

Beyond Boarding: Health Promotion and Injury Prevention Practices of Selected Skateboarders in Angeles City

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As a major physical activity, skateboarding has higher risks of injury than most traditional sports because of its dangerous nature. Thus, there is a need to develop and provide a comprehensive discourse for health promotion and injury prevention practices among skateboarders. This study describes the concept of health promotion and injury prevention practices of selected skateboarders in Angeles City. To contextualize this, the study employed the qualitative-descriptive method. Through participants' narratives, a descriptive-exploratory approach was initiated by means of in-depth interviews and field observations. The sampling technique used is snowball sampling drawn from known skateboarders within Angeles City. After interviewing four (4) participants, data were analyzed using Manual Qualitative Analysis through Categorization, Coding, and Thematic Analyses. Major findings implicate that skateboarding is an extreme sport where the majority of dimensions dominating the sports are mostly cognitive and social. Several aspects in these dimensions need to be highlighted and emphasized as part of the discourse on extreme sports and include them into the formulation of health promotion and injury prevention practices among such sports studies to contextualize the nature of skateboarding as a sport.

Keywords: skateboarding, injury prevention, extreme sports, health promotion

Introduction

Extreme sports are known to be fun and exciting yet dangerous because they contain speed, height and high level of physical training (Native English, 2019). Currently, there are popular extreme sports which include skateboarding, mountaineering, hang-gliding, paragliding, free diving, surfing, skydiving, extreme hiking, mountain biking snowboarding, and ATV (All-Terrain Vehicle) riding (Laver, Pengas & Mei-Dan, 2017).

However, extreme sports like skateboarding, climbing, mountain biking, skiing, snowboarding, sky diving and surfing have higher risks of injury than most traditional sports because of their dangerous nature, environmental element, and the lack of access to medical care that may result to a traumatic injury, loss of blood and, in worst case, death (BandGrip, 2019).

In addition, in doing extreme sports there is a high possibility of injuries that can be acquired by the players. The three most dangerous sports in terms of head and neck injury were skateboarding, snowboarding, and skiing which gained about the highest risk of skull fracture. Reports show that in the period between 2000 and 2010, the head and neck injuries continue to increase in the number of 34,065 to 40,042 while the players participate in extreme sports (Rowe Neurology Institute, 2019).

In a similar manner, according to the study of Sharma, et al. (2015), there are over four million injuries in extreme sports and most injuries fall in skateboarding between 2000 and 2011, wherein 11.3% were head and neck injuries; among these injuries, 83% were head injuries and

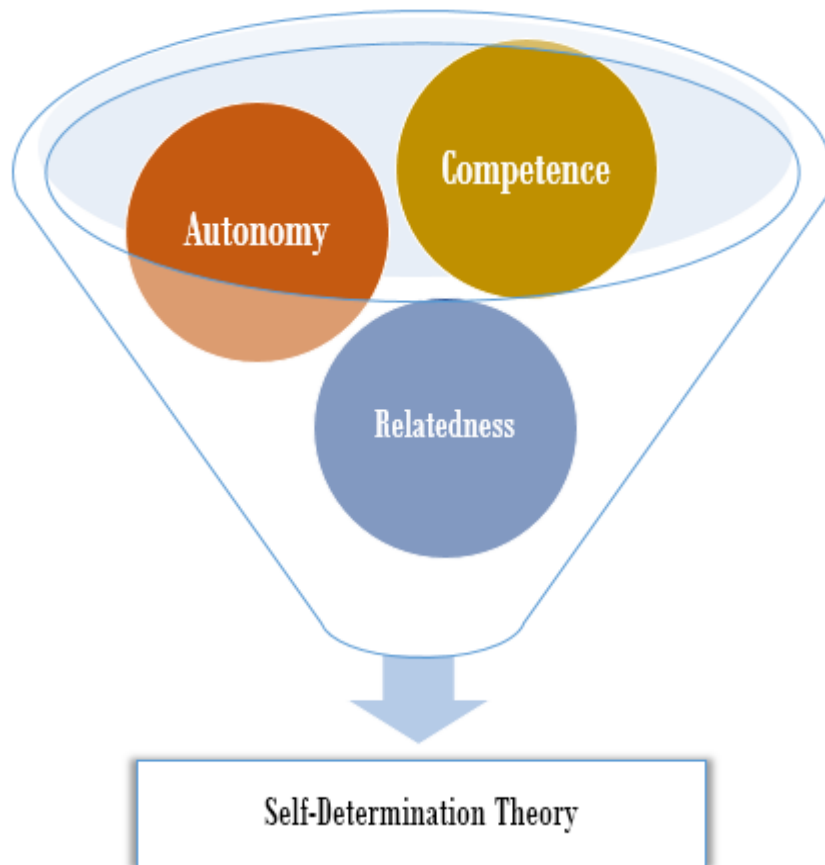
17% were neck injuries. The four sports with the highest total rate of head and neck injuries were skateboarding (129,600), snowboarding (97,527), skiing (83,313), and motocross (78,236). It was found out that the severe head and neck injuries were cervical or skull fracture. Of all the four extreme sports mentioned, skateboarding had the highest percentage of severe head and neck injuries. Skateboarding is a sportactivity in which an individual rides on a short, narrow board with two small wheels attached to the bottom at each end of the board. Skateboarders ride on this apparatus to perform tricks including jumps, flips and mid-air spins (Tokyo2020, 2020).

Studies show that skateboarders are prone to injuries since more than 25,000 people are treated in hospital emergency rooms each year because of skateboarding. It shows that six out of 10 children under the age of 15 years old involved in skateboarding result to having some types of injuries such as sprains, fractures (head, knee, and leg), contusions, abrasions, and even death (U.S. Consumer Product Safety Commission as cited by Reuters, 2018).

Due to the evidence above it is well established that skateboarding is an extreme sport which leads to numerous injuries. For that matter, there is a need to conduct this study to understand how skateboarding can be a possible key to be used as strategy in promoting one's health. Afterwards there is a need to investigate if it is possible to identify common types of injuries that skateboarders experience and to understand how skateboarders prevent themselves from getting injuries in playing skateboard. This study would be beneficial in Physical Education to serve as a proper guide and reference about health promotion strategies and injury prevention about skateboarding especially if skateboarding is added in the future school events.

In order to understand the dynamics of skateboarding and its consequences, this study aims to describe the concept of health promotion and injury prevention practices of selected skateboarders in Angeles City. It determined the respondents' demographic profile and skateboarding histories, perceived health promotion measures, and injury prevention practices, and their implication to health education. Specifically, the following questions were answered:

1. What are the participants' perceptions on health promotion and injury prevention practices?
2. What are the skateboarders prevailing wellness dimensions as evidenced by their health promotion and injury prevention practices?
3. What is the implication of the results of the study in Physical Education and sports?



Self-Determination Theory by Ryan and Deci (2000) is a theory of motivation that addresses the issue of two motivations, which are the extrinsic motivation and intrinsic motivation. There are three innate psychological needs that people have, namely: competence, relatedness, and autonomy. If these three universal needs are met, then people will function and develop excellently. To accomplish their acquired potential, the society needs to foster these needs.

