Germany). Body mass was determined using a balance with a 100 g imprecision (Seca, Hamburg, Germany). Adolescents were consider as overweight or obese based on BMI age-specific, when their BMI was more than or equal to the international cut off point corresponding to the centile curve that passes through either the BMI curve of 25 or 30 kg/m2 respectively (9).

All anthropometric measurements were performed by two experienced physicians according to the well standardized procedures of the International Society for the Advancement in Kinanthropometry. Skinfold thickness was measured in triplicate at biceps, triceps, subscapular, su-prailiac, abdominal, and medium calf sites with a Holtain skinfold caliper (Holtain Ltd, Crosswell, United Kingdom), as previously described (10). The median value of the three measurements was taken as final value. The sum of the 6 skinfolds thickness (SSF) measurements from the whole body and those from the trunk region (subscapular, suprailiac, abdominal) were also calculated.

PA Levels

Adolescents were stratified depending on the level of PA performed, in addition to that carried out during the physical education compulsory sessions included in the Albanian academic curriculum. The curriculum includes 80 to 90 minutes per week of PA. Physically active adolescents were considered those who, in addition to the academic curriculum, participated in extracurricular sport activities and competitions at least 2 hours per week, for at least 1 year before the start of the study.

Measurement of Physical Fitness

Physical fitness was determined using eight physical fitness tests included in the European physical fitness test.

Aerobic fitness.

The maximal oxygen uptake ($VO2_{max}$) was estimated using the results of a maximal multistage 20 m shuttle running test (11,12). Subjects were required to run back and forth on a 20 m course and be on the 20 m line at the same time a beep is emitted from a tape. The fre-quency of the sound signal increases in such a way that running speed starts at 8.5 km/h and is increased by 0.5 km/h each minute. When the subjects can no longer follow the pace, the time the subjects were able to run for was recorded and used to calculate VO_{2max}. This test has shown to be valid and reliable for the prediction of the VO_{2max} in adolescents (11,12).

Running speed.
A 10 x 5 shuttle running and turning test at maximum speed were completed for all subjects and used to assess velocity. Two parallel lines were drawn on the floor separated by 5 m. Both feet had to cross the line each time. The time needed to complete five cycles (back and fourth) was recorded as the final score. All adolescents were motivated to run as fast as they could.

Speed of limb movement.
Two rubber discs, each 20 cm in diameter, were fixed horizontally on a table. The center points of the discs were 80 cm apart.
Standing in front of the table, feet slightly apart and with the non-preferred hand fixed on a rectangular plate located in the middle of the two discs, children were asked to rapidly tap the 2 plates alternately with the preferred hand during 25 cycles. The best performance of two attempts was taken as the representative value of this test.

Flexibility.
From a seated position, children had to place their feet flat against one prepared box with a slide ruler between their feet. They were to gradually push the ruler with hands stretched, without jerking, and bend their trunk trying to reach forward as far as possible, always keeping the knees straight. Fingers of both hands had to reach the same distance, and bouncing movements were not allowed. The test was done twice, and the better result counted as the score (in centimeters).

Dynamic force.
To assess the leg extension explosive strength, the jumping performance was measured. Each subject did jumps for distance from a standing start. During the performance of the jumps, the subjects were asked to bend their knees with their arms in front of them, parallel to the ground, then swing both arms, push off vigorously and jump as far forward as possible, trying to land with their feet together and stay upright. The better of two attempts was taken as the result (given in centimeters).
Trunk strength was assessed with the maximum number of sit-ups achieved in half a minute. Adolescents were seated on the floor, backs straight, hands clasped behind their neck, knees bent at 90° with heels and feet flat on the mat. They then lay down on their backs, shoulders touching the mat, and returned to the sitting position with their elbows out in front to touch their knees, keeping the hands clasped behind their neck the whole time. The total number of correctly performed complete sit-ups in 30 seconds was the score.

Isometric Strength

Handgrip.
A calibrated hand dynamometer with adjustable grip was used (TKK 5101; Takei, Tokyo, Japan). Adolescents were asked to hold the dynamometer in their preferred hand, at their side without touching the rest of the body, and squeeze it forcefully keeping the instrument held in line with the forearm during the duration of the test. Adolescents were required to squeeze gradually and continu-ously for at least 2 seconds. The best result was the score recorded in kilograms.

Bent arm hang.
Before starting the test, adolescents were asked to stand under the bar, put their fingers on top, thumb underneath, and place hands, shoulder-width apart, on the bar with a forward grip. Instructors helped lift the adolescents until their chin was above the bar. Then adolescents had to hold the position as long as possible without resting their chin on the bar. The test ended when the eyes went below the bar. The time in tenths of a second was the score.

Statistical Analysis
Descriptive statistics were run on all variables. Group differences in body composition and fitness test variables were assessed using unpaired Student's t test, that was applied to assess differences in the prevalence of overweight and obesity between groups. Pearson correlation analysis was applied to identify the relationship between physical fitness and body composition variables. Stepwise multiple regression was used to determine the best predictor of the BMI and the SFF among all physical fitness tests. Additionally, multiple

general linear models with successive BMI and SSF as dependent variables were used to evaluate the independent effects of age, PA levels, living area, and cardiorespiratory fitness. SPSS package (SPSS, Inc., Chicago, IL) software was used for the statistical analysis. The significance level was set at $p \leq 0.05$, and data are represented as means ± standard deviation unless otherwise stated.

Results

Prevalence of Overweight and Obesity

Similar overweight prevalence was founded in boys (40%) and girls (45%) whereas significant differences were found in the corresponding obesity rates (15% vs. 12%, $p < 0.05$, boys and girls, respectively). 127 boys and girls were considered the physically active group, while the other 123 were considered non-physically active. When active and sedentary adolescents were compared, physically active boys showed a trend toward a slightly higher overweight and obesity prevalence than the non-physically active boys (35% vs. 29% and 9% vs. 4%, both p_3 0.09 to 0.10). Conversely, physically active girls had lower obesity rates than nonphysically active girls (8% vs. 11%, $p < 0.05$). Adolescents from the rural area showed similar overweight (34% vs. 28% and 36% vs. 32%, boys and girls, respectively) and obesity rates (6% vs. 8% and 10% vs. 9%, boys and girls, respectively) compared with their urban counterparts.

Anthropometry

Table 1 summarizes anthropometric data for all adolescents of the study. Girls had comparable age, body mass, height, and BMI values between physically active and nonphysically active groups. Physically active boys showed significantly higher values in body mass, height, and BMI (all $p \leq 0.05$). Calculated sum of the SSF showed a trend to lower values in the active group compared with the sedentary group ($p = 0.07$). Active girls had significantly lower subcutaneous fat masses than their sedentary counterparts in the whole body ($p < 0.05$) and at the trunk sites ($p = 0.07$).

PA Levels vs. Physical Fitness as Determining Factors for the BMI, SSF, and Truncal Subcutaneous Fat (SFT) Values

Table 1.

	Physically active group		Non-physically active group		Significance (*p*)
Boys					
Age (yrs)	10.3	é 0.1	9.8	é 0.1	0.06
Height (cm)	139.1	é 0.6	138.2	é 0.9	<0.05
Body mass (kg)	37.1	é 0.6	36.5	é 0.7	<0.05
BMI	19.2	é 0.2	18.7	é 0.2	0.05
Sum 6 skinfolds (mm)	63.4	é 1.5	62.8	é 2.3	NS
Sum trunk skinfolds (mm)	27.2	é 0.9	26.8	é 1.3	NS
Girls					
Age (years)	9.5	é 0.1	9.4	é 0.1	NS
Height (cm)	138.1	é 0.7	137.0	é 0.8	NS
Body mass (kg)	35.3	é 0.6	35.2	é 0.7	NS
BMI	18.7	é 0.2	18.6	é0.2	NS
Sum 6 skinfolds (mm)	73.1	é 1.4	76.6	é 1.9	<0.05
Sum trunk skinfolds (mm)	31.2	é 0.8	31.7	é 1.1	0.07

NS, not significant. Unpaired t test, mean é standard erro

Apart from the plate tapping, the flexibility, and the bent arm hang tests, active boys attained better results in all physical fitness test than their sedentary counterparts ($p < 0.05$). Active girls achieved better performance in every one of the physical tests except for the handgrip and the plate tapping tests, which were similar in both groups.

The effect of interaction term gender by PA on BMI and adiposity was tested, and there was no significant effect ($p = 0.115$). Correlations between physical fitness variables and subcutaneous fat mass (truncal and whole body) were low (r §0.32) except for the VO2max (r between 0.48 and 0.51, $p < 0.01$) and the bent arm hang test (r between 0.36 and 0.40, $p < 0.01$). The handgrip test showed the strongest correlation with the BMI values ($r = 0.48$, $p < 0.01$). Multiple regression analysis showed that, compared with the physical activity levels and the living area, cardiorespiratory fitness had the strongest relationship to the BMI, SSF, and SFT values. No significant effect of the living area on adiposity and/or BMI was detected among the studied children.

Discussion

Influence of the Residence Area on the Adiposity in Adolescents

Data related to socio-demographic determinants on the trends of overweight and obesity prevalence in adolescents is limited (14,15). Whether children live in an urban or rural environment could also affect the subsequent obesity status as a consequence of several factors that influence the total energy expenditure of the adolescents (i.e., distance to school, proportion of physical activity facilities in the area, differences in parental habits, social inequalities, and others).

Regular participation in at least 2 hours per week of sports activities on top of the compulsory education program is associated with better physical fitness and lower whole body adiposity. In the adolescents included in our study, among all physical fitness variables, VO2max showed the strongest relationship with BMI and fat mass assessed by means of skinfold measurements.

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Exploring the Belief in the Personal Control of the Behavior among Students of Faculty of Movement Sciences

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Abstract

This article explores the features and the distribution of the belief in personal control among students of the Faculty of Movement Sciences at the University of Sports, in Tirana. The study has been conducted with students of Faculty of Movement Sciences. Some of the variables that are analyzed in this study are grade point average of the students, gender, age etc. The results show that the frequencies of distribution of external control are approximately the same. The same tendency is shown even with the variable of the control mediated by God. Whereas, in the case of the exaggerated internal control, the tendency of the sample is to score higher than the average (49.8% high level of exaggerated internal control vs 41.1 % low level of internal exaggerated control).
When compared the variables of the personal control, in relevance with GPA, gender, age etc, even though there are noticed some differences still none of these differences is statistically significant (P. The results of this research show the need for conducting other studies related to the personal control, with wider random samples and in different contexts, such as workplace, decision-making, coping with difficult situations etc.

Key terms: ***personal control, external control, exaggerated internal control, control mediated by God.***

Introduction

Controlling the behavior is a process of major relevance for people. The feeling of control has a major impact on the motivation, expectation, self-esteem and risky behaviors of people. The psychologists assert that the relationship that people percept between the actions taken and the results obtained is fundamental when it comes to motivation (Bandura 1986, Goldsmith 2000) as well as self-control (Rosenbaum, 1980). If people perceive a high degree of behavior control, they increase their attempts, show higher interest, higher optimism, concentration, and are more resilient to the possible failures (Skinner, 1996). The individuals that have higher levels of behavioral control show higher levels of satisfaction, motivation and dedication (Spector, 1986).
People with internal locus of control, show the tendency to put more challenging objectives, are more resilient toward difficulties, experience lesswork related stress and in general are more successful (Wang et al. 2010). In the literature it is often reflected the relationship between locus of control and the academic performance

(Wang et al. 1999, Heckman dheKautz 2012; Mendolia&Walker 2014),and also between locus of control and healthy behaviors (Wollston at al.1978; Chiteji 2010; Cobbo-Clark et.al. 2014. The personal control is the belief that the events and the results of one´s individual behavior are a product of his own actions (Ross&Mirowsky, 2002). According to Berrenberg (1987), the personal control it is composed by three dimensions: general external control, exaggerated internal control and God-mediated control.

General external control,assesses the extent which an individual believes his or her outcomes are self-produced (internally) or produced by fate or others (externally)

The exaggerated internal controlmeasures an extreme and unrealistic belief in personal control

The God – mediated controlmeasure the belief in God as an important factor to achieve the needed results. Thus, it is believed that problems can be faced with the help of God and intentions and objectives can be fulfilled and achieved with his mediation.

In this context the aim of this study is to explore the belief in the personal control scale in the students of the Faculty of Science of Movement. Objectives of the study are;

- What is the distribution of external control in the sample of the study,
- What is the level of the exaggerated control,
- What is the distribution of the control mediated by God,
- What is the connection between variables such as age, gender and grade point average of the participants in the study and the belief in personal control,

Methodology

Subjects of the study

The study presented here is based on a cross-sectional method of collecting data, where data have been collected with a single measurement. The subject of the study are bachelor´s and master´s students of the Faculty of Movement Sciences. The sample of the study is composed by 241 participants, from whom 170 males and 71 females. From 241 persons that participated in the study, 28.6% are students of the first year of bachelor, 32% are students of the second year, 14.9% are students of the third year, whereas 24.5% are master students.

The subjects are between ages of 19-23 years old, with an average of 20.5 years old.

Data presented below in tab. 1 and 2

Age of the participants (Tab. 1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	170	70.5	70.5	70.5
Female	71	29.5	29.5	100.0
Total	241	100.0	100.0	

Divisions based on the years pf the study(Tab. 2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First year	69	28.6	28.6	28.6
	Second year	77	32.0	32.0	60.6
	Viti i III	36	14.9	14.9	75.5
	Master	59	24.5	24.5	100.0
	Total	241	100.0	100.0	

2.1 The instrument

In order to measure the perceived personal control it is used the questionnaire the "Scale of Personal Belief" BPCS (Berrenberg, 1987). This questionnaire measures three dimensions of the personal control: the internal exaggerated control, the external general control and the control mediated by God.

