The Effect of Dynamic Story Accompanied by Music on the Morale Spirit of the Mentally Able to Learn Handicapped

Hala Ahmed Mostafa El-Kady

Department of Curriculum and Teaching Methods of Physical Education,
Faculty of Physical Education for Girls, Helwan University, Egypt

Abstract: The program aims to identify the effect of motor story accompanied by music on the moral spirit of the mentally able to learn handicapped. The researcher used the experimental method with one experimental group design by using the pre-post measurement. Moral spirit scale of the mentally able to learn handicapped was used and the researcher re-formulated its statements to commensurate with the mentally handicapped. The motor story related to music has positive effect on the low, moderate and high level of morale spirit of the mentally able to learn handicapped.

Key words: Dynamic story, Morale spirit, Appropriate music to motor stories, Mentally able to learn handicapped

INTRODUCTION

Importance and problem of the research is that the mentally able to learn handicapped are similar in a number of characteristics and public features that distinguish them than other normal children from one side and their peers of mentally handicapped children from the other side [1].

The researcher believes that the moral spirit trait of the mentally able to learn handicapped is one of the psychological characteristics that handicapped should characterize, especially when practicing the sport activities. Where Martinez [2] confirmed that the characteristics of individuals whom characterized by high spirits, are team spirit, persistence, enthusiasm, resistance to frustration, tendency to cooperation and cohesion, ability to adapt to changing attitudes, sense of belonging, the present of a mutual goal and the existence of positive psychological trends towards team goals. That also confirmed by Rateb [3].

The researcher have noticed through dealing with the mentally handicapped care associations that the mentally able to learn handicapped are affected psychologically in a negative manner due to their disability in addition to their surroundings views, which leads to decrease their morale spirit and this reflects the negative impact on them, in general.

Mansour [4] confirms that caring and educating the mentally handicapped is humanitarian and social importance, in order to help them acquire the correct behavior skills to develop their abilities to adapt to reality as possible.

Through the dynamic story accompanied by music and depending on the children imagination at this stage and their love to imitate things around them and the regular rhythm by using music to help the mentally able to learn handicapped to express their movements by using parts of their body and voice. Therefore, that prompted the researcher to use the dynamic story accompanied by music to increase the morale spirit of the mentally able to learn handicapped.

Aims of the Research: The program aims to identify the effect of the dynamic story accompanied by music on the moral spirit of the mentally able to learn handicapped, through identifying the differences between the pre- and post-measurements in the high, moderate and low levels of the morale spirit of the mentally able to learn handicapped.

Hypotheses of the Research: There are statistically significant differences between the pre- and post measurements in the high, moderate and low levels of the morale spirit of the mentally able to learn handicapped, in favor of post measurements.
MATERIALS AND METHODS

Method of the Research: The researcher used the experimental method with the one group experimental design by using the pre- and post-measurement as it suits the nature of the research.

Society of the Research: The samples of the research selected through the comprehensive inventory from 23 children of the mentally handicapped elementary stage from the Social Rehabilitation Association in Cairo, whom IQ ranged between 50 and 70%, aged between 9 and 12 years old of those living with their families. Moreover, they represent the able to learn category. Five mentally handicapped have excluded for conducting the pilot study, as well as three physically disabled.

Sample of the Research: A purposive sample of 15 mentally able to learn handicapped representing 65.22% of the research society from the Social Rehabilitation Association (The Model Center of intellectual culture) in Helmiat Elzatoun in Cairo. Coherence between the main sample of the research were conducted in the variables that the researcher believed it may affect the research results as (height, weight, intelligence, chronological age, mental age and morale spirit). Coherence was obtained and ranged between -0.40 and 0.95, indicating homogeneity of the research sample.

Tools of Collecting Data

Devices and Tools: Medical scale, restameter, stopwatch, bands of different sizes, different Swedish seats, plastic balls of different colors and sizes, lime for drawing lines, circles and triangles on the ground, boxes of 20 cm height jumping ladder, mattress, bags of grain and chairs.

C  Photographed IQ test by Saleh[1]
C  The Society records to identify the mental age of the research sample.
C  Morale spirit scale of the mentally able to learn handicapped prepared by Mokhtar [5]. The researcher re-formulated its statements to commensurate with the mentally handicapped.

The Pilot Study: The researcher followed the following steps to prepare the scale:

C  Preparing the appropriate statements of the morale spirit scale of the mentally able to learn handicapped after modifications and presenting it to the experts.
C  The scientific coefficient of the scale:

The Scale's Validity Coefficient: The researcher used the internal consistency between statements and the scale as a whole, as one of the most important methods to calculate validity and the extent of statements consistency to the scale on a sample of five mentally able to learn handicapped, from the society of the research within the period from 26-28.01.2010. Where Kiodor-Richardson technique is the most famous methods used to calculate internal consistency.

The Scale Reliability Coefficient: The researcher used the test re-test method on a sample of five mentally able to learn handicapped from the society of the research. The first application conducted in 26.01.2010 and the second application in 09.02.2010 by two weeks time interval of the first application.

