

ACCEPTABILITY LEVEL OF PICKLEBALL SPORT IN THE PHILIPPINES

Dr. ROBERT ALVIN A. YAP

President Ramon Magsaysay State University, Philippines. Email: robertalvinyap@gmail.com

Abstract

Pickleball sports is described as a combination of ping-pong, tennis, and badminton, and is considered a popular racquet sport played by individuals of all ages was introduced, as an innovative sport, to the selected public and private Higher Education Institutions from Luzon, Visayas, and Mindanao. However, after the introductory activities, it is unknown if they have accepted the sports. To investigate this question, this research drew on data from the two groups of respondents (N = 30 PE_{teachers}, N = 280 PE_{students}). The profile variables of the two groups are determined, to measure the acceptance level. Weighted means are assessed using a 4-point Likert scale. To test the significance of variances, weighted means are used as based scores, with profile variables as factors. The mean analyses showed that both PE teachers and students assessed their level of acceptability of pickle ball sports' game rules, sports equipment, and facilities as highly acceptable, while sports injuries as acceptable. The test of variances showed that: the PE students' acceptability of sports' game rules statistically significantly varies with their (ages and readiness), whereas sports' injuries vary with their (ages and sports engagement).

Keywords: Pickleball Sports, Acceptability, Coaching Certification Course, Sports Clinic

INTRODUCTION

In recent years, emerging sports have been developing into communities around the world, which are characterized by their non-mainstream nature and low barriers to entry, such as pickleball. Pickleball is an innovative racket sport described as a combination of ping-pong, tennis, and badminton sports, from sports rules and strategies down to sports equipment and facilities. It is a sport played by individuals of all ages, in schools, parks, and recreation centers, because, unlike other competitive sports, pickleball is easy to pick up, requires simple equipment, does not stress speed, and has few restrictions on the field, thus, it is so-called as innovative sports.

Pickleball sports was already introduced in the Philippines in 2018 through the initiatives of the Professional Pickleball Association of the Philippines (PPA) with the association's mission which is to be an instrument and leading organization in promoting, developing, and popularizing the sport of Pickleball throughout the country. In 2019, the sports were initially introduced to the different Higher Education Institutions (HEIs) in Luzon including the Department of Physical Education of President Ramon Magsaysay State University (PRMSU). The sports were continually presented to the HEIs in Visayas and Mindanao areas through the conduct of seminars, participated by PE teachers and PE students, in 2021 until today.

And just like any other sport, this new and innovative sport likewise promotes physical fitness and social interaction (Hsu, Lu, & Wang, 2018), as well as helps children train joint flexibility, prevent knee degeneration of adults or elders, and enhance cardiopulmonary function, thus, it is a sport that can be widely practiced by all age groups (Chang, 2018); thus make pickleball

an innovative sport.

However, despite PPA's efforts in disseminating the sports, the possible application of the sport is still an assumption, therefore, the purpose of conducting this study is to investigate whether the recipients of the conducted pickleball sports seminars and workshops affect their acceptance level.

Statement of the Problem

This study aims to determine the level of acceptability of the Pickleball sport as a new and innovative sport in the Philippines by the selected HEIs, both public and private, in Luzon, Visayas, and Mindanao, where it has been already introduced.

Specifically, this study was conducted with the following research questions:

1. What is the profile of the two groups of respondents in terms of:
 - 1.1 Gender,
 - 1.2 Age,
 - 1.3 Sports engage, and
 - 1.4 Readiness to adapt to the new sport?
2. What is the level of acceptability of the pickleball sport as a new sport in the Philippines as assessed by the respondents in terms of:
 - 2.1 Game Rules,
 - 2.2 Sports Injuries, and
 - 2.3 Sports Equipment and Facilities?
3. Is there a significant difference in the assessment of the respondents on the level of acceptability of the pickleball sport when they are grouped according to their profile variables?
4. What acceptability program may be proposed based on the results and findings of the study for further pickleball sports?

REVIEW OF LITERATURE

Acceptability of Pickleball as the New Sport in the Philippines

Pickleball was invented in 1965, is a paddleball sport that combines the elements of tennis, badminton, and billiards (USA Pickleball Association, 2021). Pickleball is considered to be one of the fastest-growing sports in the United States today, and it is preferred by all ages (Ryu et al., 2018). The sport is gradually growing in popularity worldwide, and to add the ease of acquiring pickleball skills, the promotion of pickleball-related organizations around the world also plays a major role. According to the data of USAPA 2017, the United States, the birthplace of pickleball, not only hosts large and small pickleball tournaments around the country, but, in

recent years, has held a lucrative U.S. Open Tournament to draw pickleball players from around the world, with prize money increasing from USD 150,000 for the 2017 champion to USD 300,000 for the 2018 champion. Chinese Taipei's pickleball tournaments are gradually being organized by the relevant associations, such as the 2018 International Pickleball Qualifying Tournament, the 2019 International Pickleball Qualifying Tournament, and the 2020 Asian Pickleball Professional Elite Selection Tournament. These events not only foster more pickleball players, but also boost the spread of pickleball sport.