In this research, SDT theory was used to determine the psychological needs of the participants. With this theory, the researchers identified the reasons behind why the respondents are motivated to do skateboarding. In relatedness, the participants want to interact with others. Even if they don't have the skills and are new to skateboarding but with the accompaniment of the other skateboarders, they will develop and grow and learn new types of skills. They are motivated to pursue their career and be part of the community. For the autonomy, majority of our participants still want to pursue their skateboarding career and go to the skate park or their location without the consent or help of the others (Family, Friends, etc.). Even if they are motivated by others, it still up to them if they are going to skate or not.

Lastly, for the competence, participants showcase their skills in competitions. Their level of competency is developing and is higher when the environment is more challenging. They see this as a motivation for them to be able to perform a certain stunt or skill in front of many people and other competitors. They can also have the mastery of their skills when they are practicing in some obstacles that are available in the environment.

Methodology

The study employed the qualitative-descriptive method because the researcher gathered data through interviews, observation of the respondents, and narration of their experiences. The researchers were able to immerse and conduct an ocular visit for two (2) to three (3) weeks on each participant. Data were collected through photography and audio taped interviews. Through participants' narratives, a descriptive-exploratory approach was initiated by means of in-depth interviews. The sampling technique used is snowball sampling drawn from known skateboarders within Angeles City. The selection criteria are as follows:

- Must be bona fide members of any skateboarding club within Angeles City
- Must have joined or prepares to join a skateboarding competition
- Must be aged 18 years old and above.

Furthermore, this study did not measure any biometrical information such as height, weight, blood pressure, and the like. Skateboarders aged 17 years old and below were not included. A semi-structured questionnaire was developed by the researchers through intensive literature search. The developed questionnaire was then submitted for peer review, expert validation, and psychometrician review. The interview guide consisted of two (2) parts: demographics and experiences on skateboarding. In demographics, the researcher included: age, sex, educational attainment, and status. The second part of the interview was used for their experiences and history in skateboarding.

In order to better facilitate a reliable questionnaire, the researchers conducted the pilot testing on February 2019 among skateboarders in Nepo Mall area in Angeles City. A group of five (5) skateboarders were asked to participate in the pilot testing since the targeted participants had the same characteristics with that of their targeted population. After given the permission, the researchers explained the purpose of the study to the selected participants who corresponded to their criteria. After processing the results of the pilot test, the developed questionnaire was then improved. It is needed to point out any complications with the intended questions, instances where items are not clear, formatting, and other error issues.

The final data gathering was conducted between March 23 and April 07, 2019. Prior to this, the researchers were able to identify targeted participants through the immersion and observation prior to that week. After gaining trust, the targeted participants were then informed about the objectives and intent of the study. To contextualize the narratives of the participants, the following are their biographical sketches:

SB1

Participant 1 is a 27-year-old skateboarder from Baguio City who pursues and continues his skateboarding career here in Angeles City and is a call center agent at night for more than a year. When he was in Grade 2, a sudden realization came up to him and from there his 11 years of skateboarding started. His family especially his mom didn't want him to skate but when he was in Grade 6, her mom who did not want him to do skateboarding, bought him a deck/skateboard. He has a lot of experiences on his career but the most unforgettable moment for him is when he had an accident during their hitch hiking in La Union. That did not stop him to skate. An injury occurred when they were filming for their clothing line; he had to do a trick but unfortunately he didn't land safely, got his ankle discolated and fractured his fibula. After six months, instead of one year, he proceeded to skate aggressively. He didn't want to be a handicap even though he was advised by his doctor to rest for a year. His obsession in skateboarding helps him to conquer fear and the negativity.

SB2

Participant 2 is a 27-year-old, high school graduate, unemployed, and has 12 years of experience in skateboarding and started his career in 2007 at the age of 15 years old. He was influenced by a video game because it was "cool" and by his high school classmate. He gains joy and happiness when he's with his friends. He pursues his career and continues it because he meets new type of friends. The equipment (skateboard) he uses was given or "sponsored" by his friends and if he had an allowance, he buys his own. His family was against his skateboarding. They told him to stop because he would get hurt, but after a year or two, they let him do what he wants. He also wants to be with his high school friend again if he had the chance after being separated in 2014 because his friend applied in the U.S. Army. He prepares or starts his day by reading a Bible verse and then continues what he has to do. He dedicates his skateboarding to God and doesn't want to be boastful about it. He is also willing to help others who aspire to be skateboarders someday.

SB3

Participant 3 is an 18-year-old, high school undergraduate, unemployed and has one year and three months of experience in skateboarding. He first learned skateboarding with his cousin who took him to Astro Park where he started his admiration to skateboarding. He also tried basketball but unfortunately he lost his nails in that sport so he no longer played basketball. His best skateboarding experience is when he won in a competition; he defeated the most favorable player in that competition. Prior to that game, he had a fight with his mother who forgot to wake him up early for the game. The first trick he learned was the front side 180; it was the 180-degree turnaround. He learned that in just a few hours. His mother opposed his skateboarding activity; in fact, there was a time when his mother did not give him money and locked him at home. But no one could stop him. He went to his father to ask for money. Three months ago, he got an injury in his chin because his board got thrown into his chin so he washed it and put coffee in the bruised area. He also has a sideline for extra income like watching over an internet shop and closing and opening a store in a night market.

SB4

Participant 4 is a Filipino-Black American, 20-year-old, lives at City of San Fernando, Pampanga, has eight years of experience in skateboarding, and is a graduating BS Entrepreneurship student at Angeles University Foundation. His skateboarding career started with the influence of the school janitor at the park. He tried skateboarding because he thought this sport is really enjoyable. He really enjoyed playing skateboarding because there is good friendship and community shaping. He also participates in various competitions throughout the Philippines; he can hardly count the competitions he has joined. Because of the different competitions he had a big opportunity to have a sponsor at the Malachi Shop and Caliz Skate Shop for almost four (4) years. He retreated from the scene because he got into college. Her mother is very supportive of his chosen career. He has two (2) siblings: his sister and his U.S. Army brother. The first trick he learned was ollie taught by his friends. There's a trick that he did not get so he quit skateboarding for a month. He went to basketball and tried other sports like riding BMX. Now he is no longer joining competition just like in the past. He has new thing to do now – wake skating at Decawake Skate Park. When he got fractured arms, his friend took him to the hospital where they put steel in the injured area. The incident brought him to physical

therapy. He says skateboarding needs to be given attention, and the government must provide skateboarders with the help of skate parks to improve their skills.

Table 1. Demographic information of the participants

Participants Code	Age	Sex	Educational Attainment	Status
SB1	27	Male	College Degree (Multi-media Arts)	Worker (Call Center Agent)
SB2	27	Male	High school Graduate	Unemployed
SB3	18	Male	Undergraduate (Grade 7)	Unemployed
SB4	20	Male	College (Entrepreneur)	Student (Graduating)

After interviewing four participants, the researchers decided to stop the recruitment due to data saturation. Data were analyzed using Manual Qualitative Analysis through Categorization, Coding, and Thematic Analyses. Qualitative Data Analysis (QDA) is the process of analyzing data through explaining, interpreting and understanding. Thematic Analysis is a process of obtaining information through semi-structured interviews that were transcribed. Producing category and sub category from information obtained on transcribed data, key quotes have been highlighted, coded and sorted into themes.