The questionnaire is composed by 45 items, 19 of these items measure the level of the external control, 17 items measure the exaggerated internal control, while 9 items measure the control mediated by God. The responses rate are in a Likert scale from one to five:always true for me, often true for me, sometime true for me, rarely true for me,never true for me.

The subjects were served with thorough information regarding the aim and the objectives of the study. The distribution of the questionnaires was realized by the authors of the study.

Results

In order to analyze the data of the study it is used the Statistical Program of Social Sciences (SPSS), version 19.

The analysis of thealpha Cronbach´scoefficients shows results that move between the range fromacceptable to high in all the three components of the questionnaire. Thus, the alpha Cronbach´s analysis suggests that the items that measure the exaggerated internal control have an acceptable range of reliability (α=.671). Meanwhile, in the case of thegeneral external control the reliability coefficient is higher compare to the first variable (α=.743). While in the third variable,mediation by God, the reliability coefficient has the highest value of the three variables that compose this questionnaire (α=.909).

From the application of the normality tests, it is noticed that the distribution and the variances of the variables are normal. As it is reflected in the below table no. 3, the coefficients of Skewness and Kurtosis are within the norms of the normal distribution.Considering the normal distribution and the normal variance of the variables, parametric tests are used to analyze the data of this study.

Mean, Sd and Normal Distribution Coefficients (Tab. 3)

Variable	Mean	St. Deviation	Skewness	Kurtosis
External Control	61.1	8.9	-.046	-.755
Exaggerated internal control	**66.8**	**6.6**	-.738	1.416
Control mediated by God	25.5	**8.85**	.059	-.734

3.1 The distribution of the perceived personal control scale

The descriptive analysis for the three dimensions of the behavior control shows that the mean of the external control is 61.1, while the standard deviation of this variable is Sd= 8.9 (tab.3). The percentage of the participants in the study that have low levels of external control is 49.8%, while the percentage of the participants that have high levels ofexternal controlis 50.2 %, without showing any significant difference between the two groups (tab. 4).

Percentage of the variables (Tab. 4)

Variable	Low Level (valid percent)	High Level (valid percent)
External Control	**49.8 %**	**50.2 %**
Exaggerated internal control	**45.6 %**	**54.4 %**
Control mediated by God	**50.9 %**	**49.1 %**

Meanwhile in the case of the exaggerated internal controlthe mean is 66,8 and the standard deviation Sd = 6.6 (tab.3). The participants that show a higher level of the exaggerated internal control are higher (54.4%) compare to the participants that show a low level of the exaggerated internal control (45.6%) (tab.4). This means that in the sample of the study the major part of the participants have a high exaggerated internal control level.

In the case of the variableControl mediated by God, it was noticed that the mean of the sample is 25.5 and the standard deviation 8.85 (tab.3). 50.6% of the sample show a low level ofGod mediated control, while 49.4% show high levels of the variable God mediated Control(tab. 4). In this case, the difference between the two groups is no significant.

3.2 The analysis of the other variables of the study compared to the belief in the personal control

a. Gender differences in personal control

One of the variables that is analyzed in this study is the gender of the participants compared to the belief in the personal control. Does gender predict in some way the perception of the locus of control? In order to explore if there are statistically significant differences between females and males when it comes to the belief in the personal control it was conducted a t-test analysis for independent samples. The data shows that despite a slight difference showed in the means of the sample between males (x = 61.2)and females (x = 60.9), still this difference is not statistically significant (P›.05). Thus, the results of the study show that there are no differences between females and males when it comes to the external control.

The same tendency is reflected even in the case of the exaggerated control.Females (x=67.7) reflect a higher level of the mean compared to males (x=66.4). Still, this result is not statistically significant (P›.05) and also the mean difference is not relevant (T=-1.258). This result shows that despite the fact that females reflect a slight higher level of the exaggerated internal controlcompared to males, still this difference is not statistically significant.

When it comes to the variable of the Mediation by God males(x=25.8)appear to have a higher mean compared to women (x=24.5). But this difference is not statistically significant (P›.05).

Gender and the variables of the perceived control (tab.7)

	Gender	N	Mean	Std. Deviation	Std. Error Mean
External Control	M	154	61.2671	8.59935	.71169
	F	66	60.9180	9.61994	1.23171
Exaggerated Control	M	56	66.4936	6.74752	.54023
	F	63	67.7302	6.15186	.77506
Mediation by God	M	159	25.8931	8.86080	.70271
	F	67	24.5672	8.81497	1.07692

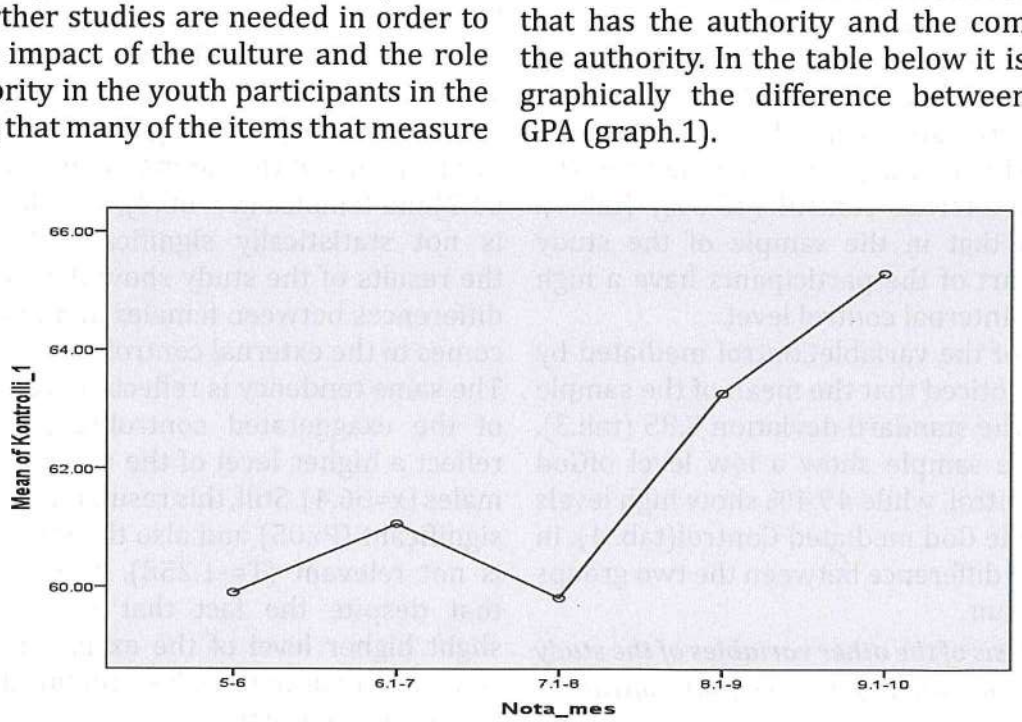
In general, it is noticed that despite the fact that there are slight gender differences in the three variables that compose the Belief in the Personal Control, still these differences are not statistically significant.

b. *The relationship between the mean of the of the self-reported grade point average (GPA) and the locus of control*

Another important part of this research, was to study the relationship between the self-reported grade and the locus of control. In order to explore the differences in the variables of control in relation with grade point average of the participants it is used the Anova Test. From the analysis of the Anova tests, it is noticed that despite there are differences in the results between the students grouped, still these differences are not statistically significant.

However, the tendency of the results is that the growth of the GPA is correlated with the external control. This is an interesting data, if we have in mind that the growth of the external control is

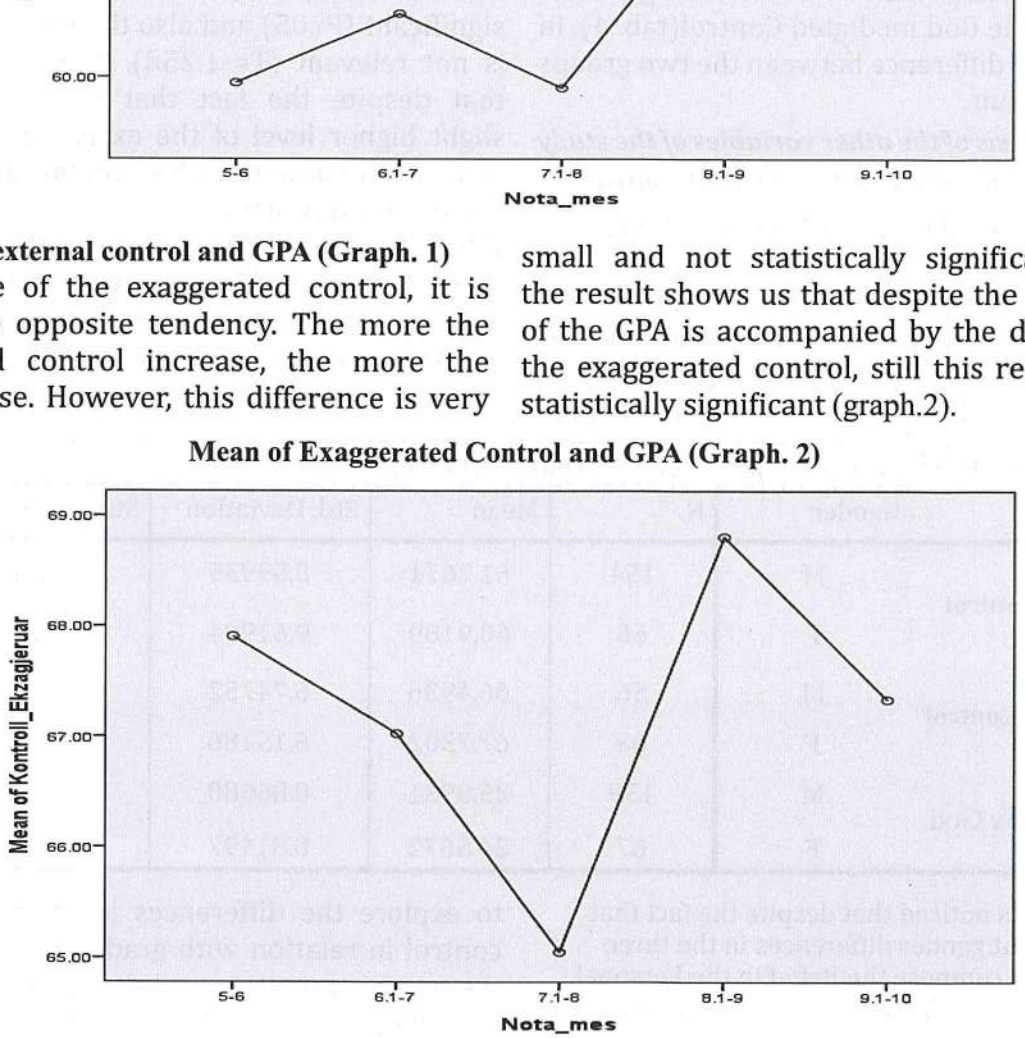
related logically to the decrease of the personal control. Further studies are needed in order to explore the impact of the culture and the role of the authority in the youth participants in the study, being that many of the items that measure the external control are related to the influence that has the authority and the compliance to the authority. In the table below it is displayed graphically the difference between different GPA (graph.1).



Mean of external control and GPA (Graph. 1)

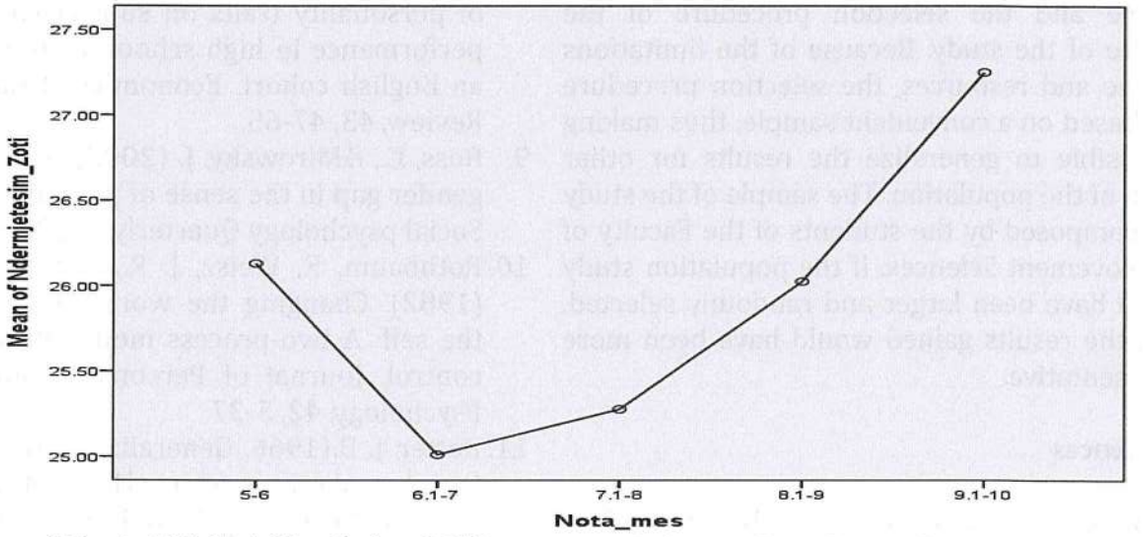
In the case of the exaggerated control, it is noticed the opposite tendency. The more the exaggerated control increase, the more the GPA decrease. However, this difference is very small and not statistically significant. Thus, the result shows us that despite the increasing of the GPA is accompanied by the decrease of the exaggerated control, still this result is not statistically significant (graph.2).

Mean of Exaggerated Control and GPA (Graph. 2)



In the case of the variable of the control mediated by God, there are no statistically significant

differences, as shown below in the graphic (Graph.3).



Mean of Control Mediated by God and GPA (Graph. 3)

In this dimension, it is possible to notice the differences between the participants in the study that have less control, compared to those who believe that their activities are mediated by God interventions.