Moreover, Hsu, Lu, and Wang (2018) conducted a study on the pickleball players' experience and acceptance in participating to pickleball sports which showed that the sport is simple and easy to play, with a sense of match achievement, low injury risk, and low cost of consumables.

On the other hand, pickleball being an emerging sport that has fewer participants than other popular sports, there is still a group of pickleball enthusiasts who are involved in the sport, and trying to energize the pickleball community which could serve as a catalyst for the promotion of pickleball in other countries, including here in the Philippines through the initiative of the Professional Pickleball Association of the Philippines (PPA) in 2018 by the Founder Coach Jenny Marcos, with the association's mission which is to be an instrument and leading organization in promoting, developing, and popularizing the sport of Pickleball throughout the Philippines. According to the PPA, the sport was introduced in 2019 to the different HEIs in Luzon, but was stopped due to the pandemic brought by the COVID-19, however, in 2021 up to the present the association started to introduced the sport in HEIs of Visayas and Mindanao areas, which involves seminars and skills application.

Game Rules

The sport pickleball which originated in the United States combines the rules of tennis, ping-pong, and badminton that is easier to pick up than other sports, even for people with no previous experience, which makes it a sport that can be enjoyed at any level of intensity, and promotes physical fitness and social interaction (Hsu, Lu, and Wang, 2018); and does not stress speed and has few restrictions on the field, thus, it is a sport that can be widely played by all age groups (Chang, 2018).

The basics of pickleball sport include: the sport can be played as singles or doubles, most commonly as doubles; each point begins with an underarm serve; the serve is performed diagonally beginning at the right-hand service square; the serve must clear the non-volley-zone; the serve must bounce before being hit by the receiver and the return of serve must also bounce before being hit (this is the two-bounce rule); the serving position alternates with each serve when a point is won; volleys can only be performed outside of the Non-volley zone; and lastly, volleys can only be made after the 2 Bounce Rule has been followed.

Two Bounce Rule – Returns and 3rd shots must be played off of a bounce. The start of a game incorporates what is called the "Two Bounce Rule." The serving team serves the ball cross-court to the returning team. The serve must land past the kitchen in the box diagonal from the server to be a valid serve. As of 2021, serves that clip the net and land past the kitchen line are valid serves. However, any serve that lands within the kitchen or on the kitchen line is a fault.

The returning team returns the serve off of a bounce (bounce 1) and now the serving team also has to let the return of serve bounce before hitting it (bounce 2). From there, play is open, meaning everyone is now allowed to take balls out of the air — with one catch.

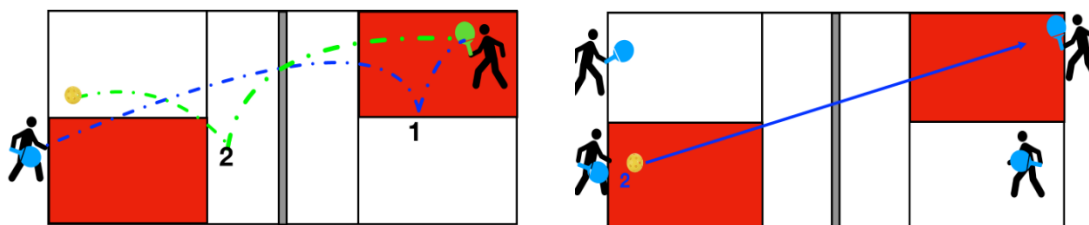


Figure 1: The Two-Bounce Rule of Service (Singles/Doubles)

Non-Volley Zone – If you're not dinking, stay out of the kitchen! Player can only take balls out of the air when standing outside of the Non-Volley Zone or what's commonly called "the kitchen." If the player hit the ball out of the air while in the kitchen or standing on the kitchen line, he loses the point. To volley means to hit a ball in the air without first letting it bounce. If the ball bounces inside of the kitchen, player can move into the kitchen to hit the ball off of a bounce, just making it sure he reset the positioning and get out of the kitchen before going for the out of the air smash.

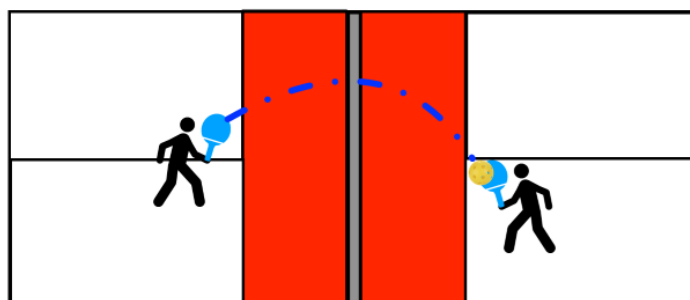


Figure 2: The Volley Shot

Serving. At the start of each new game, only one player in the 1st serving team has the opportunity to serve and score points until a fault occurs. Thereafter both members of each team will serve and fault before the ball is turned over to the opposing team. When a team wins the serve, the player in the right-hand court will always start play, that is, server 1 serves until a point is lost and server 2 then repeats this process (Figure 3). Figure 3 shows serving process wherein the first server is the person standing at the right hand service square. One attempt per service, the server alternates their position after every serve when a point is won, the server continues to serve until they lose a point while serving. Moreover, the second server then serves, alternating position until they lose a point on their serve, and the serve then goes to the opposition.