In analyzing the data from the participants, the first step is to prepare the data for analysis. In this step the researchers converted the voice recording from the participants' interviews into interview transcription. The second step is to chunk the transcribed data into codes and explore the data. This step consists of reading with the transcription to get the general data and narrow the information into themes to become units of analysis. The third step is to develop categories by looking into the predominant characteristic of given units to determine the categories (Health, Injury Prevention Practices and Another Factor/s). Each category has its own sub-categories; these sub-categories were based on the codes then prepared for coding list. The next step is to classify each code to the sub-categories they belong and interpret the coded data. The last step is to interpret and present the finding in each table.

As this study aims to describe the concept of health promotion and injury prevention practices of selected skateboarders in Angeles City, the following assumptions were proven by the researchers:

- There are some certain ways in preventing injuries (Gavin, 2015).
- There are different types of health development in every member / group of skateboarders (Malm, Jakobsson, & Isaksson, 2019).
- There are different perspectives in dealing with injury (Orthoinfo, 2020).

Results and Discussion

The table shows the participants' background and history in skateboarding. In this table are the following: number of years they skate, age they started in skateboarding, level of proficiency (*Amateur* for those who don't have sponsor/s yet and have joined join local

competition/ *Professional* for those who have sponsors and have joined different skateboarding local competitions), and their first trick learned.

Table 2. Background and history in skateboarding

Participants Code	Number of years they skate	Age started	Amateur/ Professional	First trick	Influencer
SB1	11	16	Amateur (Class B)	Ollie	Skate Videos
SB2	12	15	Amateur (Class B)	Old school trick	Video Game, High school Friend
SB3	1 year and 3 months	17	Amateur (Class B)	Front side 180	Cousin
SB4	8	12	Professional (Class A)	Ollie	School Janitor

Table 2 shows the different influences of the participants in starting skateboarding. Watching skateboarding in the net influenced SB1 while SB2 was influenced by skateboarding video games and by his high school friend. SB3 was influenced by his cousin who let him watch him and SB4 was influenced by a school janitor who taught him how to ride skateboard. In the study of Slee (2011), It was said that skate videos, video game, high school friend, cousin and school janitor who can influence skateboarders but also the place where they can play. Some kids get influenced to do skateboarding by free public skate parks near their places. In instances when these near parks are closed, tehey are forced to explore other areas, meeting other people who share the same passion.

The table below shows the participants' injuries acquired during skateboarding. Three participants experienced ankle sprain. This indicates that the common injury that the skateboarders acquire is ankle sprain. Dislocated ankle, fractured fibula, locked shoulder, sprain, bruises, sprain elbow, sprain wrist, chunk of chin, and broken bone in right arm are other injuries that skateboarders acquire during skateboarding. As stated in the study of Hunter (2012), majority of injuries affect young males and most injuries are acutely suffered, and the most commonly affected body parts were the ankle, wrist, forearm and lower leg. Ankle is the most commonly affected area for injury usually caused by loss of balance leading to a fall or in more recent times caused by a failed trick.

Table 3. Common injuries acquired during skateboarding

Injury
Dis-located Ankle, Fracture Fibula, Ankle Sprain,
Locked Shoulder, Sprain, Bruises, Sprain elbow, Sprain wrist
Ankle Sprain

Ankle Sprain, Chunk of Chin
Broken Bone in Right Arm

Table 4 shows the participants' pre and post exhibition activities in skateboarding. This table identifies the daily practices of skateboarders, before and after they skate. SB1 goes to work and does warm up first before he skates and. SB2 sets up the obstacles that they use and does warm up before he skates. SB3 watches different skate videos in the computer shop before he skates; his stretching is also playing his skateboard. SB4 goes first to school and does some normal exercise and warm up before he skates. Three participants drink alcohol and use cigarettes with friends after doing skateboarding, and only one (1) goes home after doing skateboarding. As mentioned in the study of Andres (2015), before beginning to play skateboarding players need to stretch in order to keep the body in condition and also to loosen up the muscles and joints.

Table 4. Pre and post exhibition activities in skateboarding

Participants Code	Pre-Exhibition Activity	Post Exhibition Activity
SB1	Goes to work, warms up	Drinks alcohol and uses cigarettes with friends
SB2	Sets up the obstacles, warms up	Goes home
SB3	Watches different skate videos, playing skateboard is also the stretching	Drinks alcohol and uses cigarettes with friends
SB4	going to school, normal Exercises, warms up	drink alcohol and used Use Use cigarettes with friends

Table 5 shows the participants' health practices and identifies the first aid practices that the participants observe. SB1 has a different way of curing his injuries. When he has a serious injury, he immediately seeks doctor's attention, drinks alcohol and uses cigarettes. When he has sprain, he eventually does hot and cold compress or ice bath. SB2 does walking and moves his sprained ankle to lessen the pain of the injury. SB3 has different belief on how to cure his injury. When he has a sprained ankle, he immediately does hot and cold compress and moves it to lessen the pain. When he has a serious injury (such as chunk of chin) he drinks alcohol, washes the affected area and put coffee in it. SB4 immediately seeks doctor's advice if he has any injury. It was noted by Cave (2019) that when skateboarders get injured, the first action they take is based on the severity of the injury. When the injury is severe, skateboarders seek help from medical professionals and do first aid practices while in some mild injuries they apply self-medication to reduce the pain. On the other hand, skateboarders who suffer internal injuries seek medical professional for diagnosis.

Table 5. Health practices

First Aid
Seek Doctor and Mobilization (Drink Alcohol and used Cigarettes, Hot and Cold Compress, Ice Bath)
Mobilization (Walked and Played)
Seek Doctor and Mobilization (Played, Drink Alcohol, washed then put Coffee, Hot and Cold Compress)
Seek Doctor

Prevailing Wellness Dimensions

Table 6 shows the social wellness dimension. Under this sub-category are the following codes: uncertain, influencer, family role, family conflict, giving back, effective communication, relational aspect, bonding with friends, social skills, cultural diversity, peer support, family value, self-image, family support, perception, meeting other people, building a good relationship, independent living, reason behind passion, not following the trends, incentives, perspective, reason to skate, mentoring, good relationship, dealing with others, treatment, perception towards the influencer and best experience.

Family value has the highest impact among skateboarders in terms of their social wellness. Social wellness is the relationships that every person has and pertains on he/she interacts with others. It involves building healthy and supportive relationships as well as giving open connection with people around (Advantage Care Health Centers, 2018). In an article by Rennie (2008), it was said that parents guide their children skate by giving them knowledge on how to use safety gears and allowing them to do tricks while watching them. It gives children a sense of worth or value from their parents and it brings more focus to them to play skateboarding.