Discussion

As it has been mentioned in the previous sections of this article, the aim of this study was to explore the belief in the personal control and the different variables that compose this belief. The normality analysis showed that there was a normal distribution of data.

An important component of this research was to analyze the differences in the belief of the personal control in relationship with the self-reported grade point average. The results of the study, show that the internal control is not statistically correlated with the grade point average. Surprisingly, the participants in the study who scored higher in the external control variable, scored higher also in the self-reported GPA (even though this data is not statistically significant, so it should be taken more as a tendency than as a statistically significant result). It is difficult to draw a conclusion from the data obtained. Other studies conducted in other cultural contexts, suggest a positive correlation between internal locus of control and the grade point average (Stipek, Weisz 1981) (Ames, Ames, Felker 1976). Further studies are needed for a deeper understanding of this phenomenon. On the other hand, researches and evaluations are needed to explore the teaching methodology and the learning process in the Albanian system of education.

The literature exploration suggest that the external locus of control is highly correlated with the authoritarian style. In the education context this relationship encourages the model of "the obedient student", that imitates as a role model the authority, more than exploring and prompting his own independent thinking. However, as it has been mentioned earlier, the data are not statistically significant and are obtained only by the students of the Faculty of the Movement Sciences, thus making not possible the generalization of the data. For other studies it is suggested a larger sample, with randomly selected participants.

Limitations of the Study

The study on the Belief of Personal Control shows its own limitations, which can be taken into consideration by other researchers that want to further explore this concept in the Albanian context.

The first limitation is related to the instrument used to measure the Belief on Personal Control Scale. Firstly, the self-reporting questionnaire used for this study, is not standardized for the Albanian culture. Also, as far as the authors of this article know, this instrument has not been used before in the Albanian context, or even if it has been used the authors have not had access on these articles. Having some other data on the use of this instrument, would have helped the further understanding of the results trend.

Another limitation is related to the representative sample and the selection procedure of the sample of the study. Because of the limitations in time and resources, the selection procedure was based on a convenient sample, thus making impossible to generalize the results for other strata of the population. The sample of the study was composed by the students of the Faculty of the Movement Sciences. If the population study would have been larger and randomly selected, even the results gained would have been more representative.

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Aggression in the football game age 14 and 18 years old

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Abstract

The study in analysis of the reasons why the players took the aggressive actions during the game, we have identified 24 reasons for this study. Aggressive action records recorded during the games played show that in 55% of cases it occurs in midfield areas at 30m-70m distances. The study shows that players in the midfielder's area result in aggressive actions at 40% of the total number of cases recorded during matches. The survey data and evidence of aggressive behavior on the playing field during a football game show that 88% of respondents think that the outcome of the game depends greatly on the player's technical skills. This statement may be partially based on aggressive behavioral data on the game, which shows that winning teams have the lowest number of aggressive behaviors compared to losing teams, 48% and 52%. Another piece that partially supports this assertion is that the number of winning teams is fewer than the losing teams, which have the least number of aggressive behavior cases 47% and 53%. Despite the fact that 88% of respondents think that the outcome depends heavily on the player's technical skills, 74% think they are more aggressive on the playing field when playing against the best teams and 71% think they are more aggressive when losing the game, 60% of them think that aggressiviness provides advantages in certain game situations.

Keywords: Soccer, age, youth, agressivines.

Introduction

Winning has become an essential part of sport, and increased professionalism breeds an atmosphere of "winning at all costs." The traditional causes of sport engagement, such as fun and fair play, appear to have decreased substantially.

Aggression occurs in sports where an athlete's generalized expectancies for reinforcement for aggressive behavior are high (e.g., receiving praise from parents, coaches, peers) and where the reward value outweighs punishment value.

Aggressive actions violate the rules of any game and such indiscretions are dysfunctional in the context of sport. Often an aggressive player will disrupt the team's performance and spoil the cohesion of the group. Aggression has been described as hostile destructiveness.

Aggression needs, therefore, to be eliminated from sport.

Purpose and Objectives

This study aims at collecting, analyzing, interpreting perceptions, thoughts, assessments of children's aggressive events and the consequence of the aggressive event of children in football sports in Albania, using this information to undertake corrective actions in educational work for players, coaches and parents.

Methodology of Study

The methodology used is the survey of children between the ages of 14 and 18 who are players in football club teams in Albania, as well as recordings of aggressive event during the match which were previously coded to facilitate the determination of the type of football club aggressive event, the area where it was triggered, and the role of the player in the match which caused aggressive action, the minute the match occurred and the outcome of the match.

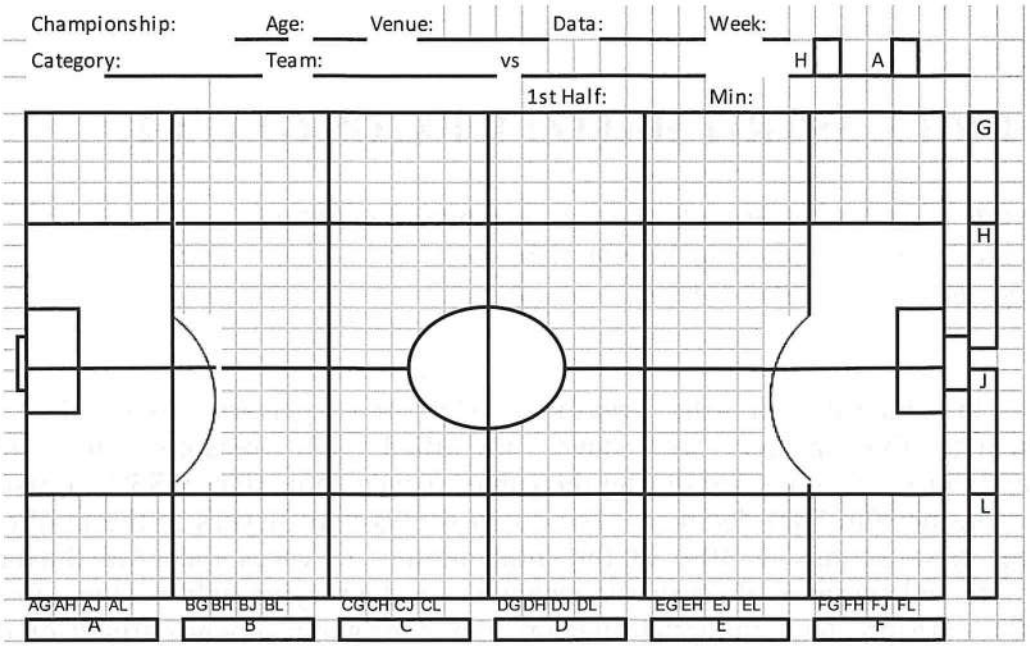

Tabela1

Reason of Aggressive Events
1. Impede the opponent after being dribbled
2. Pushes during duel from the back
3. Catch the opponent by hand after being dribbled
4. Impede from behind after the opponent took the ball
5. Dangerous Intervention
6. Holds by hand after the opponent took the ball
7. Prevents a clear score opportunity
8. Hold the opponent from the back
9. Intercepts the ball by hand
10. Argues with the opponent
11. Appeal against Judge
12. Appeal
13. Impede the opponent
14. Hits the opponent
15. Stand on the front of the wall
16. Prevents a free kick
17. Attacks the opponent
18. Unsportsmanlike behavior
19. Simulation action
20. Disobedience to Referee Guidance
21. Starting the ball
22. Wasting time
23. Get a free kick without a permit
24. Officer's insult

Tabela2

The table 3 below shows the format in the exel used to throw data from table 1 where is marked the area where there was an aggressive event, the player who caused, the minutes when it happened and the type of aggressive event.

Championship:			Age:			Venue:																			Data:					Week:				
Category:						Team:													vs															
Home Team				Away Team																										Result:			
DEF	MF	A	Min	DEF	MF	A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24			
			1																														
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Table 3

Survey database and analyzing data.

All data of the survey was thrown into an excel format table. The data analysis consisted in describing the questions selected in the questionnaire by the respondents, then expressing them according to the importance with figures and percentages as well as analysis of the data extracted from the records kept for the aggressive content during the matches.

Results and discussions.

The survey was conducted for 418 children aged 14-18 years in the cities of Albania, Tirana, Durres, Fier, Elbasan, Lushnje, Lezhe and Vlore. The questionnaire forms distributed to players at the time before the training and before the matches. The study analyzed 20 official games held in the Albanian Football Championships 2016-2017 for the U-15, U-17 and U-19 ages.

Results

Aggressive event data during the match

In this study were analyzed 20 official matches, in the Albanian football championship for the 2016- 2017 football season, of the age group

U 15 - U19 years of which, 7 U-19 age group matches, 7 U-age group matches - 17 and 6 U-15 age group matches.

In a football match of ages 14 to 18, average 1 aggressive event occurs every 3 minutes.

Aggressive event data analysis during the matches shows that in 20 matches were obtained yellow and red cards of which 86% yellow cards and 14% red cards.

Analysis of aggressive event data during matches shows that in 20 matches, 2 matches or 10% of matches ended up with massive physical confrontation involving players, coaches and parents.

The following data suggests that cases of aggressive event are higher in the 30-50m and 50-70m areas of the playing field and are reduced by approaching the two end lines of the field.

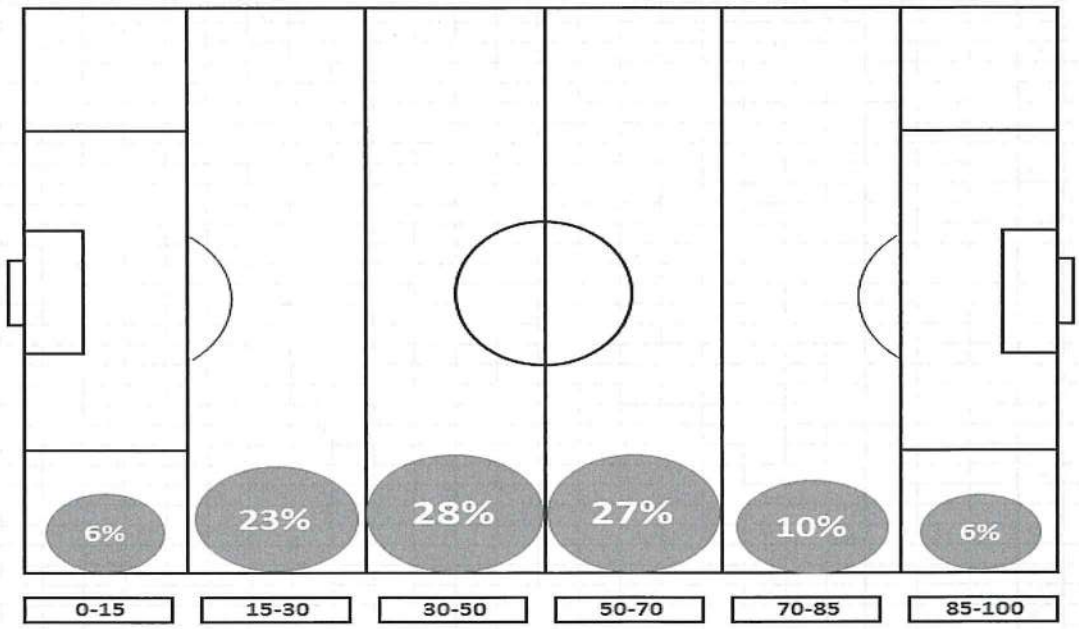

Table 4

The following table 5 shows the distribution of aggressive event according to the position of the player in the field during the match where the highest number of events have midfielder players especially in the 30-50 m and 50-70m area of the football pitch.

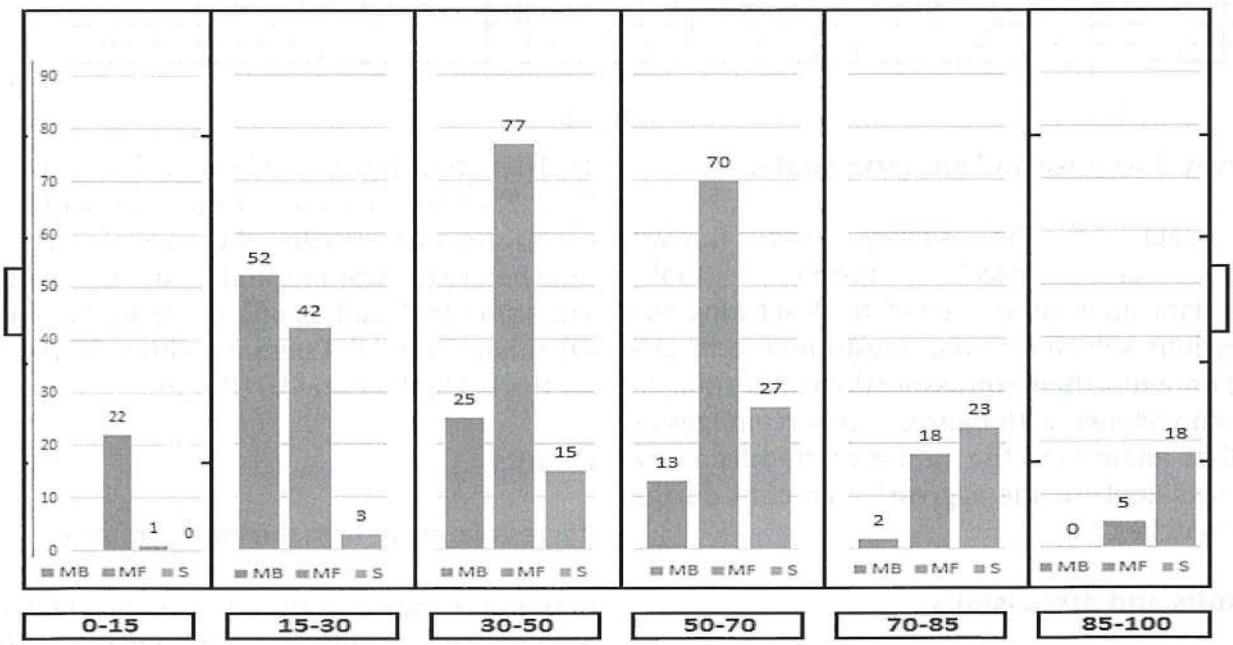

Table 5

The following table 6 shows the percentage distribution of aggressive events according to the player's position on the field during the match.