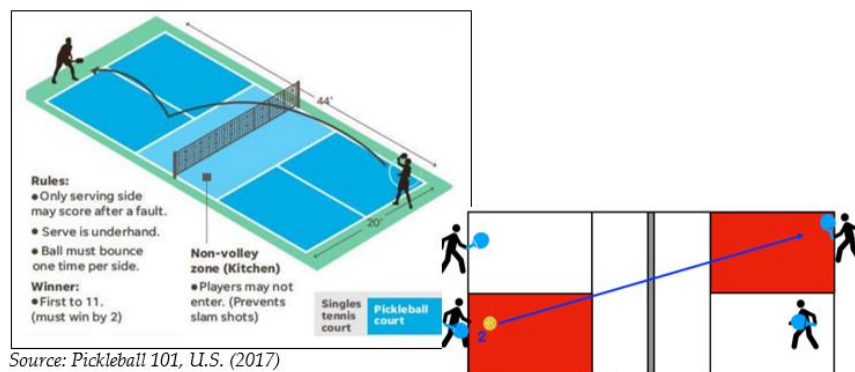


Figure 3: The Serving Process (Singles/Doubles)

Faults. Any action that stops play due to a rule violation. A fault by the receiving team results in the servers earning a point. A fault by the serving team results in the server's loss of service and/ or side out. A fault is committed when the ball: (1) touches any part of the non-volley zone (including the line) or is hit out of bounds during the serve, (2) does not clear the net, (3) is volleyed from the non-volley zone, (4) is volleyed before a bounce has occurred on each side, (5) is hit out of bounds, (6) strikes a player or a permanent object before bouncing on the court, or when: (7) the player, their clothing or paddle make contact with the net during play, and (8) the player, their clothing or paddle make contact with the non-volley zone during a volley.

Scoring – 0-0-2. Scoring is called out in a 3-number sequence that involves the server's score, the returner's score and whether server 1 or 2 is serving. For instance, if the server calls out a score of 2-1-1, that means their team has two points, the returning team has one point, and they are the first server. Therefore, score points are scored only when serving. When starting a new game, the initial serving team only gets one server to balance out the advantage of serving first. Since the person playing on the right side of the court is always the first server of a sequence, they are the only one who serves during the first serving sequence of the game. The score at the start of the game is therefore called out as 0-0-2, indicating the 2nd server (sometimes called out as 0-0-start). When the initial serving team loses the point it's a side out, and the opposing team serves. From this point on, it switches to two servers per side (each player serving, always starting with the player on the right side of the court) before it's a side out. So, after the first side out of a game, the opposing team now starts the score as server one, and when they lose a point it goes to its server two. When they lose a point on server two's serve, it's a side out, and the serve goes back to the other team. Games are typically played to 11 or 15, win by two.

On the other hand, dinking is an effective necessary doubles strategy involving hitting the Pickleball while generally being as close to the kitchen line as possible, and trying to position the ball just over the net and land in your opponent's non-volley zone or at your opponent's feet. The aims of dinking are to extend the rally and force the opponent to make the mistake and to force the opponent to pop the ball up so it can be easily put away. In addition to dinking, the skill components that need to consider is to stay facing the net, keeping feet as close to the non-volley zone as possible, meeting the ball in front, using soft hands, making the ball arc over the net but with the high point on your side of the net, try to make the dink bounce in your

opponent's non-volley zone, and do volley dink as it cuts down the opponent's time to react to the shot.

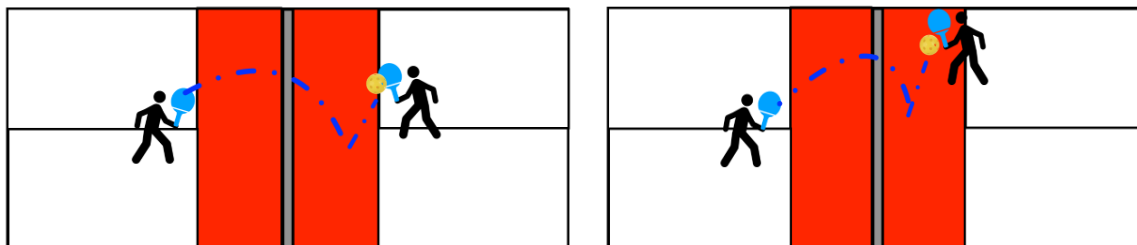


Figure 4: The Dinking Shot

The dink is typically a smart and effective shot. The receiver can only step in the kitchen when the ball bounces to close to the net. However, it is not the most effective strategy when you and your partner are at the net and you have pinned your opponent to the baseline. You have a distinct advantage at this point. Don't negate this advantage for you and your partner. Instead, keep your opponent pinned to the baseline — and don't let him get to the net — you'll increase your chances of winning the point.