Table 6. Social wellness among skateboarders

Codes	Meaning Units
Uncertain	"Hindi ko alam 'yung gagawin ko na 'yung pang sarili ko ganun". (SB2) "Hindi ko alam 'yung sasabihin sa ganun. Maski sa sarili ko hindi ko masabi kung paano". (SB3)
Influencer	"Siguro 'yung mga kaklase ko noong elementary na hanggang ngayon nagsskate pa sila" (SB1) "May mga music din 'yun, ewan ko parang music-related din masasabi ko mahilig din ako sa music". (SB1) "Parang 'nung nagkaroon ako ng mga kakilala 'non mas matuto't matuto kana papaano gagawin lalo na kapag may nalalaman 'yung iba tao na hindi alam, papaturo ka papaano mo ginagawa ito, paano mo ginagawa 'yan, paano sumasampa ditto ganyan". (SB1) "Meron akong big brother, parang guideline ko na magtutulak sa akin na gawin ko hindi lang para sa sarili ko. 'Yung masasabi siyang proud siya na kahit buddy kami or bestfriend

	<p><i>kami ganyan matutulungan mo siya". (SB2)</i></p> <p><i>"Oo ako naman 'yung nagsusuno sakanya or nag- uudyok sa kanya na gawin natin ulit itong old time". (SB2)</i></p> <p><i>"Sa bahay then nakita nila akong nagsskate board, isa kong kapatid na bunso nagsskate kami or siya dati here and impluwensya naaano ko parin maiipasa ko parin or maibibigay ko parin". (SB2)</i></p> <p><i>"Una kong nalaman 'yung pinsan ko, napapunta ako dito sa Astro". (SB3)</i></p> <p><i>"Tinuruan ko din kasi siyang mag skate. One month ata siyang nagskate pagkatapos 'non nagbukas nga 'yung computer shop dun sa amin. Puro computer na lang, binentako na 'yung set-up niya". (SB3)</i></p> <p><i>"Medyo napagalitan na ako sa papa ko kasi oras na ako pumunta 'don at nalaman niya pa nag-away kami ng mama ko" (SB3)</i></p> <p><i>"Tatambay muna ng computer shop saglit lang at manunuod muna ng iba't-ibang skate videos". (SB3)</i></p> <p><i>"Nameet ko yung janitor sa school namin dito sa isang spot and then kinausap ko siya. Gusto kong matuto 'yun ng skateboard and then 'yun 'dun na nagstart" (SB4)</i></p> <p><i>"'Yung mga friends ko lang pinilit lang. Tara sali tayo sa ganito hindi namin alam kung paano yung rules so nagskate lang kami doon pero mali pala 'yung ginagawa namin". (SB4)</i></p> <p><i>"Then binalik ako ng friend ko". (SB4)</i></p> <p><i>"Isang friend ko pinuntahan ako, nagskate kami ulit. Hindi na ako nagsskate 'non so pinilit niya ako". (SB4)</i></p>
Family Role	<p><i>"Ginising ko na lang 'yung papa ko ng madaling araw, second family kami". (SB3)</i></p>
Family Conflict	<p><i>"Pagkauwi ko 'nung alas dos ng madaling araw, sabi ko sa nanay ko gisingin ako ng alas sais para maaga akong makapunta. Daming sinabi sakin parang narindi ako. Nagbihis ako, 50 pesos na pang kain ko sana, kakain sana ako ng tapsilog sa kanto naming pero pinamasahe ko papunta sa papa ko". (SB3)</i></p> <p><i>"Tinatago nila 'yung skateboard ko sa kapitbahay hanggang sa ginawa ko, 'yung kapitbahay naming, maghapon na din akong naghahanap. Nilusob ko yung kapitbahay naming ng sapilitan kong kinuha. Wala, sapilitang pasok lang din". (SB3)</i></p> <p><i>"Bago ako makapunta doon, nag-away kami ng nanay ko talaga. Sagutan kami, napuno din ako, bihis ako 'non tapos pumunta ako sa papa ko and hindi na ako nakatulog". (SB3)</i></p>
Giving Back	<p><i>"Give your time the way na matulungan din siya na ginagawa ko din sa iba na nabibigyan ko din sila ng oras or panahon. Mostly panahon eh, panahon yan kapag hindi pinagsikapan". (SB2)</i></p>
Effective Communication	<p><i>"It feels like with your friends, na kahit hindi 'yung separated or kahit wala na 'yung kaibigan mo or wala na 'yung mga kaibigan mo, syempre meron kayong connection". (SB2)</i></p>
Relational Aspect	<p><i>"Siya doon siya sa ibang lugar then one-time lang kayo magkikita sa isang spot or isang</i></p>

	<p><i>venue or isang event yung parang masasabi mong okay or hindi 'yung nagclick'. (SB2)</i></p> <p><i>"Meron kaming parang pinag-usapan pero maybe this month or maybe this coming year makikita ko ulit siya". (SB2)</i></p> <p><i>"Dito na lang din ako nagkaroon ng barkada talaga". (SB3)</i></p>
Bonding with Friends	<p><i>"Yung ride along kasama mo sila na hindi lang kayo magpupunta 'don sa mismong specific na lugar kasama mo rin sila sa pagsakay ng bus or jeep ganyan and magkasama kayo 'don 'yung nandun parin yung kwentuhan. 'Yung gagawin mo 'don or the topic 'yung meron pa ring kayong pag-uusapan kahit papano". (SB2)</i></p> <p><i>"Minsan nag hihitch kami, nakikisabay kami kahit may pera ka 'yung mga kaibigan mo walang pera. Gusto nilang pumunta sa isang competition so maghihitch kayo. Gusto mong sumama sakanila kahit may pera ka kasi ayaw mong humiwalay sakanila kasi nandun yung enjoyment so makikisabay ka din maghitch". (SB4)</i></p>
Social Skills	<p><i>"Pinagpatuloy ko siya, masasabi ko mas madami akong nakilalang kaibigan". (SB2)</i></p>
Cultural Diversity	<p><i>"Hindi lang 'yung dumadayo ka pero 'yung habang kahit isang spot madami parin mga kaibigan na pumupunta. Syempre people come then people go". (SB2)</i></p> <p><i>"Masaya, marami ako nakilalang bagong kaibigan, bagong samahan. Masaya din parang hindi nabago ditto inuman ganun". (SB3)</i></p> <p><i>"Yung mga competition ng samahan ng iba't-ibang grupo, mga taga-Baguio, La Union, Pangasinan, Tarlac, lahat iba-iba, may kanya-kanyang grupo 'yan kapag pumupunta sa competition. Nagsasamahan 'yan ganyan kaya sobrang saya, parang hindi lang isang culture yung na-eencounter". (SB4)</i></p>
Peer Support	<p><i>"Kung by the skateboard, binibigay pero hindi 'yung may parang may sponsor yung mga kaibigan". (SB2)</i></p> <p><i>"Nanghihingi sa tropa". (SB3)</i></p>
Family Value	<p><i>"Nag-end sila in a year, syempre bago lang ako. Syempre naiintindihan ko din sila. Pumupunta pa rin ako sa isang lugar, nagpapaalam naman ako at alam naman nila 'yung ginagawa ko. 1 or 2 years medyo against pa rin 'yung mga magulang pero until now hindi naman. Long-term player kana or matagal mo na siyang ginagawa okay naman sakanila". (SB2)</i></p> <p><i>"Hindi ako pinapakain. Oo meron, 'yung ganun kapag pinuputakan ako". (SB3)</i></p> <p><i>"Pagpasok ata ng mama ko, nagtataka siya parang ang tahimik, pagkaakyat niya ng second floor ng bahay naming bukas 'yung dingding. Kung anong nahawakan niya binato niya sakin". (SB3)</i></p> <p><i>"Galit na galit. Papagalitan ako. Hindi pwedeng kumain". (SB3)</i></p> <p><i>"Noong pinakauna dati sa sobrang ayaw nila akong lumabas". (SB3).</i></p> <p><i>"Strikto talaga". (SB3)</i></p> <p><i>"Totoo lang, ayaw akong bigyan ng pera eh. Nalalaman niya ganito nagsskate ako kung saan-saan". (SB3)</i></p>

