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Research Article

A comparative study of difference in enjoyment between physically challenged and normal children

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■ **ABSTRACT**

The aim of the study was to investigate the enjoyment and engagement in physical activity of children participating in swimming summer coaching camp programme of LNUPE, Gwalior. The participants of the study were 118 children, aged between 13 to18. Out of them 52 were physically challenged and 66 of them were from normal stream. Physical activity engagement, enjoyment were assessed by self-report questionnaires. T-tests revealed that the normal stream children enjoyed less (93.11 $\pm$ 22.04) than the children those who were physically challenged (106.41 $\pm$ 11.00). The results indicated that children who are physically challenged involved maximum enjoyment. Children who belonged from normal stream enjoy less in comparison to the children belonging to the physically challenged stream.

■ ***Key Words*** **:** Difference in enjoyment, Physically challenged, Normal children

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Physical activity participation provides physical and mental health benefits to young people (Bouchard *et al.,* 2007). Many authors have underscored the importance of regular physical activity throughout an individual's lifespan. An appropriate amount (quantity, quality, and intensity) of exercise has been found to lead to relevant physiological and psychological benefits (Biddle *et al.,* 2004). There is, however, concern over the participation levels of young people and the links with the rise in obesity rates in particular (Samdal, 2007).

Several nations are making efforts in promoting regular physical activity to improve health and behavioural outcomes of young people and they also include people with physical disabilities. Different national and cross-national programmes, such as "Healthy People 2010" (U.S, 2000) in the USA, Paralympics game, acknowledged that physical activity is a major concernIn India, young people are also demonstrating higher levels of exercise passivity. Studies have indicated that childhood and adolescence are important periods for adopting physically active lifestyle later in adulthood (Telama *et al.,* 1997).

One of the main causes of the decreasing amount of participation in sport and physical activity is low levels of motivation. Therefore, a number of authors have emphasized the need for early interventions to promote a positive attitude toward physical activities (DiLorenzo *et al.,* 1998 and Telama *et al.*,1997).

Research has also shown that physical activity levels decline markedly after the age of 12 in both frequency of physical activity engagement and actual participation time in sport (Telama and Yang, 2000). We can then argue that the transition period from elementary school to secondary school is an important time for the development of later activity patterns in both normal stream and physically disable children.

According to Scanlan and Simons (1992) enjoyment is an important factor in participation in sport that may lead to greater involvement in the activity. Perceived physical competence reflects the perception a person has of his abilities resulting from cumulative interactions with the environment (Harter, 1978). According to Fox (1997) perceived competence can be seen as "the statement of personal ability that

generalizes across a domain such as sport, scholarship, or work". Harter (1978) assumed that in achievement situations individuals seek activities that provide feelings of competence and avoid those with a probability of failure.

The purpose of the study was to compare the difference in enjoyment between physically challenged and normal children highly. Further, it was intended to see whether the physically challenged children enjoy equally as the normal stream children or not.

■ METHODOLOGY

The participants of the study were 118 children, aged between 13 to18. Out of them 52 are physically challenged and 62 of them were from normal stream. Physical Activity Enjoyment Scale (PACES, an 18-item, self-administered scale developed by Kendzierski and DeCarlo), was used to assess enjoyment toward physical activity (swimming). Respondents were asked to rate their current feelings about physical activity using a seven-point semantic differential approach. As done in the original development of the scale, the scale was analyzed as a Likert scale. A total scale score was computed by summing responses to all items after recoding some items so that a high score indicated high enjoyment, whereas a low score indicated little enjoyment. The analysis of data was realized using the statistical programme spss v 17. For descriptive statistics the independent't' test was used at o.o5 level of significance.

■ OBSERVATIONS AND DISCUSSION

The data were collected and analyzed in order to draw a conclusion on the physical activity enjoyment level of children and the scores are given in Table 1.

The mean and SD of the two groups of physically challenged and normal stream children has been presented in Table 1. The mean and standard deviation of the physical activity enjoyment level of physically challenged children and normal stream children were 106.41 ± 11.00 and 93.11 ± 22.04, respectively. Among 118 subjects, 52 subjects were physically challenged and 66 were normal stream children. The mean scores of the physically challenged and normal stream children level of enjoyment in physical activity has been represented graphically in Fig. 1.

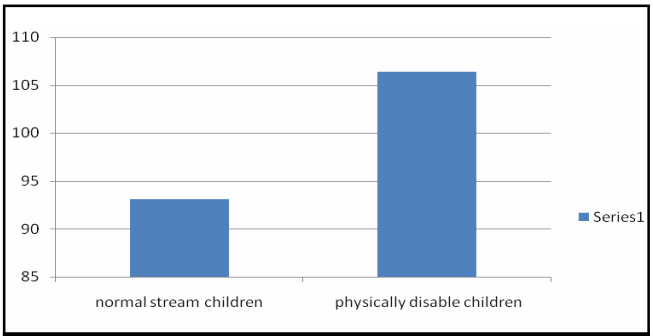

Fig. 1 : Mean enjoyment of physically challenged and normal stream children

Independent samples t-tests were conducted for the means enjoyment of physically challenged and normal stream children in physical activity. Results have been shown in Table 2. The independent t test has shown a significant difference in the physical activity enjoyment level between the physically challenged and normal stream children, as the p=0.000<0.05

The purpose of the study was to investigate whether the physically challenged children enjoy equally as the normal stream children or not. The study revealed that there was a relation of enjoyment in physical activity with the physically challenged children. Probably because physically challenged children are performing physical activity inside the water in this study. It might be due to water provide them freedom to perform those movement which are not possible at land by them.

For physically challenged children the water is only mean by which they perform movement without using of any supported aid because of the water density and less gravitational force in the water.

Physically challenged children feel them selves same as normal child in the water. The results also illustrated that physically challenged children enjoyed much more the physical activity in comparison of normal stream children because for normal children these activity are the part of there

Table 1: Mean and standard deviation of enjoyment for physically challenged and normal stream children in physical activity

	Category	N	Mean	Std. deviation	Std. error mean
PACES	Normal children	66	93.11	22.041	3.02765
	Physically challenged	52	106.41	11.001	.96119

Table 2 : Independent samples t-test for the means of enjoyment for physical challenged and normal stream children in physical activity

		t-test for equality of means			
		t	Sig. (2-tailed)	Mean difference	Std. error difference
PACES	Equal variances assumed	-5.443*	.000	-13.29901	2.44330

normal routine. But for the physically challenged children it is a new environment of freedom. So they take active part in physical activity.

Active participation in physical activity involves maximum enjoyment. Other way and motivated by the teacher. The experience rather than the outcome sustains individuals' sport enjoyment and that the experience of total involvement is a key to developing sport participation lifestyle habits.

Physical education is an important way to promote physical activity because of its potential to reach young people. It should never have a bias toward the physically challenged people. A desired outcome of physical education is the development of lifelong participation in active lifestyles (Andersen, 2006, Biddle *et al.,* 1998).

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