Sports Injuries

Previously claimed by Hsu, Lu, and Wang (2018) that pickleball sport can be enjoyed at any level of intensity and promotes physical fitness and social interaction, and Chang (2018) that the sports does not stress speed and has few restrictions on the field and therefore, it can be widely played by all age groups. However, according to Oja, Kelly, Pedisic, et al. (2017), the high demand for quick action and reaction during a pickleball game puts the player at risk of falling or sustaining an injury. It was further identified by Forrester (2020) that the majority of injuries from pickleball seen in the emergency department were primarily patients over the age of 50 with resulting sprains, strains, fractures and contusions mostly associated with the lower extremity. Meanwhile, some studies discussed the sports injuries of pickleball (Greiner, 2019; Quail, 2019); for instance, the study of Mathias and Forrester (2020) identified pickleball-related injuries treated in U.S. emergency departments resulting in a national estimate of 19,012 injuries, and 74.3% of these cases were injuries that occurred at sport or recreational facilities. The authors further stated that the most common injuries were strains or sprains (28.7%), followed by fractures (27.7%), and the affected body parts were the lower extremities in 32.0% of the cases, followed by the upper extremities at 25.4%.

Furthermore, the study of Walton-Mouw, McCall, Polascik, and Powers (2021) indicated that pickleball-related injuries did not have a negative impact on the respondents' lives, wherein most of the injuries were described as "Acute" such as bruises or sore muscles as opposed to "Chronic" such as back pain or tendonitis that continues on-and-on. Despite of these reported injuries, the same authors averred in their study that the respondents opted to play pickleball as it improved their quality of life.

Sports Equipment and Facilities

Sports equipment and facilities are often used to prevent injury or treat injuries. Sports equipment and facilities, from footwear, clothes, and playing area, are one of crucial things to consider because it provides a room for better performance in sports and also motivate the adolescents in sports participation and other physical activities (Leo et al., 2016).

Pickleball sport is played with a specific paddle, a ball that looks similar to a wiffle ball, and it is played on a court that resembles a tennis court but has the dimensions of a badminton court. Pickleball is played on a 44' x 20' court, with a 36" net and features a non-volley zone often referred to as "The Kitchen." The Pickleball's small court allows younger players or those with varying degrees of mobility to participate in a way that the larger court of tennis sometimes prohibits. Additionally, a rule prohibiting volleying (hitting the ball in the air) in the non-volley zone (the space 7' from the net) helps to equalize play and reduce overpowering smashes at the net. Moreover, the pickleball net measures 22 feet wide and 36 inches high.



22' wide,
36" high

Figure 5: Pickleball Net

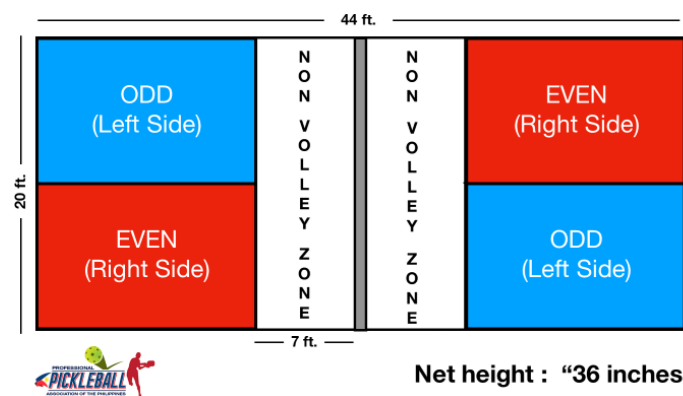


Figure 6: Pickleball Court Dimension

A pickleball ball is similar to a wiffleball, but it is made with a more rigid, yellow in color,

heavy material and has smaller holes. The very best quality pickleball is the Fast Fourty Dura Pickleballs. The ball to play outdoors is a 40 holes and heavier weight, while a 26 holes and lighter weight which is a slightly slower ball that many people prefer for indoor play.



Figure 7: Pickleball Ball and Paddle

The paddle is similar to a ping pong paddle in that it is solid and easily maneuverable with a turn of the wrist. When game was invented, wooden paddles were used and are still used at many institutions due to lower cost. However, the best quality paddles are made of graphite due to their lower weight and higher durability. The paddle's length ranges from 17 inches to 24 inches long.

METHODOLOGY

This study utilized a descriptive comparative design to determine whether selected public and private HEIs from Luzon, Visayas, and Mindanao accepts the pickleball as a new sport in the Philippines. According to authors, a comparative research design is a method that analyzes phenomena and then put them together to find the points of differentiation and similarity (MokhtarianPour, 2016); essentially compares two groups in an attempt to draw a conclusion about them (Richardson, 2018); thus, this study compares the findings between the PE teachers and PE students about the pickleball's acceptability.