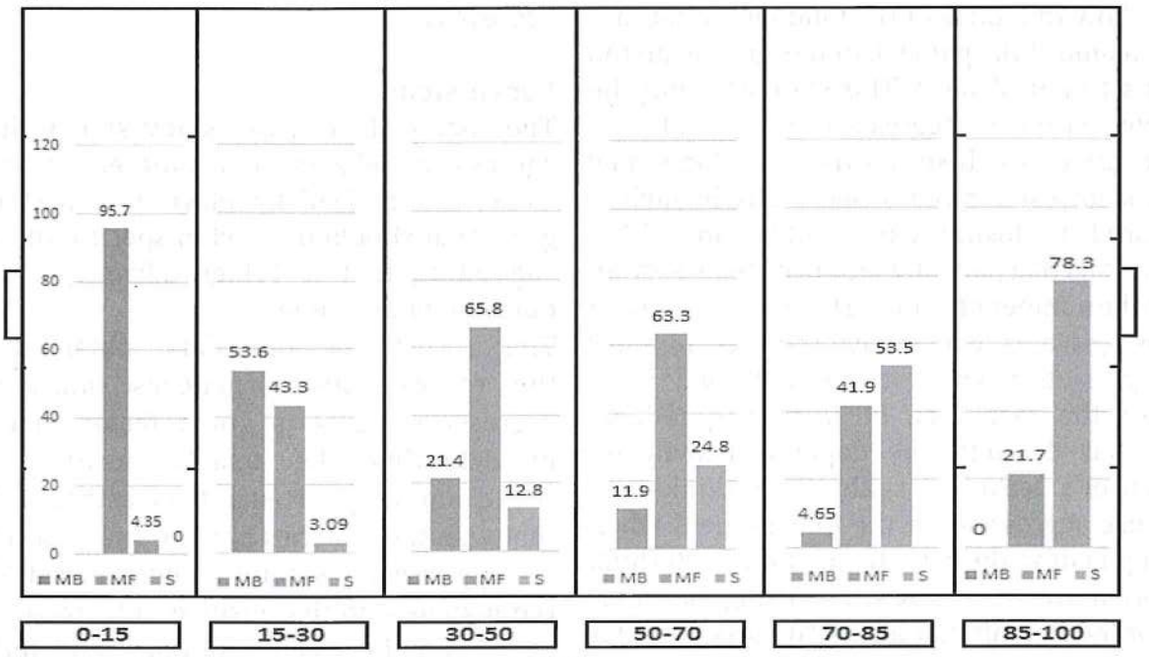

Table 6

In the analysis of aggressive events during the matches, the records show that midfield players are the ones who have the highest number of cases of aggressive events.

In analyzing the total number of cases of aggressive events, the data show that the loser teams are the ones that have the highest number of aggressive events cases where losing teams have 52% of cases and teams winning 48% of the cases.

In the analysis of aggressive events, the data shows that the number of losing teams are the ones that have the highest number of cases of aggressivines where the losing teams have 53% of cases and the winning teams 47% of the cases.

In the analysis of the causes that consequently bring the appearance of aggressive events on the playing field during the match data are presented in the table below.

Survey data

In the survey questionnaire are included mainly questions of the sport field, situational, psychological, and social.

The result of the survey show that the players has been punished 65% yellow card; 10% cardboard I red; 12% with red and yellow cards and 13% never.

Discussions.

In the compilation of the study we have thought to include questions to consider issues related to the perception of aggressive actions, aggression depending on the outcome of the game, the influence of the social environment, the team, the training, the rules of the game and the level of referee.

In the analysis of the reasons why the players took the aggressive actions during the game, we have identified 24 reasons for this study.

For the 24 identified reasons we have outlined the first 6 reasons which account for nearly 85% of the total number of identified reasons that are listed for the following importance:

1. Impede the opponent after being dribbled	30.1 %
2. Pushes during duel from the back	22.2 %
3. Catch the opponent by hand after being dribbled	10.6 %
4. Impede from behind after the opponent took the ball	9.38 %
5. Dangerous Intervention	6.91 %
6. Holds by hand after the opponent took the ball	5.43 %

The survey data and evidence of aggressive behavior on the playing field during a football game show that 88% of respondents think that the outcome of the game depends greatly on the player's technical skills. This statement may be partially based on aggressive behavioral data on the game, which shows that winning teams have the lowest number of aggressive behaviors compared to losing teams, 48% and 52%. Another fact that partially supports this assertion is that the number of winning teams is fewer than the losing teams, which have the least number of aggressive behavior cases 47% and 53%. Despite the fact that 88% of respondents think that the outcome depends heavily on the player's technical skills, 74% think they are more aggressive on the playing field when playing against the best teams and 71% think they are more aggressive when losing the game, 60% of them think that aggressiviness provides advantages in certain game situations.

In the survey results, 70% of players perceive aggressivines as part of the game, which supports the survey data where 77% of them were punished while attending the match with the following cards, 65% yellow card, 10% with red cardboard and 12% yellow and red cardboard. Despite the fact that 88% of respondents think that the outcome of the game depends heavily on the player's own technical skills, 60% of respondents think that aggressivines provides advantages in certain game situations, 58% think they are aggressive to maintain victories, 56% of the outcome of the game result and 55% think they are aggressive when the teams are at relatively equal performance levels. In the survey results, 67% of respondents are aware of the negative consequences of aggressive behavior, but this fact did not stop them behaving aggressively in the game where in the survey results that 77% of them were punished with cartons.

The respondets in the survey draw out another interesting issue, because 70% of them think that different levels of judgment of the game influence the encouragement of their aggressivines.

Conclusions

The survey data of the study shows that the aggressive behavior encountered during the game is perceived by players as part of the game that should be used in specific situations, suggesting that it brings advantages in the outcome of the game.

The results of the data obtained from the records during matches indicate that aggressive events is not a factor that helps in achieving the team's positive result. This claim is supported by the fact that the teams that won the matches had the smallest number of aggressive behaviors encountered during the matches, so the positive outcome depends largely on the level of physical and technical skill of the players as claimed in the survey by the respondents.

They think that punishment is the best tool to curb the aggressive behavior of the game. The records show that coaches and parents often become part of the aggressive behavioral game by attaching an aggressive case to the game by encouraging and aggravating the situation.

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A pilot study for the obesity with the 6-15 years old children in "Pjetër Budi" elementary school in Tirana city.

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Abstract

Obesity is a chronic disease that is characterized by the increase in depositing the adipose tissue in our organism, which is considered as the primary cause for much serious pathology. This study aims to determine the anthropometric indicators in children of ages 6-15 years old, starting from the main one in evaluating the level of obesity through body mass index BMI level. Physical education is the first developmental factor that well-educates a new generation. The measurement of anthropometric data from ages 6-15 years old is performed through four indicators: body height, body weight, waist perimeter over navel and waist perimeter over gluteus. From all the measurements carried out, in total 887 tested boys and girls subjects, were identified 54 of them with overweight, or 6.08% and 11 subjects obese, or 1.24%. The results show that boys are higher in number, specifically 13.85% overweight and 4.28% obese, compared to girls of the same age group, 11.96% overweight and 0.95% obese girls. The curricular program of physical education 3 hours/week is convenient, enables and helps in the reduction of obesity and overweight, for children who regularly attend classes of physical education.

Keywords: body mass index (BMI), overweight, obesity.

Introduction

Obesity is a chronic disease that is characterized by the increase in depositing the adipose tissue in our organism, which is considered as the primary cause for much serious pathology that may even result in sudden death. The appearance of obesity is caused due to the imbalance of the calorie intake and calorie expenditure, and in such conditions are in favor of calorie increase and can cause an over-accumulation within our organism [1]. This study aims to determine the anthropometric indicators in children of ages 6-15 years old, starting from the main one in evaluating the level of obesity through body mass index BMI level. Physical education is the first developmental factor that well-educates a new generation. However, despite the meaning over physical education, it is also important to notice that in our country there is little or no understanding over the value of obtaining physical exercises. The main factor is about physical education teachers, knowing well and properly listing the necessity of developmental

factors for a positive performance in physical education and the awareness of the external factors. Maximizing physical education classes is the most efficient solution, to educate and form healthy citizens, intellectuals and humane productive who guarantee the growth of national welfare [5]. Studies have proven that if the state of obesity is present during school age, whether boys or girls, they are at risk to become obese in adulthood, almost twice as much compared with peers of normal weight. [3]

Results and discussion

The measurement were conducted on school children aged 6-15 years old in "Pjetër Budi" elementary school, in Tirana city, by physical education teachers, according to the published protocol by the ministry of education and sport in Albania. These data were subject to further statistical processing by the authors of the study.

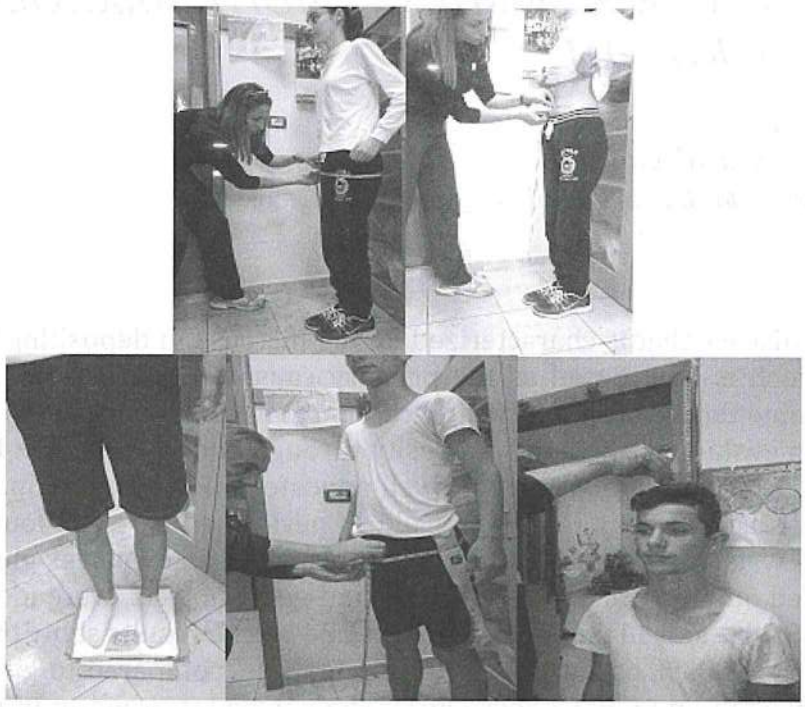

Figure 1. The different subjects during the measurement process.

All measurement, belong to October 2015 and the results were reported in respective tables. The Body mass index (BMI) was calculated based on the formulae: BMI = body weight/ body height2 in (kg/m2). The subjects were tested with their consent and during optimal conditions, according to the respective law [4]. Through the method of analysis, were defined the BMI level of the subjects, dividing them in three category: normal BMI (BMI < 25); overweight (BMI 25 – 29.9) and obesity (BMI > 30), [2].

Table 1. The total number of tested subjects.

Education Level	Girls	Boys	Total/Education
Primary Education	236	263	499
Lower Secondary Education	189	199	388
Total	425	462	887

The number of boys is a little bigger than the girls, 425 girls and 462 boys, in total 887 subjects. This difference is most noticeable in Primary Education (PE) level (236 girls versus 263 boys), while in Lower Secondary Education (LSE) level the difference is almost identical, 189 girls and 199 boys.

Table 2. Table of anthropometric data for "Pjetër Budi" elementary school in Tirana city.

Parameter	Subjects	Primary Education (6-11 years)	Lower Secondary Education (12-15 years)
Age (years)	Girls	8.29	13.3
	Boys	8.23	13.3
Body weight (kg)	Girls	31.9	49.1
	Boys	32.9	54.4
Body height (m)	Girls	1.32	1.56
	Boys	1.33	1.60
BMI (kg/m^2)	Girls	18.0	20.1
	Boys	18.3	21.0
Waist perimeter (Pw in cm)	Girls	61.6	71.1
	Boys	62.5	74.1
Gluteus perimeter (Pg in cm)	Girls	70.4	86.4
	Boys	70.7	84.3
Ratio (Pw/Pg)	Girls	0.87	0.83
	Boys	0.88	0.88

The measurement of anthropometric data from ages 6-15 years old is performed through four indicators: body height, body weight, waist perimeter over navel and waist perimeter over gluteus. The physical characteristics of the subjects are shown in table 2. From these data, we have obtained indices over normal BMI, overweight and obese subjects.

Table 3. Classification of the subjects according to the BMI indicators.

Education	Subjects	Normal BMI		Overweight		Obese	
		Number	Percentage	Number	Percentage	Number	Percentage
Primary Education	Girls	228	96.61	7	2.97	1	0.42
	Boys	251	95.44	10	3.8	2	0.76
Girls + Boys		479	96.0	17	3.41	3	0.60
Lower Secondary Education	Girls	171	90.48	17	8.99	1	0.53
	Boys	172	86.43	20	10.05	7	3.52
Girls + Boys		343	88.40	37	9.54	8	2.06

Primary Education: in all 236 girla, were identified 8 girls with overweight to obese, while boys: 263 in total, were identified 12 boys with overweight to obese. So, in total for PE: 20 boys and girl were identified with overweight to obese.

Lower Secondary Education: from 189 girls, were identified 18 girls, while from 199 boys were identified 27 of them with overweight to obese. In total, for LSE: 45 boys and girls were identified with overweight to obese.