	<p><i>"Nagpapagising ako ng maaga, pinutakan na ako ng pinutakan ng hindi ko alam". (SB3)</i></p> <p><i>"Gusto kong magskateboard. Pinahirapan ko yun ng 1 week. Pinipilit ko siya and then sabi niya palitan ko kung sa school kung paano ko papakita ko sakanya mga grades ko. Okay naman naachieved naman". (SB4)</i></p> <p><i>"Papa ko". (SB3)</i></p> <p><i>"Pag kapunta namin 'dun, nakatulog naman ako. Walang problema, nakapagpaalam naman ako sa nanay ko, binigyan naman ako kahit papaano. Binisita ko na din yung step father ko. Binigyan din ako ng ate ko, nagulat din ako nagbigay sila". (SB3)</i></p> <p><i>"Kung allowance, pwede naman akong bumili. Hangga't may kailangan or hindi ko kailangan, huwag muna. Kapag meron, meron naman eh". (SB3)</i></p> <p><i>"Nanay ko gusto ipambili ko na lang ng cellphone. Dahil gusto ko ng bagong set, mas pinili ko na 'yung bagong set. Hindi ko rin mapapakinabangan 'yung cellphone. Wala din ako magagawa sa cellphone. Cellphone ko nga dalawang taon na ata, hindi pa rin nawawala ngayon". (SB3)</i></p> <p><i>"Feeling ko hindi ako makakapag skateboard kung buhay pa siya. Strict 'yung dad ko". (SB4)</i></p>
Self-Image	<p><i>"Kung ano 'yung ginagawa ko sa iba, kahit hindi ka mag aral mapursue nila 'yung ginagawa ko". (SB2)</i></p>
Family Support	<p><i>"Oo binili ng nanay ko. Alam mo 'yung nakikita mo lang sa supermarket something na mumurahin, 500 pesos ganun. Wala lang out of the blue lang na parang hmm "Ma, gusto kong skateboard". (SB1)</i></p> <p><i>"Yung family ko todo suporta lang. Sina mommy todo suporta lang. Kung magcocompetition, ako support pa rin. Minsan sasamahan niya ako para makasama niya rin 'yung mga kaibigan ko. Alam mo 'yun, magdadala lang siya ng van para makasama niya lang 'yung ibang mga kaibigan ko kasi minsan marami skater na kapos sa budget nila". (SB4)</i></p> <p><i>"Mom ko yun". (SB4)</i></p>
Perception	<p><i>"Oo parang at the same time na mental pressure at relaxation siya eh". (SB1)</i></p> <p><i>"Ewan ko parang kakaiba siya, kakaiba talaga men". (SB1)</i></p> <p><i>"Although talagang solid 'yung individual sport, siya kasi sarili mo dala mo, hindi siya team" (SB1).</i></p>
Meeting other People	<p><i>"Dahil lahat ng lumawak na 'yung connections, ang dami ng tropa ganun. Syempre sa competition kapag pupunta ka ng iba't-ibang lugar, makakameet ka ng ibang tao tapos kone-konektado na". (SB1)</i></p>
Building a Good Relationship	<p><i>"Oo may pupuntahan kaming competition dati noon, tapos 14 kami. Mostly travel talaga. Meeting other people tapos talagang build-up connections parang ganun". (SB1)</i></p>
Independent Living	<p><i>"Oo pero alam mo 'yun, I'm old enough men. Binubuhay ko na 'yung sarili ko pero hindi ko kasi kasama 'yung parents ko. Noong nasa Baguio ako at nasa South sila, nasa North ako, nag school ako sa North. Tita ko kapatid ng nanay ko". (SB1)</i></p>

Reason behind Passion	<i>"Bakit gusto ko ng skateboarding? Hindi ko alam, kasi ewan ko, gusto ko 'yung style, gusto ko dahil maangas, alam mo 'yun astig". (SB1)</i>
Not following the Trends	<i>"Tapos 'yun talaga, ang angas kasi kapag nakakakita ako. Gusto kong maiba, parang mostly basketball ganun. Ewan ko parang gusto kong maiba". (SB1)</i>
Incentives	<i>"Graduation gift ng nanay ko". (SB1)</i>
Perspective	<i>"Ah hindi pa rin ako magaling, may alam, oo. Alam mo 'yun, kaya ko nang sumabay. Kaya ko na ng sumabay sa mga naglalaro, 'yung alam mo 'yung may alam na. May kaya din akong itira, may tira din ako". (SB1)</i>
Reason to Skate	<i>"Hindi mo rin masasabing dahil sa alak bisyo, kasi hindi pa rin naman ako nagbibisyo 'nung nag-uumpisa ako". (SB1)</i>
Mentoring	<i>"Tinutulungan nila ako paano malaman 'yung ibang tricks". (SB4)</i> <i>"Madaming nagturo sakin agad kasi ako 'yung nag-iisang itim". (SB4)</i> <i>"Sumama na ako sakanya, nagskate kami, nagturuan kami". (SB4)</i> <i>"Madaming times and then madami kang nakakalaban na magagaling, hindi mo rin maeexpect na matatalo mo sila and hindi mo rin maeexpect na mananalo ka and enjoy". (SB4)</i>
Good Relationship	<i>"'Yung pakikisama nila masaya. 'Yung pakikisama parang hindi mo makikita 'yung ganung pakikisama sa ibang tao, mga parang grupo, mga competition sa kapag dumadayo ka". (SB4)</i> <i>"Marami kang namemeet na ibang tao and then magkakaisa lang kayo". (SB4)</i> <i>"Nagmemeet sa isang place and then doon nagkakakilala kayong lahat". (SB4)</i>
Dealing with Others	<i>"Sa skateboard marami kang makikilala na iba't-bang age. Kahit bata ka, kausap mo matanda, magkakasundo parin kayo, age is just a number". (SB4)</i>
Treatment	<i>"Baby nila ako doon so pinapayagan naman ako ng mom ko kasi kilala niya naman 'yung mga yun. Minsan kapag pupunta sila dito, sa amin naman sila magsstay". (SB4)</i>
Perception towards the Influencer	<i>"As a person, as 'yung parang ganito na wala lang syempre. Hindi naman ako nabigla eh, kasi wala naman akong idea". (SB2)</i>
Best Experience	<i>"Travel talaga". (SB1)</i>