The descriptive statistics pertained to the profile variables of the two groups of respondents, the PE teachers and PE students; the mean analyzed the level of acceptability, guided by the 4-point Likert scale as 4=Highly Accepted to 1- Poorly Accepted. Inferential statistics such as Analysis of Variances was also done to compare the means to determine if any statistical differences exist, Reject the null hypothesis if p- value ≤ 0.05 and Accept the null hypothesis if p- value ≥ 0.05 .

The study was conducted in selected public and private HEIs from the three major islands in the Philippines: Luzon, Visayas, and Mindanao where pickleball has already been introduced; involved 30 PE teacher and 280 PE student, total of 310 respondents. The respondents were

selected through multistage sampling. The two groups of respondents were divided into clusters based on geographic such as island, then HEIs. After clustering, the respondents were randomly selected obtaining the sample size of 30 PE teachers and 280 PE students. This method was conducted among the HEIs of the three geographic islands in the country. Randomization was employed so that each respondent within each cluster is a representative of the total respondents.

RESULTS AND DISCUSSIONS

1. Profile Variables of the Respondents

Table 1: Profile Variables of the Respondents

		PE Teachers		PE Students	
		Frequency (<i>f</i>)	Percentage (%)	Frequency (<i>f</i>)	Percentage (%)
Gender	Male	19	63.33	64	22.86
	Female	11	36.67	195	69.64
	LGBTQ+			21	7.50
	Total	30	100.00	280	100.00
Age	15-19 years old			95	33.93
	20-24 years old			179	63.93
	25-29 years old	6	20.00	3	1.07
	30-34 years old	5	16.67	3	1.07
	35-39 years old	8	26.67		
	45-49 years old	4	13.33		
	50-54 years old	4	13.33		
	55-59 years old	2	6.67		
	60-64 years old	1	3.33		
Total	30	100.00	280	100.00	
Sports Engaged In	Table tennis	1	3.33	19	6.79
	Tennis			14	5.00
	Badminton	9	30.00	85	30.36
	Others	20	66.67	162	57.86
	Total	30	100.00	280	100.00
Readiness to adapt the new sports	Yes	30	100.00	266	95.00
	No			14	5.00
	Total	30	100.00	280	100.00

The results show that majority of the PE teachers are male with 19 or 63.33%, while the majority of the PE students are female with 195 or 69.64%.

Majority of the PE teachers' age range from 35-39 years old with 8 or 26.67, while the majority of the PE students' age is from 20-24 years old with 179 or 63.93%.

Majority of the PE teachers and PE students are engaged in other sports rather than racket sports with 20 or 66.67%, and with 162 or 57.86%. Both PE teachers and PE students are ready to adapt the new sports with 30 or 100%, and with 266 or 95%.

2. Respondent’s Level of Acceptability of the Pickleball Sports as the New Sports

Table 2: Descriptive Analysis on the Respondent’s Level of Acceptability of the Pickleball Sports’ Game Rules

Game Rules	PE Teachers				PE Students			
	Mean	SD	QI	Rank	Mean	SD	QI	Rank
1. The game rules are easier to pick up even for people with no experience	3.93	0.25	Highly Acceptable	1	3.10	0.82	Acceptable	6
2. The sport can be enjoyed at any level of intensity	3.90	0.31	Highly Acceptable	2.5	3.53	0.64	Highly Acceptable	1
3. The sport does not stress speed and has few restrictions on the court	3.63	0.56	Highly Acceptable	7	3.17	0.74	Acceptable	5
4. All age groups can play the sport	3.90	0.40	Highly Acceptable	2.5	3.41	0.72	Highly Acceptable	2
5. Rule prohibiting volleying helps to equalize play and reduce overpowering smashes at the net	3.70	0.65	Highly Acceptable	5	3.27	0.68	Highly Acceptable	4
6. The court dimensions do not change for singles or doubles	3.67	0.71	Highly Acceptable	6	3.08	0.79	Acceptable	7
7. Serving is performed underhand, with the server making contact with the ball below the waist.	3.83	0.38	Highly Acceptable	4	3.28	0.76	Highly Acceptable	3
Overall Weighted Mean	3.80	0.47	Highly Acceptable		3.26	0.74	Highly Acceptable	

Table 2 shows that the Pickleball sports’ game rules is highly acceptable by the PE teachers and PE students with an overall weighted mean ($\bar{X}_{PE\ teachers}=3.80$; $\sigma=0.47$) and ($\bar{X}_{PE\ students}=3.26$; $\sigma=0.74$), respectively.

In addition, the PE teachers assessed highly acceptable all the statement indicators wherein “The game rules are easier to pick up even for people with no experience” with the highest mean ($\bar{X}_{PE\ teachers}=3.93$; $\sigma=0.25$) ranks 1st, and that “The sport does not stress speed and has few restrictions on the court” with the lowest mean ($\bar{X}_{PE\ teachers}=3.63$; $\sigma=0.56$) ranks 7th. On the other hand, the PE students assessed the following indicators to be highly acceptable “The sport can be enjoyed at any level of intensity” with the highest mean ($\bar{X}_{PE\ students}=3.53$; $\sigma=0.64$) ranks 1st, and assessed acceptable that “The court dimensions do not change for singles or doubles” with the lowest mean ($\bar{X}_{PE\ students}=3.08$; $\sigma=0.79$) ranks 7th.