Table 4. Classification of the BMI indicators by gender.

Gender	Normal BMI	Overweight	Obese
Girls (in %)	93.88	5.64	0.47
Boys (in %)	91.65	6.49	1.95
Total Girls+Boys (in %)	92.67	6.08	1.24

From the total 425 girls of tested subjects, 24 girls were overweight, or 5.64 %; 2 girls were identified obese, 0r 0.47%. From the total 462 boys of tested subjects, 30 boys were identified overweight, or 6.49%, while 9 boys obese, or 1.95%.

By comparing the results of the study with the respective ones of the city of Tirana [2], they are lower value for both overweight: 6.08% versus 7.61% and obese subjects: 1.24% versus 1.32%, for the same age group.

But, by comparing the results of the BMI measurement of our study with the city of Elbasan [4], they are higher for both overweight 6.08% versus 4.84% and obese subjects: 1.245 versus 1.14%, for the same level of education.

Conclusions

As a conclusion, in "Pjetër Budi" elementary school, from all 887 tested boys and girls subjects, were identified 54 of them with overweight, or 6.08% and 11 subjects obese, or 1.24%.

The results show that boys are higher in number, specifically 13.85% overweight and 4.28% obese, compared to the respective group ages of girls, 11.96% overweight and 0.95% obese girls. From PE to LSE it is noticed that for PE, 96% subjects have normal BMI, 3.41 % overweight and 0.60 obese subjects, while for LSE, 88.4% subjects have normal BMI, 9.54% overweight and 2.06% obese subjects. The curricular program of physical education 3 hours/week is convenient, enables and helps in the reduction of obesity and overweight, for children who regularly attend classes of physical education.

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PSICOMOTORIC ASPECT OF PRESSCHOLL CHILDREN AND THEY BEHAVIOR

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Abstract

The problem of scientific research in motor activities in the first years of life is of particular importance, because in these years they are fundamental elements necessary for the formation of personality. With engine preschool education, jump organic basis for programming pre sportive and sports activities, providing at the same time the essential elements of the individual's own life. The objectives of the study are: the sensitization of teachers, that the progress of pedagogy passes through the presentation of the methodology of work of the body during preschool; parent's attention on the role that education psychomotor important supporter, along with traditional education methods. there is a marked increase in the percentage of kindergarten children to experiment who completed the static test successfully balance 87% and 85%. While the percentage of kindergarten children to control who completed the same test had no significant difference. In the 1st phase, between the children of the control group and those in the experiment group, no significant difference in average distance throwing the ball with his right hand. There is an improvement of the average distance to throw the ball with his right hand to experiment garden of children. No significant difference to control kindergartners. The problem of research for motor activity in the first years of life is of particular importance, because in these years this activity constitutes a fundamental element necessary for the formation of personality.

Keywords: kindergarden, test, throwing, children

Introduction

Historical development of the concept of mind / body and traditional theories. In the current work, the psychometric system connected with the problem of mind and body which has a relatively long history (mind-body). The problem has to do with determining the relationship between body and mind. Psychometric theory is an attempt to explain the possibilities of the mind and brain in the human motor system (1, 2). To understand this theory and to analyze the historical development of the mind-brain relationship is between them, have little time. Development is a complex process, where areas of development versatile integrated with each other and crossed the simplest benchmark to a more complicated. He is a product of biological fields, cognitive and social-emotional. Biological processes include changes in aspects of physical development such as increased weight, length, effects of hormonal changes, the influence of genes and motor skills (3;7). Cognitive processes include changes in thinking,

learning and language. Social processes - emotional include relations with others, emotional life and unique identity of the child. Important as infant an institution for the upbringing and development of preschool children Garden has arisen because of expanded working of mothers, as an institution, assistance and care for children (9;12). He has been in the past a function of assistance and preparation for primary school. Child between 3-6 years there has been regarded as a subject of education in the garden, but has been acquired in primary school educational processes (13;16). Educational function that represents the educational development of the human personality has created a new concept of the garden, which is childish education as a fundamental basis of the formation of man and not simply tend to educational processes, the child takes in elementary school. The objectives of the study are: the sensitization of teachers, that the progress of pedagogy passes through the presentation of the methodology of work of the body during preschool; parent's attention on the role that education psychomotor important supporter, along with traditional education methods; involvement of authorities responsible sector, aiming physical education can really become an integral part of the formation of children 3-6 years old.

Methods of the study

As the object of study are taken children aged 3-6 years old, this very critical period, which coincides with the onset of psychomotor elements. For the realization of our study, we selected 4 gardens in Tirana, alternate with those of the experiment control as well as private and public gardens. To check the influence of the status of the garden (public or private), the gardens of the experiment group chose that way, to have a representative of private and public gardens. In the same way it is done with the control groups gardens. For realization of this micro these were used various methods: Firstly, the research method used is contemporary literature, combined with the previous years. Second, it is widely used methods of observation in natural conditions. Children were observed in motor activity during the class or sports training. Thirdly, we used the method of conversation, as with children with various nursery. Fourth, to collect multiple data function study, we applied the methods of the experiment, testing and surveying. Fifthly, all the data gathered from conversations, observations, experiments and surveys, are processed statistically.

Hypothesis BASIC

1. - Should last the concept of gardening teacher, to adopt a new figure kindergarten teachers, most professionally prepared and equipped with the knowledge of evolutionary psychology and pedagogy depth.
2. - Expected significant benefits in terms of physiological, psychological and social development, and significantly facilitate the orderly learning (at school and it pre sportive) through education preschool engine.
3. - It is imperative dumping grounds for an organic programming activities and sports pre sportive engine preschool education, providing at the same time the basic elements of the individual's own life.

Psychomotor TESTS.

MODELING Testing

In the following, we present a battery psychomotor tests, designed by Pierre Vayer model:

1 - Testing of sight-motion coordination (eye-hand);
2 - Testing the dynamic coordination;
3 - Testing of static equilibrium;
4 - Testing of the body;
5 - Testing of perception.

Results and Analysis

An analysis of the composition of gardens by gender shows that all the gardens in the study have similar composition. Equal percentages between the two genders and mitigate the impact of gender factor in comparing the results of different gardens. Now let us discuss and to all the time analyzing the study work. Summary Table and Fig2-3 above shows an almost equal distribution between components of champions (age and gender), group experiment the control group. Similarity of components has

enabled us a statistical comparison between the two champions. In the 1st stage (1st phase of measurements conducted prior to the training of teachers), has a low percentage of success of children in coordination test-moving sight. There is a significant statistical difference between the

Fig.2

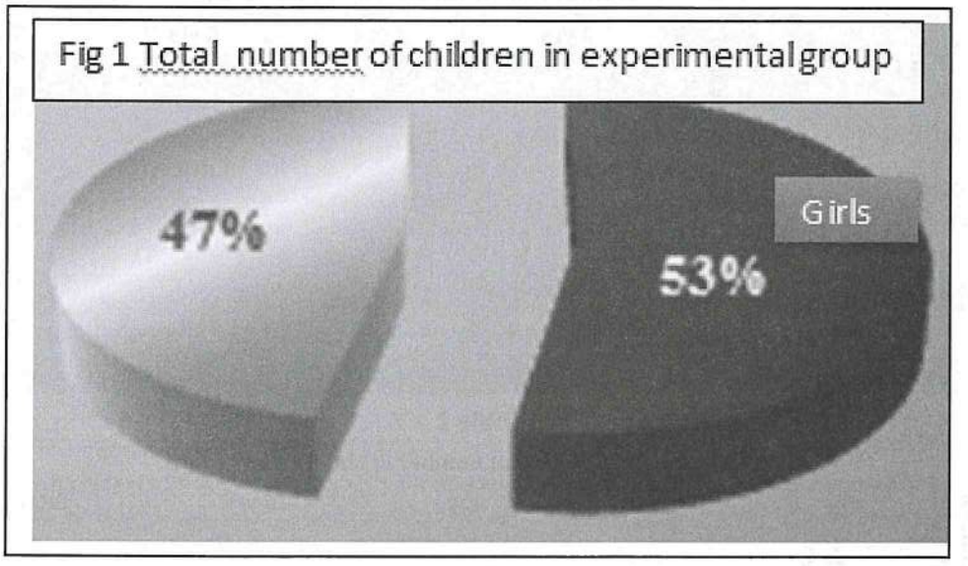
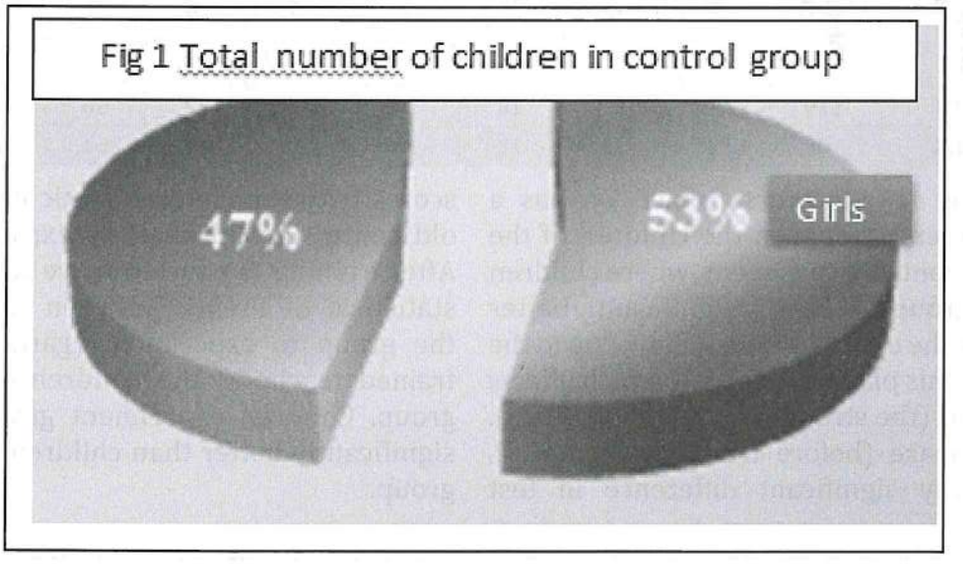


Fig.3



gardens of control and gardens of experiment. Comparing the performance of girls and boys for every garden in coordination test-moving glance shows no statistically significant change. The change is within the margin of error, which in this case, because of the small number of subjects (are divided not only by gardens, but also by gender) is greater than the margin of error, when a comparison is made between the gardens. This comparison will be made for each test of any age, but because presentation will be held into consideration the just those cases when there will be a significant statistical difference. After training to educators in terms of psychomotor development of the child, there is a noticeable improvement of kindergarten children to experiment, because by repeating the correction method of educators from information obtained, the child receives a better coordination. Also, there is a difference between public and private gardens within the group or the control experiment, but is not statistically significant; Further study may identify more clearly the issues raised.

In the first phase (before training educators on the stages of psychomotor development of children), no significant statistical difference between children of kindergarten of control and kindergarten of experiment.

Table 2

Table 1: - Number of children taken into study.

Garden name	Experimental group and control group	Privat or public	Total Number of children	3 yrs		4 yrs		5 yrs		Total	
				Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
A	GE	Privat	57	12	8	9	9	8	11	29	28
B	GK	Privat	45	9	7	7	7	8	7	24	21
C	GE	Publik	62	10	13	9	11	11	11	27	35
D	GK	Publik	55	10	5	9	7	11	13	30	25

Table 2

Table 2: Summary of the total number of children by groups.

Experimental group and control group	Total Number of children	3 yrs		4 yrs		5 yrs		Total	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
GE	119	22	21	18	20	19	22	56	63
GK	100	19	16	12	14	19	20	54	46

After training to educators (phase 2), has a marked difference between the children of the group to the control experiment, where children experiment group performing significantly better than those of the control group. This is due to the repetition of this physical exercise, which affects the lower bias (the strength of the lower limbs). In the 1st phase (before training educators), no statistically significant difference in test scores between children static balance 3-year-old control group of those experiment group. After training to educators, we see a significant statistical difference between the children of the group to experiment (gardens, in which trained teachers) the children of the control group. Children experiment group performed significantly better than children in the control group.

