Effect of Suggested Sporting Recreational Program on Motor Performance Debility for Children from 6-9 Years

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Abstract: This study was processed out to build a sporting recreational program for 6-9 year old children with motor performance debility through identifying the effect of the proposal program on motor, physical, psychological and social phases for the research sample. An experimental one-group method design was utilized by using pre and post- measurements in a sample of (N= 33) children from one of Assuit schools. The data gathered through the scale of motor performance debility of 6-9 ages children designed by Saber (2008), in addition to the recreational program designed by the researcher through analyzing specialized references and similar literature beside 8 of specialists experts. The researcher conducted an exploratory study in a sample of 13 children in order to obtain the scientific transactions for the applied scales, Such as the validity, stability, standard deviation, arithmetic mean and T-test where the study approved that thy were acceptable. The recreational program was implemented during the period from 1/07/09 to 30/08/2009 (three times a week). Where the number of the recreational units are (N= 24), each one timed 45 min. appropriate statistical treatments showed that the proposal recreational program has had a positive effect on Motor, Physical, Psychological and social phases. According to the study results the researcher recommends and supports the use of the proposal recreational program inside and outside schools and for all society institutions concerns with child’s growth, development and personality perfection as a preliminary step toward improving and promoting his abilities to receive more experiences and skills.

Key words: Recreational program • Sporting recreation • Motor performance debility

INTRODUCTION

Movement serves as the core of children activity in life. While moving child learns how to be in harmony with environment circumstances, this needs no highly level of skill but only motor ability. Since it is a mean not an end and has also a biological necessity for growth, it also plays the Biological roles in children formation, supporting his mental, emotional and social abilities [1].

Therefore, it was emphasized that the importance of giving children chance to practice their motor activities for their bodies to start in motor understanding, feeling, experienced and connection, understanding every thing about their bodies and the bodies of other people. This section is vital for the development and maturity of child; therefore we must overcome motor deficiency by taking off the complex rules, providing appropriate places for motor practice [2].

The negative Psychological and social effects on children's character development appear as a result of movement deficiency which called motor performance debility, it is a physically debilitating and have obvious symptoms, some of these symptoms are commons such as little attention ability, quick- stress and movement dislike, the sensory symptoms appears in muscles power, the heart, circulation of the blood, breathing, movement system and motor skills [3].

Thus, this study conducted within the domain of the complementary programs through which we can supply movement activity produced to child in school. Because of the significant lack in the places and settings devoted to sports practice and the acute lack in sports halls equipments and playing settings [4].

Moreover, motor and physical education in the first three classes of the primary stage in Egypt is a lateral issue not a main object although of being scheduling in
class schedules. Also its rarely regulate implements as in the case of other children’s activities and hobbies although play and movement are natural and innate trend but their scientific basis and principles did not utilized efficiently, these are of importance for physical, motor and social promotion for children [3].

Motor games are of vital necessity to children. They support the innate satisfaction; make learning interestingly, Provide children with the meditative thinking. Increase his awareness and feelings of surroundings. Because it is one of the educational reform aspects, it also aids the child to be active and effective objects. Through working in team, makes plans, excitement and motivation [5].

Motor games are cooperative and cognitive strategies Assess children to self- respect, provides them with great success opportunities[6] it was stated that the necessity of using motor games for children since these games support their social relationships with each other and with their instructors [7].

MATERIALS AND METHODS

The researcher used the one- group experimental method by applying per- and post- measurements in a sample of (N= 33) children whom chosen in an intentionally random way from one of Assuit schools.

Data Collection Tools: Motor performance debility scale designed by [3], the scale consists of four dimensions (Motor, Physical, Psychological and social) phases was utilized by the researcher. Each phase consists of a set of phrases that referees to the availability level of the phase. Here we have a three- level Assessment (Clear 1 points, moderately clear 3 points, unclear 5 point).

Scientific Transactions

Validity: The researcher calculated scale validity between the content of each scale dimensions and the total degree through the internal consistency. He calculated R value and compared it to tabular R value, validity coefficients for motor phase ranging between (0.92-0.82), for physical phase was between (0.95-0.61), for psychological phase was (0.91-0.66) and for social phase was (0.94- 0.68). These coefficients are statically significance, where the value of tabular r is (0.50) at the level of significance (0.05).

Stability: The researcher utilized the calculation of correlation coefficient between application and re- application with 15 interval days from 25/05/2009 to 8/06/2009. It is clear from the table that stability coefficients of the measurement were acceptable and statistically significant, where tabular s valued (0.497) at the level of significance (0.05).

The Sport Recreational Program: The program was conducted in the period from 1/07/2009 to 30/08/2009 to build the program. The researcher utilized content analysis of specialized scientific references and applied literature this was to identify items, the objectives, program content, necessary tools, main leisure activities children wish to practice, in addition to the questionnaires of specialists in recreation and motor education areas for children (N= 8). Suggested recreational program was as follow: The program consisted of 24 recreational units

<table>
<thead>
<tr>
<th>Measure dimensions</th>
<th>First application</th>
<th>Second application</th>
<th>Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M1</td>
<td>St.D1</td>
<td>M2</td>
</tr>
<tr>
<td>Motor phase</td>
<td>59.92</td>
<td>23.86</td>
<td>63.0</td>
</tr>
<tr>
<td>Physical phase</td>
<td>61.07</td>
<td>24.48</td>
<td>62.66</td>
</tr>
<tr>
<td>Psychological phase</td>
<td>61.23</td>
<td>22.81</td>
<td>63.85</td>
</tr>
<tr>
<td>Social phase</td>
<td>52.69</td>
<td>20.96</td>
<td>54.07</td>
</tr>
</tbody>
</table>

Table 1: Correlation Coefficients between application and re-application of motor performance debility scale (N=13)
Attachment 1: Pattern of recreational unit

Objectives
* Development of neuromuscular coordination Participants == 33
* Improve commitment while performing. Date : 1/7/2009
* Development of the ability of working in group.