Table 3: Descriptive Analysis on the Respondent’s Level of Acceptability of the Pickleball Sports’ Sports Injuries

Sports Injuries	PE Teachers				PE Students			
	Mean	SD	QI	Rank	Mean	SD	QI	Rank
1. The game have high demand for quick action and reaction which puts the player at risk of falling	3.27	0.78	<i>Highly Acceptable</i>	1	3.06	0.79	Acceptable	4
2. Sprains, strains, fractures, and contusions mostly associated with the lower extremity can be experienced during the game	2.93	0.87	Acceptable	7	3.17	0.71	<i>Acceptable</i>	1
3. Most recorded injuries in playing pickleball were acute such as bruises or sore muscles	2.97	1.00	Acceptable	5	3.13	0.72	Acceptable	2
4. Lumbar muscle strains are often associated with forward bending and repetitive trunk rotation while striking the ball, which can be experienced in pickleball	3.03	0.85	Acceptable	3	3.04	0.73	<i>Acceptable</i>	6.5
5. Flexor and extensor tendon strain at the wrist injuries can develop in the upper extremity	2.97	0.93	Acceptable	5	3.05	0.66	Acceptable	5
6. The proper ball-striking form can limit overuse injuries associated with repeated ball striking	3.20	0.92	Acceptable	2	3.11	0.73	Acceptable	3
7. Chronic injuries of Pickleball players from overuse or repetitive pounding on the hard playing surface	2.97	1.00	Acceptable	5	3.04	0.72	<i>Acceptable</i>	6.5
Overall Weighted Mean	3.05	0.91	Acceptable		3.08	0.72	Acceptable	

Table 3 shows that the Pickleball sports’ sports injuries is accepted by the PE teachers and PE students with an overall weighted mean ($\bar{X}_{PE\ teachers}=3.05$; $\sigma=0.91$) and ($\bar{X}_{PE\ students}=3.08$; $\sigma=0.72$), respectively.

However, the PE teachers assessed highly acceptable on the statement indicator “The game have high demand for quick action and reaction which puts the player at risk of falling” with

the highest mean ($\bar{X}_{PE\ teachers}=3.27$; $\sigma=0.78$) ranks 1st, while assessed acceptable that “Sprains, strains, fractures, and contusions mostly associated with the lower extremity can be experienced during the game” with the lowest mean ($\bar{X}_{PE\ teachers}=2.93$; $\sigma=0.87$) ranks 7th. In terms of the Level of Acceptability of the Pickleball Sports’ Sports Injuries, the following indicators were assessed to be acceptable “Sprains, strains, fractures, and contusions mostly associated with the lower extremity can be experienced during the game” with the highest mean ($\bar{X}_{PE\ students}=3.17$; $\sigma=0.71$) ranks 1st. They also assessed acceptable that “Chronic injuries of Pickleball players from overuse or repetitive pounding on the hard playing surface” and that “Lumbar muscle strains are often associated with forward bending and repetitive trunk rotation while striking the ball, which can be experienced in pickleball” with the lowest means ($\bar{X}_{PE\ students}=3.04$; $\sigma=0.73, 0.72$) ranks last.

Table 4: Descriptive Analysis on the Respondent’s Level of Acceptability of the Pickleball Sports’ Sports Equipment and Facilities

Sports Equipment and Facilities	PE Teachers				PE Students			
	Mean	SD	QI	Rank	Mean	SD	QI	Rank
1. The equipment is simple and not costly	3.53	0.63	<i>Highly Acceptable</i>	6.5	3.23	0.67	<i>Acceptable</i>	7
2. The sport is very accessible due to its economical and portable equipment	3.53	0.57	<i>Highly Acceptable</i>	6.5	3.32	0.66	Highly Acceptable	5
3. The sport is played on a court that resembles a tennis court with the dimensions of a badminton court	3.80	0.41	Highly Acceptable	3.5	3.48	0.63	Highly Acceptable	3
4. The sport’s small court allows younger players or those with varying degrees of mobility to participate	3.87	0.35	Highly Acceptable	2	3.31	0.70	Highly Acceptable	6
5. The paddle is similar to a ping pong paddle in that it is solid and easily maneuverable with a turn of the wrist	3.67	0.71	Highly Acceptable	5	3.41	0.67	Highly Acceptable	4
6. The playing areas need to be clean and tidy	3.80	0.61	Highly Acceptable	3.5	3.56	0.61	Highly Acceptable	2
7. The player should have properly fitting shoes to avoid injuries	3.93	0.25	<i>Highly Acceptable</i>	1	3.62	0.57	<i>Highly Acceptable</i>	1
Overall Weighted Mean	3.73	0.50	Highly Acceptable		3.42	0.64	Highly Acceptable	

Table 4 shows that the Pickleball sports’ sports equipment and facilities is highly acceptable by the PE teachers and PE students with an overall weighted mean ($\bar{X}_{PE\ teachers}=3.73$; $\sigma=0.50$) and

($\bar{X}_{PE\ students}=3.42$; $\sigma=0.64$), respectively.