Content of the Program: By reviewing the scientific references and previous studies, the researcher reached a collection of dynamic stories, which commensurate to the aim of the research, as well as the properties of the sample. Moreover, one music specialist used to put appropriate music to the dynamic stories. The music uploaded on a CD for use during the educational units of the mentally able to learn handicapped.

Time of the Program: The proposed educational program has been applied for two months (8 weeks), as 3 units per week on Sunday, Tuesday and Wednesday, with 24 units. The time of each unit of 45 minutes, distributed to its parts as 7 minutes for warm-up, 35 minutes for the basic part (the dynamic story related to the music and 03 minutes for calming down).

The Main Study: The researcher applied the tools of collecting data from 14\2 to 21\4\2010, by 3 units in each week on Sunday, Tuesday and Wednesday.

Pre-Measurement: The pre-measurement applied on 11\02\2010 to the main sample by the society's social supervisor.

Post-Measurement: The post-measurement applied on 22\04\2010 to the main sample by the society's social supervisor.

RESULTS AND DISCUSSION

Tables 1- 3 illustrate that there are statistical significant differences between the pre- and post-measurements in the high, moderate and low levels of the morale spirit of the mentally able to learn handicapped in
Table 1: Arithmetic means and standard deviations between the pre- and post-measurements in the high level of morale spirit for the mentally able to learn handicapped (n = 15)

<table>
<thead>
<tr>
<th>The scale</th>
<th>Pre-measurement</th>
<th>Post-measurement</th>
<th>Differences between two averages</th>
<th>&quot;T&quot; value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The morale spirit scale of the mentally able to learn handicapped</td>
<td>56.49 4.15</td>
<td>75.53 6.22</td>
<td>19.04</td>
<td>11.07*</td>
</tr>
</tbody>
</table>

Table 2: Arithmetic means and standard deviations between the pre- and post-measurements in the moderate level of morale spirit for the mentally able to learn handicapped (n = 15)

<table>
<thead>
<tr>
<th>The scale</th>
<th>Pre-measurement</th>
<th>Post-measurement</th>
<th>Differences between two averages</th>
<th>&quot;T&quot; value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The morale spirit scale of the mentally able to learn handicapped</td>
<td>30.12 3.11</td>
<td>46.72 4.25</td>
<td>16.60</td>
<td>13.72*</td>
</tr>
</tbody>
</table>

Table 3: Arithmetic means and standard deviations between the pre- and post-measurements in the low level of morale spirit for the mentally able to learn handicapped (n = 15)

<table>
<thead>
<tr>
<th>The scale</th>
<th>Pre-measurement</th>
<th>Post-measurement</th>
<th>Differences between two averages</th>
<th>&quot;T&quot; value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The morale spirit scale of the mentally able to learn handicapped</td>
<td>3.05 0.74</td>
<td>8.39 0.96</td>
<td>5.34</td>
<td>19.07*</td>
</tr>
</tbody>
</table>

favor of the post-measurements. The researcher returns these results to the positive effect of the dynamic story program-related music, which led to increasing the morale spirit of the mentally able to learn handicapped. The morale spirit mainly depends on the individual response of the mentally handicapped, which based on the appropriate interaction to the situation relying on his feelings toward the practiced activity and the extent of satisfaction with his performance linked to his needs and ability to adapt to this activity. The interaction of a challenging situation shows the degree of aims autism to the aim of the group, where the dynamic story program-related music performed a vital role in determining these aims and seeking to achieve them through creating the appropriate psychological and social atmosphere for developing the morale spirit for the mentally able to learn handicapped. Where Hassan [6] referred that dynamic stories usually contain social values and concepts from their environment and society that suits children selected from public life taking into account the customs and traditions, where many tools may introduce to create an interesting atmosphere. Moreover, the musical rhythm of songs associated to the story helps the child recognition and increase his experiences.

These results are consistent to El-Moursy [5] who illustrated the existence of statistically significant differences between the moral spirit scale for athlete's dimensions according to the type of sports activity.

These results also agree with the results of Abu Gamous and Canaan [7] illustrating the effect of using the dynamic stories on the dynamic development and social adaptation for the pre-school stage 4-6 years old. Moreover, consistent to Mohamed [8] who resulted in helping children to improve the expressive ability and attention levels through the two suggested programs of dynamic story and mini-games. Also, results agreed with results of previous studies [9-12].

CONCLUSION

C The dynamic story related to music has positive effect on the high level of morale spirit of the mentally able to learn handicapped.

C The dynamic story related to music has positive effect on the moderate level of morale spirit of the mentally able to learn handicapped.

C The dynamic story related to music has positive effect on the low level of morale spirit of the mentally able to learn handicapped.

Recommendation:

C Using the dynamic story related to music in the mentally able to learn handicapped associations, to increase the morale spirit level of the mentally able to learn handicapped.
C. Using the dynamic story related to music in the mentally able to learn handicapped associations, to increase the morale spirit level of the mentally able to learn handicapped.

REFERENCES