



EFFECT OF PLAY THERAPY AND RECREATIONAL ACTIVITIES ON SELECTED PHYSIOLOGICAL VARIABLES AND MOTOR PROFICIENCY OF DIFFERENTLY ABLED CHILDREN

Physical Education

Dr. Suresh Kutty K Associate Professor, School of Physical Education and Sports Sciences, Kannur University, Magattuparamba Campus P.O Kannur, Kerala – 670 567.

Tom Thomas Research Scholar, School of Physical Education and Sports Sciences, Kannur University, Kannur, Kerala – 670 567

ABSTRACT

The purpose of the study was to analyze the effect of play therapy and recreational activities on selected physiological variables and motor proficiency of differently abled children. Forty boys (N= 40) of age group 14 to 28 years were selected from Ashrayam special school Thottada, Kannur, Kerala. The subjects were equally divided (n=20) into an experimental group and control group. The experimental group underwent eight weeks of play therapy and recreational activities training programme on alternate days of a week on every Monday, Wednesday and Friday. The dependent variables for the study were physiological variables namely pulse rate, blood pressure, BMI and motor proficiency variables namely, running speed and agility, balance, bilateral coordination, upper limb coordination and response speed. The independent variables selected for the study were play therapy and recreational activities training programme. The dependent variables selected were tested prior to and after the training programme for both the groups using Bruininks Oseretsky test of motor proficiency. After the data collection the data were statistically examined by applying descriptive statistics, paired't' test and analysis of covariance. The data was analyzed using statistical package for social sciences (SPSS). The level of significance was fixed at 0.05 level. On the basis of the findings of the study the Recreational Training programme had improved the selected variables of systolic blood pressure, body mass index, upper limb coordination, Motor proficiency variables- balance (Heel to toe walking), and bilateral coordination

KEYWORDS:

INTRODUCTION

Today technology has permeated every sphere of human life. Sports and physical education are not an exception. Physical activity provides meaningful movement experiences and health related fitness for all individuals in order to acquire the motor skills, strategies and physical stamina necessary for a lifetime of rich leisure, recreation and sports experiences to enhance physical fitness and wellness. Play seems to be a very instinctive activity of the human child but scientific research has revealed that play is a very complex phenomenon and causes the child to grow up physically, intellectually, emotionally, socially and educationally. Through sports and recreational activities, child strengthens and develops the motor mechanism, which is so important for the acquisition of the skills “not only for the sports but also for life”.

METHODOLOGY

The investigator selected forty (N = 40) moderately mentally retarded boys between the mental age 5-8 years from Ashrayam special school Thottada, Kannur. They were categorized as per medical records maintained in the school. The subjects were equally divided into two groups (n=20) namely an Experimental group of Play therapy and

recreational activity group (PTRA) and Control group. Purposive sampling method was adopted for selection of the subjects for the present study. Through both the critical and allied literature pertaining to the problem under consideration, the following dependent variables were selected,

- 1. Physiological variables**-Pulse rate, Blood pressure, BMI
- 2. Motor proficiency**-Running speed, agility, Balance, Bilateral coordination,

Upper limb coordination, and Response speed.

All the subjects of the group involved in the study underwent eight weeks of recreational and play therapy activities for forty-five minutes thrice in a week.

ANALYSIS AND DISCUSSION ON RESULTS

The data was statistically analyzed by applying dependent't' -test. The level of significance was set at 0.05 level. The summary of analysis is presented in Table I

Table: I
Mean Difference of the selected variables

variables	Control Factors	Pre test			Post test			t-ratio	Table Value
		N	Mean	SD	N	Mean	SD		
Pulse rate	Experimental	15	77.05	9.77	15	73.70	12.98	1.094	2.09
	Control	15	83.90	10.76	15	79.90	8.35	1.893	2.09
Systolic Blood pressure	Experimental	15	1.325	11.27	15	1.233	13.81	4.041*	2.09
	Control	15	1.19	9.66	15	1.15	12.77	1.921	2.09
Diastolic blood pressure	Experimental	15	68.80	10.75	15	69.25	18.79	.119	2.09
	Control	15	76.30	10.61	15	65.25	15.17	4.407*	2.09
BMI	Experimental	15	21.28	4.71	15	21.89	4.81	3.339*	2.09
	Control	15	23.18	3.95	15	22.96	3.91	.994	2.09
Running speed	Experimental	15	11.17	2.23	15	10.72	1.40	1.247	2.09
	Control	15	13.15	2.55	15	13.59	2.79	1.639	2.09
Standing on preferred leg	Experimental	15	12.50	11.94	15	24.00	24.90	1.957	2.09
	Control	15	7.6	11.62	15	8.65	13.07	1.724	2.09
Heel-toe walking	Experimental	15	4.90	3.91	15	8.15	8.15	2.668*	2.09
	Control	15	2.20	1.47	15	3.35	5.49	1.088	2.09
Tap and circling	Experimental	15	1.10	1.25	15	4.60	5.66	3.294*	2.09
	Control	15	1.25	1.77	15	2.55	6.04	1.300	2.09
Jump and clap	Experimental	15	1.25	.55	15	1.95	.60	5.480*	2.09
	Control	15	.65	.48	15	.90	.64	2.517*	2.09

Catching	Experimental	15	3.90	.85	15	4.20	1.10	1.371	2.09
	Control	15	2.85	1.59	15	2.90	1.58	.370	2.09
Throwing	Experimental	15	3.15	1.03	15	3.90	.64	3.470*	2.09
	Control	15	2.35	1.13	15	2.15	.98	.777	2.09
Response speed	Experimental	15	36.90	7.90	15	33.70	14.03	1.307	2.09
	Control	15	49.70	19.29	15	51.85	21.13	1.371	2.09

*Significance at 0.05 level of confidence

CONCLUSIONS

From the statistical analysis it is evident that selected physiological variables such as BMI and systolic blood pressure and in case of motor proficiency abilities such as heel to toe walking, bilateral coordination (tap and circling, jump and clapping) and throwing significant changes were noticed after training.

However no changes were found in the case of pulse rate, diastolic blood pressure, running speed, standing on preferred leg, catching and response speed. These are qualities often improved by slow continues training. The training adopted for this study probably was suited to the special nature of the subjects and so the intensity and duration may not have been good enough for the development of the above mentioned variables.

REFERENCES:

- [1] Ajmer, Singh, Jagadish Bains, Jagtar, Singh, Nimal., Jith, Kaur, and Rachpal, singh, (2005). Essentials of Physical Education. New Delhi: Kalyani Publishers.
- [2] Benjamin, L, Hondon and Sarah, Mcauliffe., (1998). Play Room Observations. USA: Allyn and Bacon.
- [3] Charles, A, Bucher.,and March, L, Krotee., (2002). Management of Physical Education and Sports. USA: Better World Books.
- [4] M.L, Kamlesh., (1987). Book of Games. Delhi: Delhi Metropolitan Photo type setters and printers.
- [5] Carol, Ryan. (2006) "Physical education for infants, children and youth with disabilities". Retrieved July19, 2016 from www.pecentral.org/adatedmemu.html
- [6] www.tandfonline.com/doi/ab
- [7] www.toendsports.com/fitness/speed
- [8] "disabled sports and recreation".-www.dinf.nef.jp
- [9] <https://en.m.wikipedia.org/wiki/playtherapy>