The PE teachers assessed highly acceptable in all statement indicators, and both, the PE teachers and PE students assessed highly acceptable the statement indicator that “The player should have properly fitting shoes to avoid injuries” with the highest mean ($\bar{X}_{PE\ teachers}=3.93$; $\sigma=0.25$) ranks 1st and ($\bar{X}_{PE\ students}=3.62$; $\sigma=0.57$) ranks 1st. Furthermore, the PE teachers assessed highly acceptable that “The sport is very accessible due to its economical and portable equipment” with the lowest mean ($\bar{X}_{PE\ teachers}=3.53$; $\sigma=0.63$); and also they both assessed that “The equipment is simple and not costly” with the lowest means ($\bar{X}_{PE\ teachers}=3.53$; $\sigma=0.57$) and ($\bar{X}_{PE\ students}=3.23$; $\sigma=0.67$) last in rank, respectively.

3. Test of Significant Difference on the Assessment of the Respondent’s Level of Acceptability of the Pickleball Sports according to their Profile Variables

Table 5: Difference on the Assessment of the Respondent’s Level of Acceptability of the Pickleball Sports’ Game Rules as to Profile Variables

Sources of Variation	PE Teachers			PE Students		
	<i>F</i>	<i>p-value</i>	<i>Decision</i>	<i>F</i>	<i>p-value</i>	<i>Decision</i>
Gender	2.370	0.135	Accept Ho Not Significant	2.527	0.082	Accept Ho Not Significant
Age	2.288	0.075	Accept Ho Not Significant	2.896	0.001	Reject Ho Significant
Sports Engage	3.035	0.065	Accept Ho Not Significant	1.446	0.230	Accept Ho Not Significant
Readiness to adapt the new sport	<i>There are fewer than two groups for dependent variable games. No statistics are computed</i>			10.222	0.002	Reject Ho Significant

Table 5 shows the test values of PE teachers and PE students. The PE teacher’s computed value for gender (p-value=0.135), age (p-value=0.075), and sports engage (p-value=0.065) are greater than > the 0.05 alpha level of significance, hence, the null hypothesis is accepted, therefore, there is no significant difference on the PE teacher’s level of acceptability in terms of pickleball sports’ game rules.

On the other hand, the PE student’s computed value for age (p-value=0.001) and readiness to adapt the new sports (p-value=0.002) are less than < the 0.05 alpha level of significance, hence, the null hypothesis is rejected, therefore, there is a significant difference on the PE student’s level of acceptability of the pickleball sports’ game rules. While the computed value of gender (p-value=0.082) and sports engage (p-value=0.230) are greater than > the 0.05 alpha level of significance, hence, failed to reject the null hypothesis, therefore, there is no significant difference.

Table 6: Difference on the Assessment of the Respondent’s Level of Acceptability of the Pickleball Sports’ Sports Injuries as to Profile Variables

Sources of Variations	PE Teachers			PE Students		
	<i>F</i>	<i>p-value</i>	<i>Decision</i>	<i>F</i>	<i>p-value</i>	<i>Decision</i>
Gender	.008	.928	Accept Ho Not Significant	1.133	.323	Accept Ho Not Significant
Age	.747	.717	Accept Ho Not Significant	2.837	.001	Reject Ho Significant
Sports Engage	.069	.934	Accept Ho Not Significant	2.940	.034	Reject Ho Significant
Readiness to adapt the new sport	<i>There are fewer than two groups for dependent variable injuries. No statistics are computed</i>			1.159	.283	Accept Ho Not Significant

Table 6 shows the test values of PE teachers and PE students. The PE teacher’s computed value for gender (p-value=0.928), age (p-value=0.717), and sports engage (p-value=0.934) are greater than > the 0.05 alpha level of significance, hence, the null hypothesis is accepted, therefore, there is no significant difference on the PE teacher’s level of acceptability in terms of pickleball sports’ sports injuries. On the other hand, the PE student’s computed value for age (p-value=0.001) and sports engage (p-value=0.034) are less than < the 0.05 alpha level of significance, hence, the null hypothesis is rejected, therefore, there is a significant difference on the PE student’s level of acceptability of the pickleball sports’ sports injuries. Moreover, the computed value of gender (p-value=0.323) and readiness to adapt the new sports (p-value=0.283) are greater than > the 0.05 alpha level of significance, hence, the null hypothesis is accepted, therefore, there is no significant difference.