Table 7 shows the physical wellness dimension. Under this sub-category are the following codes: trial and error, self-talk, self-belief in the effect of alcohol, and routine. Their daily routine has the highest impact among the skateboarders in term of their physical wellness. Physical wellness is the capacity to maintain health without fatigue or physical stress. It includes the responsibility in taking care of the body and understanding the important impact of daily habits on the overall health, wellness, and quality of life (Raupers, 2018). According to Francis (2018) skateboarding serves as a daily routine for some people because it can be a

vehicle to go to school and workplace. It also mentioned that doing skateboarding as daily routine makes one productive in commuting and travelling.

Table 7. Physical wellness among skateboarders

Codes	Meaning Units
Trial and Error	<i>"In a minute, maaano mo naman siya instantly kung catchy naman 'yung trick. Dependende doon sa trick kung maisip mo tapos bigla-bigla maisip mo 'yung in a matter of second lang nandoon na 'yung trick". (SB2)</i>
Self-Talk	<i>"Doon pa lang sa sakayan iniisip ko na sabi ko parang hindi ko kakayanin ito. Walang tulog, walang energy pang-ano, tumutuyo 'yung bibig ko, hindi ako makapagsalita grabe na". (SB3)</i>
Self-Belief in the effect of Alcohol	<i>"Hindi ko masasabi eh, minsan absence tones yan. Minsan mas umiinit kapag lasing, minsan hindi kaya pagkanormal ganun". (SB1)</i>
Routine	<p><i>"So basketball basketball ka. Skate board ka, magskateboard ka. Basta kaya mong gawin sa isang araw. Ako ginagawa ko 'yun sa isang araw, 'yung basketball skateboard". (SB4)</i></p> <p><i>"Then 'dun na nagstart, nag straight akong nagskateboard for mga 6 years, non-stop na 'yun, skate lang aral. Part lang talaga 'yun ng skateboard parang may problema ka lang din hahaha joke lang". (SB4)</i></p> <p><i>"Nag hitch nga kami lagi kasi 'yung ginagawa sa grupo naming, hitch kasi gustong magtipid kahit may pera na. Normal na exercise, daily exercise, basketball minsan kung may time. Skate lang". (SB4)</i></p>

Table 8 shows the emotional wellness dimension. Under this sub-category are the following codes: impression, eagerness to play skateboard, emotional intelligence, trauma, self-confidence, satisfactory, sympathy, reminiscing, realization, obsession, don't want self-pity, decision making, disappointment, and eagerness to win. Impression has the highest impact among skateboarders in terms of their emotional wellness. Emotional wellness is the ability to positively handle life's stresses and adapt to change and difficult times (National Institutes of Health, 2018). In the article of Lindberg (2019), it was said that skateboarding catches the attention of teens because of some cool tricks. Furthermore, these teenagers also see skateboarding as a way to create a safe space to relax, release their stress and learn skills like determination and focus, which can help them succeed in life.

Table 8. Emotional wellness among skateboarders

Codes	Meaning Units
Impression	<p><i>"Oo parang more fun". (SB2)</i></p> <p><i>"Astig ng mga naglalarong ito ah". (SB3)</i></p> <p><i>"Magagaling na 'yung mga bata eh. Ibigay mo na sa mga bata, enjoy lang talaga ngayon. Iba na kasi yung generation natin ngayon. 'Yung mga bata magagaling agad kasi nakikita nila 'yung mga magagaling na nagsskate. Parang ang ganda ng ginagawa niya, gusto kong matutunan so 'yun parang naadopt nila agad 'yung mga tricks kasi bata sila". (SB4)</i></p> <p><i>"Masasabi mong cool ganun". (SB2)</i></p>
Eagerness to Play	<i>"Kinukuha 'yung skateboard ko, niyayakap ko talaga ng mahigpit. Nasa daan kami 'non,</i>

Skateboard	<i>talagang napapahiya na ko noon. Ang daming taong nakatingin, hindi pa rin binitawan 'yung board'. (SB3)</i> <i>"One time alas dos ng hapon, lock ata 'yung gate naming. Nilock tapos ako lang mag-isa sa bahay, may pagkain naman. Nademonyo noon ako, binutas ko yung dingding papuntang bubong, doon 'nun ako dumaan". (SB3)</i>
Emotional Intelligence	<i>"Kaya nga hindi ako binibigyan ng pera, minsan iiyak na lang ako". (SB3)</i>
Trauma	<i>"Week din akong hindi nakapag skate kasi hindi mawala sa isip ko 'yung nangyari". (SB4)</i>
Self-Confidence	<i>"Tiwala lang sa sarili". (SB3)</i>
Satisfactory	<i>"Iba 'yung style ng paglalaro talaga, sarap panoorin". (SB3).</i>
Sympathy	<i>"Nagsheshare kayo kung ano 'yung pinagdadaan niyo sa buhay, kung ano 'yung mga masaya". (SB4)</i>
Reminiscing	<i>"Parang days hindi ko makakalimutan. High school life pinupush ko talagang mag-ipon kasi weekends rekta akong Manila, puntahan ko 'yung mga kaibigan ko doon and sila 'yung nagtuturo sa akin". (SB4)</i>
Realization	<i>"Syempre patanda ka ng patanda eh, ngayon iniisip mo kaya ko pa ba, kaya 'yung ginagawa ko dati 'nung bata pa ako ganito ganyan dapat". (SB1)</i>
Obsession	<i>"Hindi ko alam men, nakakaobsess siya. Basta napasok mo 'yung adrenaline, siguro parang hm, hindi ko din alam sobrang obsession ko na lang rin talaga siya". (SB1)</i>
Self-Pity	<i>"Ayoko 'yung handicap ako". (SB1)</i>
Decision making	<i>"Ako oo sariling pera ko, nagpadala lang ako sa barkada ko. Nagpadala lang ako sa barkada ko kasi diba ewan ko nasabi ko nung previous na tinanong niyo ako na tutulong mga magulang". (SB1)</i>
Disappointment	<i>"Wala akong nauwi kahit isa man lang". (SB3)</i>
Eagerness to win	<i>"Yun talagang mga ano na 'yun gustong manalo". (SB3)</i>

Implications to Physical Education and Sports

Table 9 shows the social factors. Under this sub-category are the following codes: cause of accident, perception, self-belief, and family treatment. Perception, as a social factor, has the highest impact among the skateboarders. Social factors are things that affect someone's lifestyle. It includes wealth, religion, buying habits, education level, family size and structure and population density (Betts, 2016). In the study of Kerna, et al. (2014), results show that the behavior of skateboarders in terms of first impression in skateboarding was related to the risk perception of skateboarders in injury prevention. It is due to skateboarders who are injured because of taking risks in doing stunts.

