Chapter - I

INTRODUCTION

The disability is never in the person but that it is created by the attitude we adopt towards the person by the demands we make upon him.

Physical disability can happen to persons of every race, colour, creed and may range from a very slight to a total disability.

The recognition and general acceptance of the severally physically disabled person as an individual, entitled to basic human rights and privileges is relatively new in our society. History shows that in 17th and 18th centuries people attributed severe physical disabilities to evil spirits and the curse of various gods. “In ancient Sparta, individual with any type of disability were placed on the mountain side and allowed to perish solely for eugenic reasons. Some persons known to us as cerebral palsied individuals were often used as court josters for amusement because of their involuntary movements their unsteady gaits and queer speech.}

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Like every able person disabled person should have the right to live in a world that does not see him or her as disabled but as a person with unique set of abilities and life potential. Disabled individuals lack leisure skills and the functional ability to participate in a variety of leisure offering. Therefore, therapeutic recreation specialist should concentrate towards educating quality leisure functioning and using leisure and recreation to improve, correct, habilitate or rehabilitation the physical socio-emotional and intellectual functional abilities.

According to julien stein, of crucial importance to improve motor performance capacity of mentally retarded and disabled person/are systematically designed, applicable physical education, recreation, sports and psychomotor function materials which have been evaluated and deemed effective by evidence collected.²

Physical educators are working in an era in which assumptions about the nature of handicapped persons are changing. Changing assumptions and changing facts about the handicapped give rise to new legal policies for conducting physical education for the handicapped. Judgments from the court that have been converted into federal statutes give rise to new

² J.V. Stein “ Todays is yesterdays tomorrow” ( Proceeding of the VII Commonwealth and International Conference of Sports, Physical Education, Recreation and Dance, 1982 ).
responsibilities to physical education and recreational personnel who conduct programs for handicapped individuals.

The Americans with Disability Act (ADA) vastly enlarges the rights of people with disabilities, freeing them from discrimination in community recreation environments and enabling them to use nearly every recreational facility and service common to life in the United States. These rights will create many new opportunities for disabled persons to achieve recreational independence in the community.

In this respect, the ADA will greatly enhance the educational and rehabilitation process by creating real opportunity for recreational freedom. The "transition" clause of IDEA should ensure that skills attained in physical education will be generalized from school to independent community recreation settings. Thus physical education programs that incorporate community based assessment of physical education needs of the disabled will have increased opportunities to conduct effective programs that link skills learned in school with meaningful recreational experiences within the community.

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3 Walter C. Crowe and David Auxter, "Adapted Physical education and recreation". (St. Louis: C.V. Mosby company 1977) P.3

4 David Auxter and Jean Pyfer, Principles and methods of adapted physical education and recreation, Sixth Ed. (St. Louis Times Mirror / Mosby College Publishing 1989) P.15.
The major goal of the education of the handicapped Act was to provide an education so that individual with disabilities could become independent adults of the community. Prerequisite to independent living is the acquisition of the physical and motor skills that will enable these individuals to participate in domestic, recreational and vocational life in the community.

The system requires that there be a relationship between the curricula for children with and without disabilities in the local school district and that the relationship between the school’s curriculum and physical, sport and recreational skills learned permits participation in independent recreation in that community. Thus to maximize opportunity for independent recreational programming for persons with disabilities, matches must be made on two levels. Community – based assessment and programming assures the linkage between community, school curricula, and the needs of a child. The key to the curriculum process is generalization. For the instructional content to have value, the student must learn skills that can be generalized from the instructional settings to independent recreational, physical and sport activity in the community.  

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5 David Auyter and Jean Pyfer, Principles and methods of adapted physical education and recreation, Sixth Ed. (St. Louis Times Mirror / Mosby College Publishing 1989) P.20.
In human history, the concept of adopted physical education is freshly planted seed. The basic idea is the awareness that handicapped individual has the right to experience satisfaction (enjoyment) from purposeful movement, and also the right to participate in movement for remediation and normalization.