Table 7: Difference on the Assessment of the Respondent’s Level of Acceptability of the Pickleball Sports’ Sports Equipment and Facilities as to Profile Variables

Sources of Variation	PE Teachers			PE Students		
	<i>F</i>	<i>p-value</i>	<i>Decision</i>	<i>F</i>	<i>p-value</i>	<i>Decision</i>
Gender	.653	.426	Accept Ho Not Significant	2.845	.060	Accept Ho Not Significant
Age	2.520	.054	Accept Ho Not Significant	1.380	.175	Accept Ho Not Significant
Sports Engage	.624	.544	Accept Ho Not Significant	.363	.779	Accept Ho Not Significant
Readiness to adapt the new sport	<i>There are fewer than two groups for dependent variable equipment. No statistics are computed</i>			1.159	.283	Accept Ho Not Significant

Table 7 shows the test values of PE teachers and PE students. The two groups of respondents’ computed value for gender (p-value_{PE teachers}=0.426; p-value_{PE students}=0.060), age (p-value_{PE teachers}=0.054; p-value_{PE students}=0.175), sports engage (p-value_{PE teachers}=0.544; p-value_{PE students}=0.779), and readiness to adapt the new sports (p-value_{PE students}=0.283) are greater than > the 0.05 alpha level of significance, hence, the null hypothesis is accepted, therefore, there is no significant difference on the PE teacher’s and PE student’ level of acceptability in terms of pickleball sports’ sports equipment and facilities.

Proposed Plans/Programs for the Acceptability of Pickleball Sport

Plans/ Programs	Objectives	Key Result Area	Program Activities	Key Performance Indices	Performance Target	Key Personnel	Budgetary Requirement
Acceptability Plans/ Programs	Objective 1: To create an intensive collaboration for information dissemination of the pickleball sport to different HEIs	> Signed Memorandum between parties involved	> Preparation of intent letter and responding to invitations to conduct sports clinic for pickleball	> Theory introduction and skills application	> Collaborative program in introducing the sport evidenced by a signed MOA between parties > Disseminated the sports to target participants > Participation in pickleball sports demonstration, playing the sports in accordance to the proper rules, equipment and facilities	> Philippine Professional Pickleball Association (PPA); HEIs, LGUs, Sports Associations	> P30,000
	Objective 2: To conduct a skills training and enhancement program after the information dissemination	> Certified coaches > Pickleball players	> Conduct a Coaching Certification Course for Pickleball Sports to participants from HEIs, both private and public > Conduct a Sports Clinic for Pickleball to other HEIs, LGUs, and Sports Association in the Philippines	> Skills application and implementation of the sport to coaches and educators > Grassroots skills developments	> Enlighten the participants' understanding regarding the application of game rules, sports- related injuries, and equipment and facilities > Development of mini tournament participated by grassroots player, coaches, and educators from academe, LGUs community, and sports associations	> Philippine Professional Pickleball Association (PPA); HEIs, LGUs, Sports Associations	> P40,000

CONCLUSIONS

The pickleball sports is a promising sport since it has a great acceptance from the PE teachers and PE students.

RECOMMENDATIONS

Given that the two groups of respondents highly accepted the pickleball sports, an intensive collaboration for information dissemination to different HEIs would be created, followed by the conduct of skills training and enhancement program, including the following:

- a. Coaching Certification Course for Pickleball Sports may be conducted to these HEIs for skills application and implementation. The conduct of this Coaching Certification Course to the two groups of respondents can enlighten their understanding regarding the sports-related injuries.
- b. Sports Clinic for Pickleball may also be conducted to other HEIs, LGUs, and Sports Association in the Philippines for grassroots developments.

References

- 1) Chang, C.H. (2018). Feasibility Assessment of Introducing Pickleball to Older Adults. Master's Thesis, Department of Leisure and Recreation Management, Asia University, Taichung City, China.
- 2) Forrester, MB. (2020). Pickleball-Related Injuries Treated in Emergency Departments. *J Emerg Med.* 58(2):275-279.
- 3) Greiner, N. (2019). Pickleball: Injury considerations in an increasingly popular sport. *Mo. Med.*, 116, 488–491.
- 4) Hsu, F.C., Lu, C.T., & Wang, L.L. (2018). Exploring Pickleball Participation and Acceptance of Older Adults in Taiwan. *J. Gerontechnol. Serv. Manag.*, 6, 389–400.
- 5) Leo, S., Jun, Y., Nan, J., Kyn-Tore, H., & Eun-Cheol, P. (2016). The relationship between sports facilities and accessibility and physical activity among Korean adults. *British Medical Council Public Health*, 1, 893.
- 6) Oja P, Kelly P, Pedisic Z, et al. (2017). Associations of specific types of sports and exercise with all-cause and cardiovascular-disease mortality: a cohort study of 80 306 British adults. *Br J Sports Med.* 51(10):812-817.
- 7) Quail, M.T. (2019). Caring for patients with pickleball injuries. *Nursing*, 49, 16–17.
- 8) Ryu, J., Yang, H., Kim, A.C.H., Kim, K.M., Heo, J. (2018). Understanding pickleball as a new leisure pursuit among older adults. *Educ.Gerontol.* 44, 128–138.
- 9) USA Pickleball Association (2021). History of the Game. Available online: <https://www.usapa.org/history-of-the-game/>.
- 10) Walton-Mouw, R., McCall, S.L., Polascik, M., & Powers, R. (2021). Physical Risk and Benefits Associated with Pickleball in Active Aging Adults. *Interprofessional Journal of Healthcare and Research* Volume 1 Issue 2, 2021, 74-85.