Table 9. Social factors influencing injury prevention practices

Codes	Meaning Units
Cause of Accident	<i>"Siguro masyadong nag magaling 'yung driver ng truck. Hindi niya inisip na may load pala siyang tao sa likod. Tapos saktong kurbada alam mo 'yun, tumagilid 'yung truck tumapon kami". (SB1)</i>

Perception	<p><i>"Yung isa naming kasama, men akala mo patay na siya kasi as in open gap 'yung eyebrows niya tapos naliligo ng dugo men". (SB1)</i></p> <p><i>"Oo dahil parang nakakatuwa kasi talaga eh, pagnakuha mo 'yung sense nya". (SB1)</i></p> <p><i>"Hindi talaga promise, hindi ko naman masasabi na 'nung una ko pa lang nakita ganito mangyayari sa akin. Parang gusto ko lang magkaroon ng skateboard". (SB1).</i></p>
Self-Belief	<p><i>"Mostly sinasabi nila dapat hot compress para daw marelax 'yung muscles. Ewan ko kung parang cold compress para mamanhid, para mawala 'yung sakit". (SB1)</i></p>
Family Treatment	<p><i>"Wala nagulat nalang nanay ko, "Bakit ka nandyan sa Laguna anong ginagawa mo diyan?!". Sabi ko "Hindi ko alam, napunta lang ako dun". "Paano kapag naibalik na 'yan paano?". Parang nakasemento na ko "Punta ka na lang ditto susunduin mo ko ditto kasi ayaw akong i-discharge ng ospital". Ganun lang tapos dumating siya aalis na agad. Sinabi na rin ng nanay ko "Matanda kana, kung kelan marunong kana magskate saka ka pa nabalian". Sabi niyang ganyan Kung kelan dumadayo ka saka ka pa nabalian". (SB1)</i></p>

Table 10 shows the physical factors. Under this sub-category are the following codes: part of the sport, part of the body that is prone to injury, motivator, way of playing, standard, treatment, damage, disfigurement, reason of injury occurred, common injury, self-treatment, injury occurred, unexpected injury, cause of injury, first-aid practices, occurred injury, no proper warm-up, stretching, and perception. First aid practices, as physical factors, have the highest impact among the skateboarders. Physical factors refer to fitness, skills and strategies. It covers agility, CRE, flexibility and power. These can impact practices in different ways (BBC, 2020). According to Healthwise Staff (2018), first aid practices are needed to protect the skateboarders from severe danger. Most injuries in finger, hand, or wrist that cause pain or swelling can heal on their own and home treatment can relieve the pain of the skateboarder. However, treatment depends on the severity of the injury but first aid practices are needed at all time.

Table 10. Physical factors influencing injury prevention practices

Codes	Meaning Units
Part of the Sport	<i>"Oo naman, part yun ng skateboard. Part 'yun ng skateboard injuries at hindi mo maiiwas 'yun". (SB4)</i>
Part of the body that is prone to Injury	<i>"Meron, madami puro kamay din, 'yun sa arm ko". (SB4)</i>
Motivator	<i>"Mabuti hindi sila naggigive-up. Pinupush ng mga tao na okay lang yan, okay lang yan. Huwag kang magpapanic ganyan tutulongan ka namin". (SB4)</i>
Way of Playing	<i>"It depend kasi, 'yung iba laging natatapilok. Kung paano kasi 'yung galaw mo, skills mo din". (SB4)</i>
Standard	<i>"Kapag nanalo ka, as in nag go hard ka, madami kang nalalaman na ibang tricks dahil before 'nung magstart 'yung competition may parang warm up. Gagawin mo ang lahat para maconsistent mo 'yung mga tricks na gagawin mo sa run mo". (SB4)</i>
Treatment	<i>"Noong nabalian ako ng kamay, 'yung friend ko lang 'yung bumalik kasi parang hindi nga siya pantay so binalik nila sa normal. Pagkabalik nila, pumunta na akong ospital noon and then sumakit. Ayon mabuti naman hindi nila nilagyan ng bakal. So pinagpahinga lang nila ako, therapy 'yun lang". (SB4)</i>

	<i>"Kung sakaling sprain, kukuha agad ako ng yelo. Ice bath para tumigas 'yung muscles tapos alternate ko kasing ginagawa and it works. Ewan ko para alternate hot and cold compress". (SB1)</i>
Damage	<i>"Wala naman pero gasgas, gasgas lang". (SB1)</i>
Disfigurement	<i>"Last 2 years dislocated ankle at fracture fibula". (SB1)</i>
Reason of Injury occurred	<i>"Naupuan ko 'yung paa ko during skateboarding". (SB1)</i>
Common Injury	<i>"Natatapilok? Oo natatapilok o kaya sprain". (SB1)</i> <i>"Mostly puro sprint lang eh, sprint elbow, sprint ankle, sprint wrist". (SB1)</i>
Self-Treatment	<i>"Hindi rin, ewan ko pero 'nung nabalian ako uminom ako agad ng alak para habang hinihintay ko 'yung stretcher. Uminom ako ng alak 'nun habang hinihintay ko 'yung stretcher and nagyosi". (SB1)</i>
Injury Occurred	<i>"Ewan ko kung counted yan. Nasuntok ko 'yung knuckle ng ring pero namaga for one and half month". (SB1)</i>
Unexpected Injury	<i>"Nangyayari naman 'yung injured pero that time syempre maeexperience mo din siya. Hindi ko napigilan na mangyari 'yon so syempre noong nangyari first time nangyari sakin or kahit hindi magskate mangyayari parin 'yung mga ganun na event sa buhay mo". (SB2)</i>
Cause of Injury	<i>"May ginagawa naman ako. Gumagawa ako ng tricks kahit nagpiplay safe ako, mangyayari parin". (SB2)</i> <i>"Namatayan ako ng kuko doon eh". (SB3)</i> <i>"Na-out ko siya kaso naapakan ko siya sa pinaka edge ng dulo. Ang lakas ng pagkakaano ko, tumilapon dito eh". (SB3)</i>
Cause of Injury	<i>"Oo may ginagawa naman ako. Gumagawa ako ng tricks kahit nagpiplay safe ako, mangyayari parin". (SB2)</i> <i>"Namatayan ako ng kuko doon eh". (SB3)</i> <i>"Na-out ko siya kaso naapakan ko siya sa pinaka edge ng dulo. Ang lakas ng pagkakaano ko, tumilapon dito eh". (SB3)</i>
Occurred Injury	<i>"Tapilok lang. Tapilok okaya matapyasan ng baba". (SB3)</i> <i>"Nilaro, uminom parin. Hinugasan tapos nilagyan ng kape. Sobrang daming dugo talaga. Tumatagaktak na 'yung dugo sakin then nilagyan ng kape". (SB3)</i> <i>"Wala, 'yung sa baba lang talaga". (SB3)</i>
No proper Warm-Up	<i>"Ako na agad 'yung tinawag para mag run. Walang warm-up although maraming mali, umaaangat din naman 'yung nalaland kong tricks, hindi talaga pinalad". (SB3)</i>
Stretching	<i>"Wala basta pag 'yun na, 'yun na lang din talaga. Nilalaro ko na lang din, 'yun na 'yung stretching ko". (SB3)</i>

Skateboarding builds social relationships

Doing sports such as skateboarding is a way of having a good relationship, because through it, you can express who you are when you're having the same habits and likes. Some of our participants are all shy and they can't express their selves when they were just starting to do skateboarding, but, with the help of other skateboarders, they helped each other to achieve a certain trick, with that, their social relationship between each other grew.