Fig 3 Coordination test visual- movement (jumping from ground) 3 yrs age Second phase

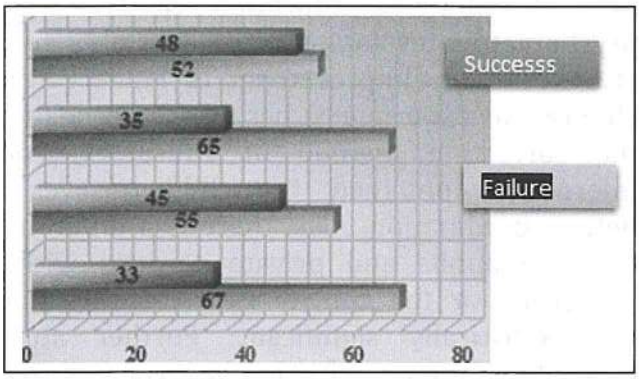


Fig 3 Coordination test visual- movement (jumping from ground) 3 yrs age Second phase

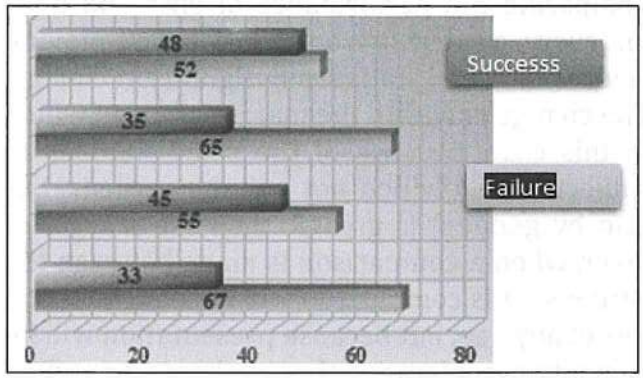


Fig 4 Stablebalance test visual- 3 yrs age First phase

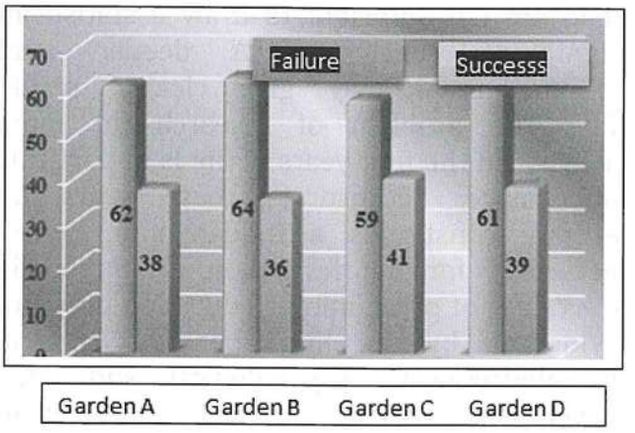
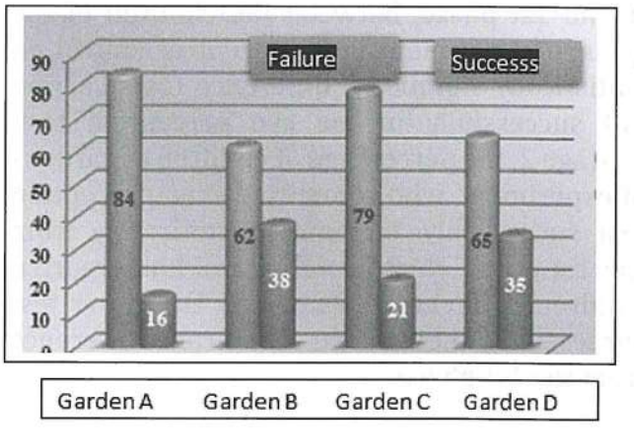


Fig 5 Stablebalance test visual- 3 yrs age Second phase



In phase 2, there is a performance improvement of kindergarten children in the experiment, where 66% and 63% have completed the test successfully dynamic coordination. There distinguishimprovementofkindergartencontrol. In the 1st phase, no significant differences between the children of kindergarten of experiment and the kindergarten of control. The percentage of successful tests varies within the margin of error ± 4%. In Phase 2, there is a marked increase in the percentage of kindergarten children to experiment who completed the static test successfully balance 87% and 85%. While the percentage of kindergarten children to control who completed the same test had no significant difference. In the 1st phase, between the children of the control group and those in the experiment group, no significant difference in average distance throwing the ball with his right hand. There is an improvement of the average distance to throw the ball with his right hand to experiment garden of children. No significant difference to control kindergartners. At the time of placing the cubes average, for children 4 years of the control group for the experiment group them in the 1st stage there is no significant difference. After training to educators (phase 2), the has a significant reduction of average time of setting cubes for children to experiment group. Control kindergarten, compared with the results of the 1st phase, have not shown any increase in speed. We strongly believe that this has come as a result of not being repeatedly. In the 1st phase, the test of eye perception among kindergarten children of those gardens experiment control, no significant change in the percentage of tests carried out successfully. In phase 2, there is a noticeable increase in the percentage of children of experiment group, who performed with success test of eye perception. The control group children observed no significant difference. In the 1st phase, the percentage of children who have successfully completed testing of static equilibrium between the experiment group and control group, no significant change. Inphase2,weseeasignificantimprovementinthe children of the group to experiment, to which the numberofthosewhohavesuccessfullycompleted testing of static equilibrium is significantly increased. The control group children, not noticed any significant improvement. In the 1st phase, between children of the two groups do not show any significant difference in average distance throwing the tennis ball. In phase 2, there is a significant increase of the average distance throwing tennis ball from the children of the experiment. Children of the control group did not show significant improvement. No statistically significant difference average deployment time of 10 cubes as the children aged 5 years of the experiment group, as well as those of the control group. In phase 2, the children of the experiment, there is a significant decrease of the average time of placement of 10 cubes. The average time is reduced by 45 sec. in the 1st phase, 36 sec. in the

2nd stage. Otherwise, the children of the control group did not show an improvement (reduction) of the average time of performing the test. In the 1st phase, between the children of the group of experiment and the group of control, no statistically significant difference tests carried out successfully in the eye perception test. In stage 2, the percentage of children of gardens of experiment, who committed eyed perception test successfully, increased significantly from the 1st phase. Number of control kindergarten children, who have performed the same test successfully, there is no significant difference from the 1st phase.

General conclusions

1 - Knowledge of educators in psychomotor education of children in the four gardens were relatively similar, at a below-average level. By testing developed, pre-school teachers reached average values 45, 47. 3, 46, 45. 7 (according to a scale of 0-100) respectively gardens A, B, C and D.
2. - After training to educators, it was observed that teachers in the gardens of the experiment (gardens, in which were developed training programs educators) performed better on tests of psychomotor knowledge to educate children. On average pre-school teachers to experiment values reached 72. 3 and 74. 5, versus 46 and 45, 7 gardens control (gardens which were not developed any training).
3. - The observation of kindergarten children of the group to experiment the control group, before the implementation of the program of psychomotor development training educators, not observed significant statistical difference.
4. - After training the teachers of kindergartens and applying knowledge gained in the educational process psychomotor children for a period of 1 year, there is a significant statistical difference in kindergarten, where training of educators with information on psychomotor development is high.
5 - There is no significant statistical difference between the two sexes (girls and boys) for the three ages (3, 4 and 5 years old) in all tests performed, during the 1st (first phase training educators) and during the 2nd phase (phase after the training of educators).
6. - there is a tendency of children to private kindergartens, to perform better on tests performed, compared to public kindergarten children. However, statistical data are not sufficient to draw a statistically significant conclusion. A deeper study of the issue may give clearer results.
7 - The problem of research for motor activity in the first years of life is of particular importance, because in these years this activity constitutes a fundamental element necessary for the formation of personality.
8 - Values of psychomotor education preschool evidenced by the huge benefits in terms of physiological, psychological and social development, significantly facilitating learning at the school regularly as of the pre sportive. e x p e r i e n c e .

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"DIFFERENCES IN THE AEROBIC POWER TRAINING METHODS OF U16 FOOTBALL PLAYERS ".

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Abstract

The physical training of young football players is one of the basic aspects that defines not only the short-term success of the athlete's performance in the game, but also the formation of a qualitative future player. If different aspects of a young sportsman's physical training are ignored or not trained properly, not only will be damaged the performance in game, but it will also stimulate at the young player the loss of self-confidence, the lack of pleasure gained from the gameup to the abandonment of the sport for good,all of this from a bad job with the training of physical conditions of the new player. The purpose of the study is to ascertain the differences between work methods for aerobic endurance training, and specifically between the game-based method and jogging-based method, used for a 10-week period with U16 players (ages 15-17) both teams part of the Academy of Football Club "International Tirana". The results proved from the data analyses, showed that running methods are more effective,while gaming methods are more efficient. Both methods have their advantages and disadvantages, therefore their selective use is not advised. It would be useful to make a combination, depending on the training stage and its purpose in the macrocycle. Trainers can choose to use jogging or games depending on the psycho-social, physical and physiological characteristics of the team, it is important that the work on aerobic endurance training and its accurate planning, to be at the maximum consideration of the coach, while respecting the moments of psychological and physiological development (referred to the biological age) of their football players.

Key words: football, physical training, aerobic endurance, training methods, testing.

Introduce

The popularity of football game, especially among children, is undisputed and for sure linked to several factors such as: massive publicity from mass media, the possibility to be practiced anywhere, the powerto offer good energy and positive tension, the opportunity all involvement (regardless of the abilities an individual possesses), very simple rules, defined but dynamic roles, etc. The fact of being such a popular sport among children, which is the favorite tire game, facilitates the use of this game also for educational purposes. The game of football considered as a tool for achieving educational goals is an extraordinary system preciselyfor the strong emotions that it causes in developing individuals. Football game also offers educational opportunities in many aspects, including the psycho-motor aspect, concerning to which, the advantages are: development of motor and visual coordination, improvement of static and dynamic balance control, speed and rhythm changes and improvement of body movements perceptions, etc. (10)
Referring to the physiological skillsdevelopment,

it is clear that the players of different ages range tend to exhibit different levels of this skills, but one thing is certain, the aerobic ability of a football playeris strongly linked directly to the performance, because of the capacity of covering distances during a typical football game (match). In addition, a satisfactory level of sustainability will give the opportunity to increase the number of sprints within the game. For the aerobic training nowadays areused different methods based on games, jogging(running) or combined, which vary in use from many factors: training model, conditions, stages of the macro training cycle, the physical and psychological conditions of the team players, etc.

To enablethe acquisition of more concrete information on the aerobic training methods (to the best use of themby physical trainers), a study was carried out, whose purpose was to ascertain the differences between the work methods for the training of aerobic power, and specifically between the game-based method and jogging-based method.

The objectives of the study

1. Evidence both strong and weak points of the training program based on the game method.
2. Evidence both strong and weak points of the training program based on jogging (running) method.
3. Evaluating which of the two methods is most effective and efficient.
4. Evaluating of VO2max improvement values for the football players involved in the study.

The methodology

To achieve the purpose of the study, were selected two groups (teams) with football players (subjects of study) aged U16 (15-17 years). Both groups(teams)were part of the Academy of the Football Club "International Tirana" with a composition of 17 players per team (in total 34 subjects tested). Each group, underwent an aerobic capacity training program (VO2max) for a period of 10 weeks:

First group: followed the work program based on game-based method

Second group: followed the work program based on jogging-based method

For the evaluation of the 10-week work outcomes, were performed two measurements: First on 16-17.03.2017 and Second on 05-06.06.03.2017

The first group followed this program: 2 Games Seasons / 10 Weeks (1) 20-25 minutes duration per session With 80-90% FC max. The second group followed this program: Running session / 10 weeks Intermittent running 15-20 minutes (3x 5 ', 3x6' and combination of them) With 80-90% FC max VAM 100-110% (VAM measurement was done using the formula VO2max / 3.5 (coefficient), where VO2max was derived from the first laboratory measurements) (15).

Referring to different literatures, as well as to the methodology followed by specialists and researchers in the field of sports training, it was thought that as the best way to measure aerobic capacity for players (test subjects) was to use the ASTRAND test, (Figures 1, 2 and 3) using the equipment provided by the Sports Research Institute at the University of Sports of Tirana.

The objective of the Astrand Test (Astrand 1952) is to monitor the development of general athlete endurance (VO2 max).

To perform this test, it is necessary to have: Ergo-metric bike, Heart rate monitoring, Scales (body weight measurement), Stopwatch, A assistant for monitoring the performance of the test

This test requires that the athlete to pedal (or run if a runway is used instead of a bicycle) as long as possible in a routine work, under the increase at certain intervals of pedaling strength (or pedestrian slope, in the case of runway use).

Procedure for performing the test

The athlete should warm up for 10 minutes; Once the athlete is ready to perform the test (set on the bike or runway), the assistant gives the command to start the test and begins the timing from the moment of committing the command; After performing the routine intensity interval increments, the assistant stops the timing and records the time when the athlete is no longer able to continue.

The VO2 max athlete's assessment can be calculated as follows:

VO2 max = (Time × 1444) + 14.99

Where "time" is the recorded time of the test expressed in minutes and fractions of a minute.

Example:
The athlete stopped the test after 13 minutes and 25 seconds of pedaling (or jogging) (13:25 minutes).

VO2 max = (13:25 x 1444) + 14.99
VO2 max = 34 123 MLS / kg / min (Figures 1,)

Results

Once data was submitted to statistical processing, the following results were obtained:

Table below shows the change in the amount of oxygen from measurement 1 to measurement 2 for the group of games.

Football player	weight (kg)	VO_2max measurement 1	VO_2max measurement 2	Difference of VO_2 Meas. 2 – Meas. 1	Difference in %
1	66	51.39	50.00	-1.39	-2.70%
2	63	48.33	50.15	1.82	3.77%
3	77	57.27	50.96	-6.31	-11.02%
4	64	46.37	46.37	0.00	0.00%
5	64	49.22	51.69	2.47	5.02%
6	63	42.11	43.56	1.45	3.44%
7	50	67.2	56.70	-10.50	-15.63%
8	64	55.78	56.54	0.76	1.36%
9	60	56.53	54.71	-1.82	-3.22%
10	55	53.96	53.00	-0.96	-1.78%
11	55	53.45	54.15	0.70	1.31%
12	64	44.72	48.76	4.04	9.03%
13	57	49.74	45.00	-4.74	-9.53%
14	47	46.91	42.45	-4.46	-9.51%
15	55	42.4	43.46	1.06	2.50%
16	55	52.04	52.20	0.16	0.31%
17	55	34.69	37.60	2.91	8.39%

Based on the collected data, it results that the VO2 max increase occurred only in 47% of the individuals of the tested group, while the VO2 max reduction occurred in 41% of tested subjects.