<table>
<thead>
<tr>
<th>Units</th>
<th>Time</th>
<th>Content</th>
<th>Figures</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Part</td>
<td>10 Min</td>
<td>Signal reverse: through the free spread, leader stand in front of children, signaled with one hand to certain direction. children run opposite to this direction Considering all directions</td>
<td><img src="image1" alt="Image" /></td>
<td>Whistle (16) Hoops (40) Balloons court start line, end line</td>
</tr>
<tr>
<td>Main Part</td>
<td>25 Min</td>
<td>Faster Team: The leader divides children into two equal and equivalent teams. Placed on front of each team 8 hoops. With equal distances (right, lift). On signal, The first child in each team jumping with his feet inside the hoop, Then run back to touch the second partner ...ect), the winner is the first one to finish.</td>
<td><img src="image2" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Balloons: The leader tie one Balloon to each child's ankle inside the court. On signal, children try to burst each other's Balloons. As soon as a child has had his Balloon burst, he is eliminated. The remaining on is the hero of the game. Do not get out of the specified point.</td>
<td><img src="image3" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 Min</td>
<td>The best imitator: Children walk inside one mid of the court, on signal, each one try to imitate the best statue. Stand on one leg.</td>
<td><img src="image4" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>

RESULTS AND DISCUSSION

According to study aim and the researcher's hypotheses he will discuss and interpret the results as follow.

Table 2 indicates difference significance between the averages of per- and post- measurements in scale dimensions (Motor, physical, psychological- social) phases.

Table 2 indicated that there are a statistical significance differences between pre-and post-measurements in favor of post- measure in motor phase, where calculated (T) valued 2.067 > Tabular (T) valued (1.671) at the level of significance (0.05). In addition, the level of the estimated degree for post- measure of motor phase ranging between (69- 85) this value exceed the proper limits of the scale for that phase which raining between (40- 57). This refers to the content of the recreational program from small games that utilized the natural needs of child for movement towards the maximal use of his abilities and skills, an attempt was mad to released from the restrictions and obstacles power that limits children's movement in a conditions of fun, joy, happiness excitement and motivation.

<table>
<thead>
<tr>
<th>Scale dimensions</th>
<th>Per-Measure</th>
<th>Post -measure</th>
<th>Correlation- coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M1</td>
<td>St.D1</td>
<td>M2</td>
</tr>
<tr>
<td>Motor phase</td>
<td>33.36</td>
<td>4.86</td>
<td>78.94</td>
</tr>
<tr>
<td>Physical phase</td>
<td>34.36</td>
<td>4.11</td>
<td>82.85</td>
</tr>
<tr>
<td>Psychological phase</td>
<td>35.70</td>
<td>4.61</td>
<td>81.39</td>
</tr>
<tr>
<td>Social phase</td>
<td>31.24</td>
<td>4.38</td>
<td>67.54</td>
</tr>
<tr>
<td>Total</td>
<td>234.92</td>
<td>20.61</td>
<td>243.54</td>
</tr>
</tbody>
</table>
The previous studies confirmed that motor games give a wide motor scope for children, permit them to move freely. Modern learning styles recommend using play and motor games because these games led to understanding children natural tendency thought which child success in achieving his tasks easily and simplicity [8].

Results also indicated the statistical significance differences between per- and post-measurements in favor of post-measure of physical phase, where the value of calculated (t) is 5.259 > Tabular (t) at the level of significance 0.05. The level of estimated degree for post-measures of physical phase which ranging between (72, 90) this exceed the proper limits (43- 60).

The previous studies confirmed that the sporting recreational program has a positive effect on physical abilities and motor skills for children; develop their physical fitness items [9].

This table also indicated that there are statistical significance differences between per and post-measurements affect positively on psychological aspects, where the value of calculated t is (5. 110) > the value of tabular t. the rates of estimated degree for post-measure of psychological aspect ranging between (92-74), the value that exceed the limits of measure that ranging between (57- 45). The result proved the positive effect of the recreational program on the psychological side.

The previous studies affirmed that playing and motor games promote children's ability to solve their problems, integrate in the actual reality, it also consider as the actual represent of daily life situation the children may face [10].

Results confirm that there are statistical significant differences between the averages of per- and post-measurements in favor of post-measure of social phase. Were the value of calculated t is 7.091 > the value of tabular t. In addition, the rates of estimated degree for post-measure ranging between (79- 59) this value exceed the measure rate (51- 39) This indicates the effect of the program on the social phase.

Motor games improve children's behaviors, prompt their interaction with each other and with the instructors, change pugnacious child to serious one and breaks isolates [11].

CONCLUSION

- There is a relation between the recreational program and motor performance progression for children from 6-9 years in the different phases (Motor, physical, psychological, social).
- The recreational program indicated the importance of variety when offering different activities for children particularly at leisure time.
- The program over come the problem of short facilities by using alternative tools and natural resources.

Recommendations:

- The necessity of applying the recreational program within the specified Institutions that concerned children from 6-9 years.
- The importance of provide children with supplementary programs outside school to acquire various experiences.
- Linking between the practices offering to child in and outside school by supplying society institution power.
- Getting over the lack of sport activity in school through utilize the recreational program which consistent with different interest and desires.

REFERENCES