Skateboarding also breaks down barriers, and the diversity of each other is not an issue, whether you're an amateur, or a professional skateboarder, whether you're a foreign or a local skateboarder, social relationships are being built. Even in an event, they don't see it as a competition, but rather see it as a normal "skate day". They tend to have some fun and give each other advices on what to do the next time they perform a certain trick.

Our participants also built a family where they can express their true self, they go to some places with each other, eat together, ride a skateboard together, and drink together with their skateboarding peers. They welcome all skateboarders, and help each other not only just by tricks, but also when they need equipment, they need for their skateboard such as (wheels, boards, etc.).

According to Haskell (2020) There is place that shrine to the sport of skateboarding. It's also a safe place for kids to come after school, build community and practice their craft. Kids walk with their head down because they are shy. But after visiting the shop they're walking with their head up high already, meeting new kids, learning new things. The research also found that skateboarding breaks down barriers and builds lifelong relationships. They have the same common bond. They didn't see each other as a race but they see each other as a skater and it was almost like a brotherhood.

Discipline, determination, and focus improves performance

Discipline is the first thing the researchers acknowledged on the participants. They are well disciplined, and they are approachable. They welcome each other and welcome all the newbies. Self-discipline also is one of their characteristics. They warm up first, they clean their skateboards, they wait for their turn to use the rack and rails, they say sorry when they bump with other while riding their skateboards and help each other when one of their crew or members is injured. They don't use the skatepark without permission; they look for the guards who are assigned to the area and ask for permission first before they use the facility or the place where they are going to skate. They don't bother other individuals. They tend to avoid them so they won't cause any trouble.

In skateboarding, one should be determined to do the sport because of its high risk to injury, and the sport itself is extreme enough that if one doesn't have any determination himself, he/she may just end up quitting. Most of the participants have high determination to do the sport. Even though they sometimes end up having a serious injury because of the trick they are doing, still they are determined to master and accomplish that certain trick.

However, some of our participants also tend to lose their focus in skateboarding, because of the problems they are having. Improving their focus on a certain task may help their performance. Some give advice to their peer; some also guide them on what to do first; they

help each other when they are struggling. With that, it gradually improves their skill set and their performance in skateboarding.

According to Looi (2020) there is a person with a disability named Mohamad Fakrulradzi Zahari. He sees nothing wrong in challenging the perception that not having limbs is a discouragement to living life. One just has to see him on the skateboard to know his determination. Fakrulradzi, who lost his legs when he was six years old, said the only problem he has now was his skating tricks were limited. Despite losing both his limbs at the age of six, Mohamad FakrulradziZahari says it is not a hindrance for him to pursue his interest in skateboarding. Despite the challenges, Fakrulradzi hoped he would be able to skate with international skaters in the future. He also hoped other people with disabilities would not dwell on their condition. "I actually want to see more people with disabilities skate. They must get out of their comfort zone. Do not ever have the thought that just because we are disabled, we are lesser than normal people. We should not be ashamed of our condition. Do not be taken in by what others have to say about us," he said.

Skateboarding remains to be a less understood sport

During data gathering, the researchers noticed that some people around have less understanding about skateboarding. They say that it's just a waste of time, a bad habit, a bad influence for the community, but they don't understand the true meaning of the sport.

The participants also feel that; they just ignore the statements or opinions of the others because they believe that through this sport, they can express their selves and be who they really are. Some of the participants also use skateboarding as a financial support for their families. They go to events and try to win the prizes and give back to their families; in fact, skateboarding helps them to get through their life.

The participants also use skateboarding as a way of living. They managed to get the attention of some skateboarders who offered them sponsorship. They represent the brands in events and get paid, which helps them also in their daily expenses. Skateboarding is way broader than many people think. There are a lot of things happening inside the sport itself.

According to Little (2013) skateboarding itself is not a bad influence at all. In fact, it's a very good influence. Skateboarding keeps kids active, teaches them to set, achieve goals and challenges them. There are a lot of reasons that skateboarding by itself is a very good influence. There are six reasons to skateboard such as to try something new, to improve fitness, to make friends, to learn perseverance, to build confidence and to have fun.

The participants' practices on injury prevention and health development may differ because of their demographic profile and skateboarding histories. Because some of the participants had a lot of years of experience while some have less, they have different perspectives and beliefs on how they treat an injury. They may have the same injuries but they don't have the same methods on how to treat them.

Some of the participants, who are older and have more experiences than the others, have experienced a lot of injuries during their first years of skateboarding. From those experiences, they learned what to do and not to do the next time they had an accident or an injury. Being new to the sport and not having enough experience or history on injuries, one may tend to have different ways than the others, but, in the case of the participants, They share their advice and practices on how to deal in cases of injures.

Because of maturity and perspective, the participants differ in their beliefs and practices on how to treat an injury, and how to prevent it. The implications of this study in teaching physical education students and extreme sport is that it can be used as a way of further understanding extreme sports specifically skateboarding. The results of this research can be applied also in teaching physical education students, the methods or ways on how to treat an injury, or what injury to expect if one is going to engage in an extreme sport.

Conclusions and Recommendations

This study aimed to describe the concept of health promotion and injury prevention practices of selected skateboarders in Angeles City. After intensive literature review and analysis of participants' narratives, the researchers conclude that: (1) skateboarders' view in health promotion differs from one another and their injury prevention practices are not all the same. (2) Skateboarders also agree that having a lot of experience helps to prevent an injury. Furthermore, skateboarders have routines before engaging to prevent injuries. In terms of the latent features of skateboarding, (3) the participants agree that skateboarding builds social relationships and that discipline, determination, and focus, improves performance. However, as stated earlier, skateboarding remains to be a less understood sport because of the negative perceptions received by the skateboarders from other people.

Furthermore, the following recommendations are presented to preserve a better understanding and appreciation of the research: (1) the researchers recommend a quantitative validation on the results of this study. (2) More skateboarders, especially more experienced ones, should also be invited to gather more data to support this study. Future researchers must also look into how gender and other social determinants can influence the perception of skateboarders.

And to highlight the need of a better policy and educational impact, the following are suggested: (1) Skateboarders can use this study to have an idea about the different health promotion and injury prevention practices. (2) Schools should propose a seminar about injury prevention and health promotion practices on extreme sports like skateboarding to the students to have knowledge or ideas that can be applied in other physical activities.

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