	Reduction of VO2 max	has changed less than that 1%	increase VO2 max
Number of tested players	7.00	2	8
in percentage %	41%	12%	47%

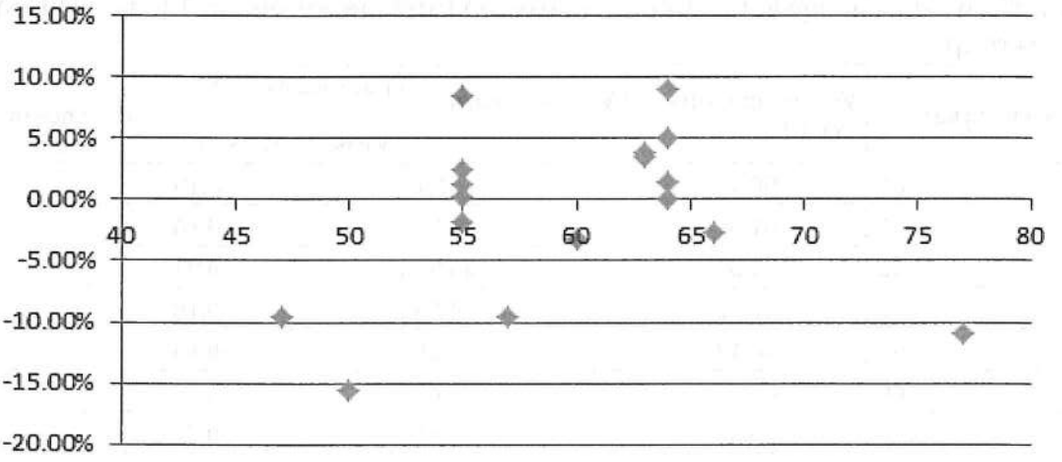

Fig 1 - Scatterplot of VO2 max change versus football player weight - Gr1

The above graphshows that there is a weak correlation between the weight of football player and VO2max.

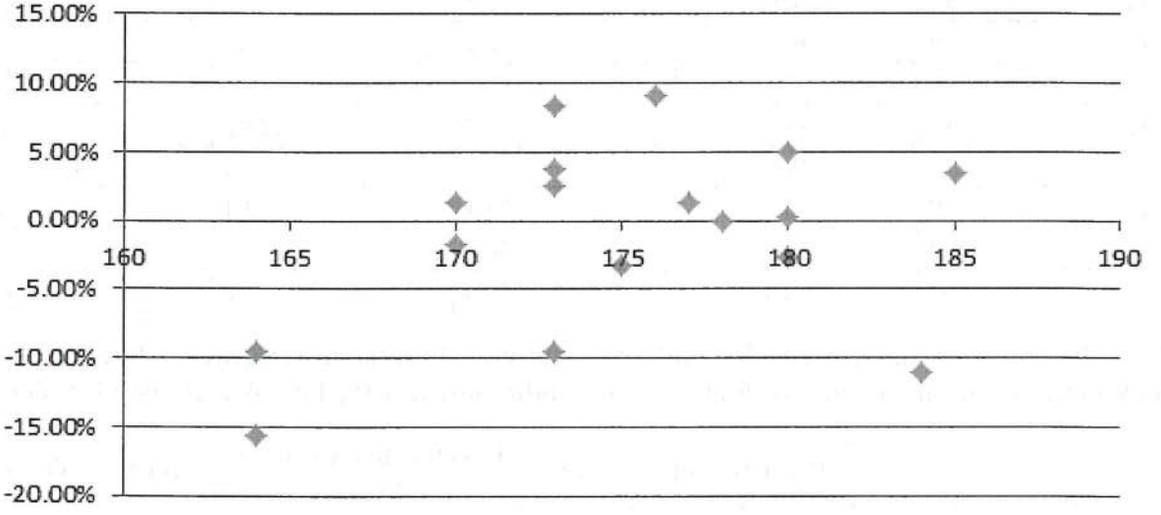

Fig 2 - Scatterplot changing the VO2 max versus the height of the football player - Gr1

The above graph shows that there is no correlation between the height of the football player and VO2max.

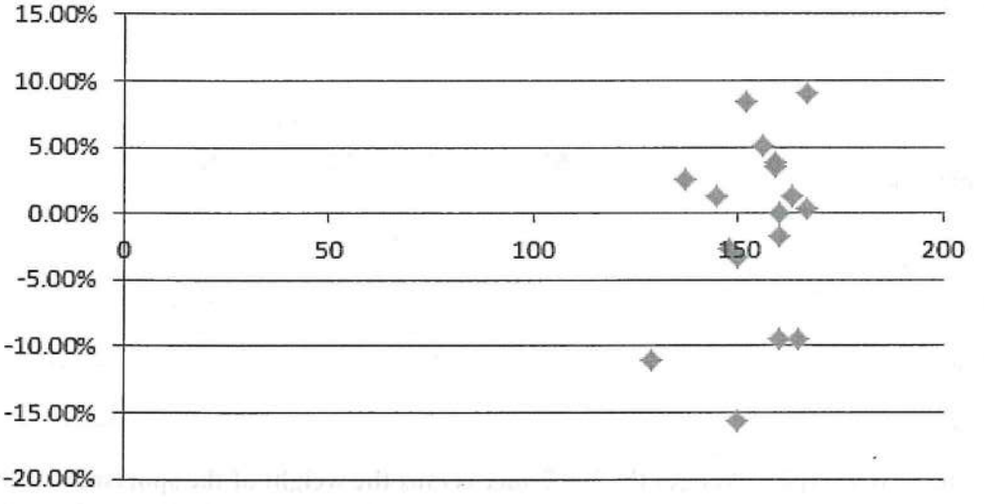

Fig 3 - Scatterplot changes the VO2 max versus cardiac frequency at startup Gr1

The above graph shows that there is a weak correlation between cardiac frequency at startup and VO2max.

Table below shows the change in the amount of oxygen from measurement 1 to measurement 2 for the running group

Football player	weight (kg)	VO_2max measurement 1	VO_2max measurement 2	Difference of VO_2 Meas. 2 – Meas. 1	Difference in %
1	66	50.91	51.1	0.19	0.37%
2	61	51.64	52	0.36	0.70%
3	62	50.81	50.85	0.04	0.08%
4	62	47.42	47.6	0.18	0.38%
5	63	56.13	56	-0.13	-0.23%
6	60	85.75	69	-16.75	-19.53%
7	54	58.33	59.1	0.77	1.32%
8	68	52.5	54.4	1.9	3.62%
9	69	57.83	57.68	-0.15	-0.26%
10	61	55.08	55.4	0.32	0.58%
11	72	46.9	50.1	3.2	6.82%
12	68	56.2	57.1	0.9	1.60%
13	70	84.85	72.43	-12.42	-14.64%
14	74	57.2	58.2	1	1.75%
15	68	53	54.1	1.1	2.08%
16	67	55.7	56.3	0.6	1.08%
17	63	55.12	55.3	0.18	0.33%

Based on the collected data, it results that the VO2 max increase occurred only in 53% of the individuals of the tested group, while the VO2 max reduction occurred in 24% of tested subjects.

	Reduction of VO2 max	has changed less than that 1%	increase VO2 max
Number of tested players	4.00	4	9
in percentage %	24%	24%	53%

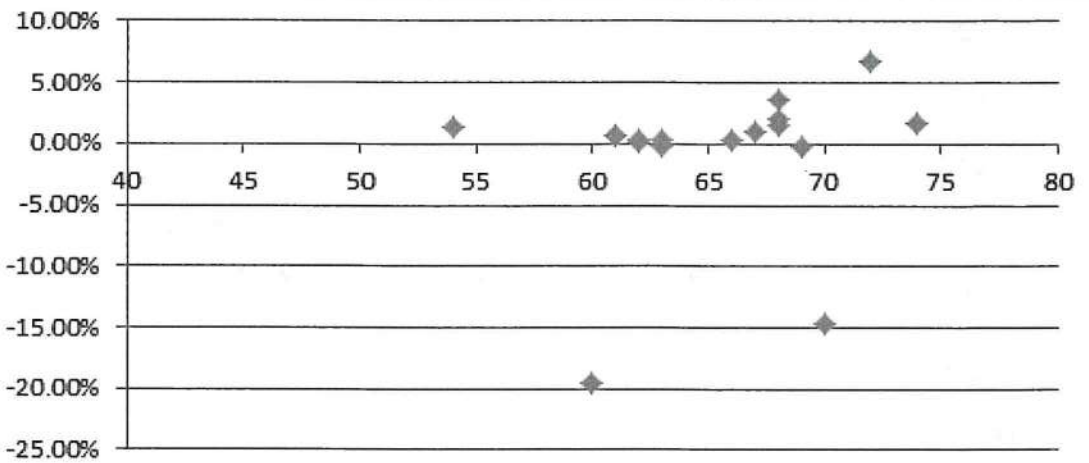

Fig 4- Scatterplot changes the VO2 max versus the weight of the sportsman -Gr2

The above graphshows that there is a positive correlation between the football player's weight and VO2max, which shows that with the weight gain of the football player there is an increase in the amount of oxygen used for 1 kg of body weight per 1 minute.

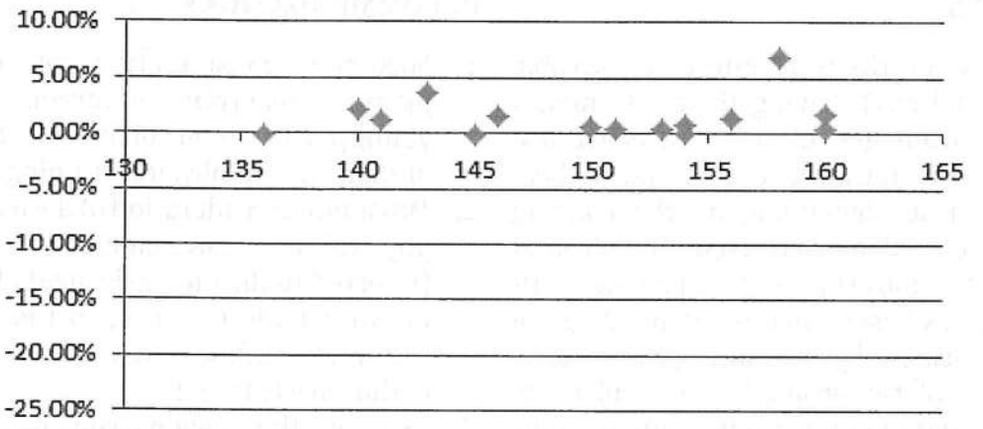

Fig 5- Scatterplot changes the VO2 max versus the length of athlete -Gr2

The above graphshows that there is a very poor correlation between the height of the football player and VO2max.

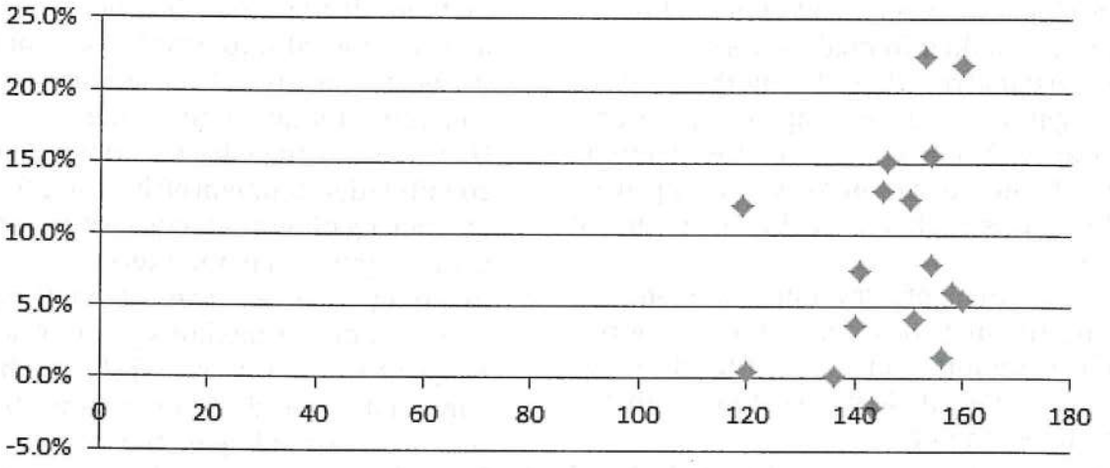

Fig 6- Scatterplot VO2 max change versus cardiac frequency at start of the football player -Gr2

The above graphshows that there is a positive correlation between the start frequency of the football player and VO2max. The figure shows that with the increase in frequency at the start of the football playerthere is an increased amount of oxygen used for 1 kg body weight in 1 minute.

Correlation between variables

Given that the purpose of this study is to ascertain the differences between work methods for aerobic training and specifically between the game-based method and jogging-based method, to improve the aerobic endurance indicator VO2max, the results of the tests show that:

- Referring to the game-based method, improving of VO2max, occurred in 47% of tested subjects.
- Referring to the jogging-based method, improvement of VO2max, occurred in 53% of tested subjects.
- Referring to the correlation between body heightvariable and VO2max, the link does not exist.
- Referring to the correlation between the weight variable and VO2max, the correlation is strong in total for the two tested groups (for both methods of work) which shows that with the increase of the weight of the football player there is an increase of oxygen used for 1 kg of body weight in 1 minute, but the strongest connection is presented with the second group, jogging-based method.
- Referring to the correlation between the cardiac frequencies at the start of the VO2max test, the binding is strong, hence the higher the cardiac frequency, the higher the oxygen used.

CONCLUSIONS

Both methods contribute to improving aerobic endurance (VO2max), having their advantages and also disadvantages, therefore selective use of one method is not advised, it would be best to combine those, depending on the training phase and of its goal in macro cycle. The physical trainers have to choose to use ether jogging(run)-based or games-based method depending on the psycho-social, physical and physiological characteristics of the group (team), which are difficult to appear the same from group to group. It is important that the work on the training of aerobic endurance and its accurate planning to be at the maximum consideration of the team coach, while respecting the moments of psychological and physiological development (referred to the biological age) of their football players.

- The jogging(run)-based method gives the highest score on improving aerobic endurance VO2max, as in the running group the number of players that improved VO2max was higher than in the group of games.
- The duration of training sessions in jogging(running)-based method was shorter (about 10 minutes), indicating the advantage in using time efficiently compared to the game-based method.
- During the jogging(running)-based methodsessions of the group, there were annoyances and difficulties in involving and motivatingthe football player in giving the maximum in performing the exercises.
- The game-based method has had a more positive impact on players' performance in the match (a training ground game or championship) compared with the performance of jogging(running)-based group.
- The player's satisfaction and motivation was higher during the game-based method.
- The binding of VO2max to the body weight is strong, the higher the body weight value, the higher the VO2max, while there is no link between VO2max and the height of the subject.
- The cardiac frequency at the start of the VO2max test has strong connections, hence the higher the cardiac frequency, the higher the oxygen used.

RECOMMENDATIONS

1. Maximum consideration for an accurate planning ofaerobic endurance training of young players as one of the main components of their overall physical training.
2. Maximum consideration of the psycho-social, physical and physiological characteristics (referred to the biological age) of the players to work with, referring to the selection of the work method and work for the aerobic endurance training.
3. Use of the jogging(run)-based method mainly in the preparation phase and less during the championship phase.
4. Using the method of dominance games-based methodover the jogging(run)-based method during the championship period as a very good opportunity for connection between the training sessions and the concrete situation in the game.
5. Using the games-based method for the cognitivedevelopmentoftheyoungfootballer, by offering different tactical situations while training physical parameters.
6. Avoiding selected use of methods (use only one of the methods, even at a certain stage of the macro cycle). Use a balanced combination or giving dominance to one or the other, depending on the training phase.
7. Use the jogging(run)-based method in training sessions with less-than-expected times, as the session time is shorter and the efficient usage of time is more needed.
8. Avoid using the games-based method in case of preclusionto create optimal conditions to perform the games (lack of players, lack of necessary spaces or equipment).
9. Using or replacing the jogging(run)-based method with games-based method in cases where there is a lack of desire or lack of motivation for players, as a very good opportunity for raising emotional load and re-introducing them into the right emotional and physical condition.

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IMPACT OF STRETCHING EXERCISES IN PREVENTING THE INJURIES DURING TRAINING AND COMPETITION OF ATHLETES

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Abstract:
Stretching is used in sports to perform a number of exercises designed to improve muscle. The best fit of structure, construction and muscle tissue properties through stretching exercises, based on the data recommended by sports science, leads to the prevention of trauma, affects a greater articulation (amplitude and increased angle), facilitates athletes to learn more quickly and precisely about the moving motor schemas. In this study we aim the relationship between improvement and perfection in the technical pattern of act movement and motional action by the new motional sense functions caused by this stretching exercises experiment. The study is based on the training plans of athletics teams for 2016 – 2017. It was used longitudinal study methods. The athletes are 57 in total, (24 men, 33 females), 10 elites, 36 experienced, 11 beginners. They are city team athletes of Vlora, who were interviewed with questionnaires. Data was collected in 2 different time periods: Before the preparatory period, December 2016 and In the competition period, April 2017. Based on the results of the study can to be affirmed that the regular use of stretching exercises is related to reducing the opportunity of trauma to the training sessions and competitions and time for recovering traumas is seen in this positive relationship with the regular use of stretching exercises. Also the use of stretching exercises in the preparation and competition periods reduces the risk of trauma and the use of stretching exercises only in one of the training periods does not reduce the possibility of heavy muscle trauma during high loads.

Key words: stretch exercises, muscles, articulation, injury, prevention, sports training.

Introduction

Stretching is used in sports to perform a number of exercises designed to improve muscle. Stretching is a form of training in which particular muscles strain in order to build flexibility and relieve tension. Stretching provides extensive stretching exercises involving muscles, tonses, bones, and articulations. Runners regularly trained to improve their physical abilities are seen to affect the prevention of muscular injuries and traumas.Athletes with flexible bodyand flexibles musclesenjoy greater mobility, lower risk for muscle trauma and faster retreat from injuries, so they simply feel better. In the US in a writing on September 29, 2015the question asked: Should avoid strep throwing athletes, especially young athletes who have unstable articular joints (Kenal 1996;McMaster1998). The defensive rolefrom damage that the use of stretching exercises is one of the most controversial issues in exercise and sports. For many years researches, sports science experts, and coaches, give different thoughts on many aspects of Stretching. Some believe that the "stretch" warms the body, this belief is wrong, because usually the extension

lowers the body temperature and this is also a factor that increases the risk of injury. But before stretching begins, always get a slight heat for at least 10 minutes to heat your muscles. Never have the "cold" muscles need to strain. So a Russian athlete at the national stadium in Santa Clara perform exercises of the shoulder flexibility to absurd contortion although there was a history of pain in the shoulder. On the next day, he started heating with the stretching exercises and saw that the pain was diminished. Static and non-warming streaking can not only increase the risk of injury, but it can also prevent rehabilitation. Athletes using static and non-heating stretching are seen to have lower strength development compared to those athletes that make active stretching and anticipated by a warming.(Borges Bastos 2013). It is believed in "trauma prevention", while scientific literature does not say anything about it. Even behind this study many will continue to "stretch" but not necessarily injured. If we will use it in a timely and efficient manner, we can improve the performance of athletes and reduce the number of traumas and the time of injury rehabilitation. The best thing about those who may have to correct any inaction is the use of stretching exercises and moving motor schemas. If exercises are performed properly, weight training increases flexibility and vice versa, if exercises are not performed through a full game of motion they can reduce flexibility. The level of injuries and the individual sports development of athletes depends mostly on the fair use of stretching exercises, planning and realization on the basis of scientific criteria, also seen in relation to the implementation of the implementation and realization of the ambitious programs and objectives that the athletes and the coaches want to reach. Runners pursue training programs focusing on the growth of different indicators such as speed and durability, strength, technical accuracy and many others, so it is of interest to research on trauma prevention for athletes who attend these programs and aim for their development.. Let's see if the hypothesis: Do stretching exercises affect the prevention of injuries of runners regularly exercised in sports teams? The team included in this study, the stretching exercises that they will be used are planned together with their characteristics of their level, warrants and differences of group and gender. In this study we see the relationship between improvement and perfection in the technical pattern of act movement and motional action by the new motional sense functions caused by this stretching exercises experiment. Do they affect the teaching and the fastest correction of the technique of any sport discipline?

Methods

Our study has as a tool the questionnaire for collecting information and data about athletes who use and who do not use stretching exercises about: Traumas suffered and -Rehabilitation time (inactive / active)

Survey through a self-declaration questionnaire on the history of injuries and rehabilitation of athletes previously treated, as well as athletes during the rehabilitation period. Evidence of positive and negative factors in the training of the technical elements of the running technique: - in athletes who use (Experimental Group) Special stretching exercises (SSE). and - in athletes who do not use (Control Group) Special stretching exercises (SSE).

The study is based on the training plans of athletics teams for 2016 – 2017. It was used longitudinal study methods. The athletes are 57 in total, (24 men, 33 females), 10 elites, 36 experienced, 11 beginners. They are city team athletes of Vlora, who were interviewed with questionnaires. Data was collected in 2 different time periods: Before the preparatory period, December 2016 and In the competition period, April 2017. In the first measurements December 2016: The group of athletes asked (Control Group)is interviewed for the previous time when they are not using stretching exercises in the training sessions, (independent negative variable) and

April 2017, when the interviewed group (Experimental Group) is trained with suggested stretching exercises (positive independent variables); while the athletes are being trained with loads and difficult tasks to accomplish the achievement of the planned training objectives in improving the technical movement indicators as well as the performance and results indicators.

They self-declared their responses to the questionnaires: About heavy trauma, their

history of injury, the use or not of stretching exercises, the time of rehabilitation (passive / active).

The variables in the study are: A1 Not Usage or A2 Usage of Stretching Exercises (like independent variables); B1 Athletes injuries B2 Not injuries of athletes (like a dependent variable); C1 Rehabilitation (days)Not Usage or C2 Rehabilitation (days)Usage of Stretching Exercises.

Results

From the data collected in the first period we have the following tables. From the study of data suggests that women prefer passive rehabilitation to a greater extent. 29 female athletes prefer passive rehabilitation, 4 female athletes prefer active rehabilitation, which means that they are expected to passive rehabilitation more than males athletes. 18 male athletes prefer passive rehabilitation and 6 male athletes prefer active rehabilitation. Also, active rehabilitation should take up to 4 days, while for passive rehabilitation it takes more days for each injury. During the rehabilitation phase 3 days of time need to reduce inflammation. The highest frequency by site is affected by the injury of the femoral biceps, followed by gastrocnemius and tibialis anterior, then the knee and then the wrist. The least injury is the scapula-humeral articulation, where men are more vulnerable to being injured than females. Female athletes seem to lesion more cobs and then knees compared to male athletes.

Tab 1 Average of trauma, December 2016 (Variable B1)

NUMBER OF TRAUMAS	ELITE		WITH EXPERIENCE		BEGINNERS	
	AVE	SD	AVE	SD	AVE	SD
FEMALE	1,00	±0,00	1,07	±0,26	1,50	±0,84
MALE	0,92	±0,29	1,00	±0,00	1,00	±0,00

Data registered in the second period. From data registered in the second period we have the following tables. Injuries: From the results obtained in the first period of December 2016, when athletes did not use stretching exercises, it can be seen that: Female athletes suffer more trauma than men's athletes and this value is greater for beginner's athletes. Males have a lower number of traumas than female athletes and that the spread of phenomenon (SD) in male athletes seems to be smaller.

Tab 2. Average time of rehabilitation (days), December 2016 (Variable C1)

REHABILITATIONS OF TRAUMAS	ELITE		WITH EXPERIENCE		BEGINNERS	
	AVE	SD	AVE	SD	AVE	SD
FEMALE	3,40	±0,55	4,27	±0,26	4,83	±1,83
MALE	2,80	±0,84	1,00	±0,00	5,60	±1,52

Tab 3 Average of trauma (days) April 2017 (Variable B2)

NUMBER OF TRAUMAS	ELITE		WITH EXPERIENCE		BEGINNERS	
	AVE	SD	AVE	SD	AVE	SD
FEMALE	0,20	±0,07	0,09	±0,01	0,18	±0,02
MALE	0,20	±0,07	0,07	±0,03	0,20	±0,08

The rehabilitation; From the graphs it appears that women are being rehabilitated faster than men to beginner athletes. Men have a better level of trauma rehabilitation at elite and experienced levels compared to women athletes. The rehabilitation time of the male athletes with experience compared to elite athletes is smaller. From graphs it appears that female athletes are being rehabilitated faster than males to beginner athletes. Males have a better level of trauma rehabilitation at elite and experienced levels compared to female athletes of the same sports category. Rehabilitation of muscle trauma is more prolonged to elite and experienced female athletes than men in this category. In beginner males athletes the duration is increased due to non-compliance with the rehabilitation regime.

Tab 4 Average time of rehabilitation (days), April 2017 (Variable C2)

REHABILITATIONS OF TRAUMAS	ELITE		WITH EXPERIENCE		BEGINNERS	
	AVE	SD	AVE	SD	AVE	SD
FEMALE	2,00	±0,00	1,50	±0,45	2,00	±0,00
MALE	1,00	±0,00	1,00	±0,00	2,00	±0,00

Discussion

Injuries: From the data obtained in the second period, April 2017 it can be seen from the respective tables, that when athletes use stretching exercises (in the experimental group), the phenomenon of muscle trauma has fallen considerably to the number of injured athletes. At the beginner level athletes are seen to be only 2 traumatized athletes, a female and a male, with experienced athletes 3 athletes (2 female athletes and 1 male athlete), while elite athletes are only 2 athletes (1 female and 1 male.) Only 7 athletes from 57 (4 female athletes and 3 male athletes) were injured, so the phenomenon being studied has fallen by 87.72% or only 12.28%, which is was observed when our study group uses stretching exercises in both stages of preparation, preparation and competition. This is why we can assert that the hypothesis assumed at the beginning of the study is a thesis that has already been verified.

Rehabilitation: The data recorded in April 2017 show that the injured female athlete part of the Experimental Group (exercised with stretching exercises) requires 3 days to recover from trauma, while this athlete when she is a participant of the control group needs 4 days to rehabilitate. As a cause in the reducing of rehabilitation time from 6 to 4 days the male athlete (part of the beginner group) is seen to be the regular use of stretching exercises in both stages of the planning work in both the Preparatory and the Running Stage, throughout our experimental study period. Experienced level athletes with declared data talk again about reducing the time of rehabilitation, women's athletes reduce this time respectively from 4 to 3 and 5 to 4 days. Also male athlete reduces this time for rehabilitation with 1 day, from 5 to 4 days. The impact of the stretching exercises is thus seen in reducing the time for trauma rehabilitation. This happens if we use it regularly and as it suggests scientific data. Even for elite athletes this time is shorter than the Experimental Group's athletes than the Control Group. As a female athlete and male athlete, the time it takes to drop is from 3 days to 2 days in both cases. The average decrease is 1 day less for the time of trauma rehabilitation. These results are believed to support the hypothesis suggested at the beginning of this study.

Conclusion

Based on the results of the study can to be affirmed that the regular use of stretching exercises is related to reducing the opportunity of trauma to the training sessions and competitions and time for recovering traumas is seen in this positive relationship with the regular use of stretching exercises. Also the use of stretching exercises in the preparation and competition periods reduces the risk of trauma and the use of stretching exercises only in one of the training periods does not reduce the possibility of heavy muscle trauma during high loads. The use of stretching exercises results in

the improvement of the technique and results of all levels of athletes. Special stretching exercises improve technical Scheme of running. Special stretching exercises help in the fastest learning of the running technique of beginner athletes. Special stretching exercises help correct the running technique of elite athletes.

Recommendations

Stretching exercises should be the organic part of any training program; Stretching exercises are an effective tool in preventing trauma; Stretching exercises help athletes of any level to facilitate movement and faster teaching of the technique; Stretching exercises make for better use of the individual capabilities and potentials of every athlete; Protecting from injury through stretching exercises increases the degree of participation and makes sport training more effective.

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