After World War I, physical education changed gradually, its formal nature to move lively forms like play and sports activities. Even though many schools accepted the play of concept, they still provided a special physical education class to improve posture but gradually the scope expended to include a great variety of handicapping conditions.

Special physical education gradually expended its offerings to incorporate sports, games and rhythms adapted to the needs of the handicapped child. Through the efforts of such pioneers as George Stafford, numerous physical education and recreational activities were found to benefit the total development of the exceptional person.

Many names have been given to the specialized area of the physical education that deals with the less endowed individual. These names have only succeeded in causing confusion as to the real nature and the full scope of the activities available to the handicapped through physical education.
The following contain the numerous name attributes to the physical education for the handicapped. They are medical gymnastics, corrective, remedial and rehabilitative physical education, modified, restricted or limited physical education, Developmental physical education, perceptual motor, Sensoriomotor therapy etc.⁶

Due to social stigma, parents also had negative attitude towards their disabled children. They were ashamed of them and use to keep them hidden in their back rooms. Lack of social acceptance made these children to develop negative self-perceptions about their physical and social competencies. The rude and unwelcome behaviour of society made them isolated with least socialization, experience and restricted opportunities. These experience and beliefs resulted in segregation, devaluation, stigmatization and discrimination.

The impact of World War II helped to change the attitude of people towards disability. Thousands normally and socially accepted men rejected from military service due to physical disability continued to remain socially acceptable along with injured men from war were also accepted gracefully.

by the society. This lead to better understanding and acceptance of physically disabled persons by the society.

Around 19th century public schools began to provide special programmes for disabled and special attention was paid in 1920 on physically disabled persons. Education for minor disabled started in regular classrooms and for severally disabled special schools were established while special equipments, therapy, recreation, transportation were included in the program. Then the educator realized that as normal person they need moral and spiritual maturity along with the constructive use of leisure time for total growth and development to adjust in the life with disability.

Due to being continuously living isolated and from time to time experiences and social interaction reinforced discrimination which made these individuals to develop negative perceptions towards his self and further made them to internalize negative attitudes about disability.

By relating the experiences of individual with physical disability two aspect of the self are particularly difficult to challenge that perceptions regarding competencies (physical self) and social competencies (social self). As body represents the disability so it is often viewed as a limiting force in an individual’s life. Societal expectations are less in terms of body
physical capabilities and thus the opportunities to maximize physical potential is limited. This makes self perceptions to focus more on disability than the ability and leads to negative views of physical self. Due to lack of inaccessibility, transportation social interaction also remained minimum offering less social contacts and limited opportunities to develop social skills to further enhance physical self.

The best way to enhance self-perception of an individual with physical disability is through participation in sports and recreational activities. Because body is the mechanism through which this activity is manifestations perceptions about physical self can be altered. Sports and recreational activities further facilitate interaction with other broadening social experiences to enhance perception of social self as well.

Recreation is a part of wholesome living. Just as education serves each one of us to help him most fully so rehabilitation through recreation serves injured person to help him live satisfactorily with what is left to him. Just as recreation fits into one lives to make us richer so recreation may fit into the life of every disabled person.

According to Rat bone and Lucas “Recreation experiences for you and for me to keep us active if not out of mischief. If we were to go home
after work and sit or lie still until it was time to return to work, we would feel miserable physically and become dull mentally. We crave activity when we are in good health and when we feel bored or mildly indisposed we can wakeup ourselves, as it were, by activity, whether we like the activity or not. If it is pleasurable all the better, we shall than pursue it longer and be more likely to feel refreshed by it.⁷

Therapeutic recreation as defined by National Therapeutic Recreation Society is a special service within the broad area of recreation services. It is a process, which utilizes recreation services for purposive interventions in some physical, emotional and social behaviour and to promote the growth and development of the individual.

The concept of recreation is slowly recognized and established by public officials and social service professional as a vehicle for modifying individual behaviour. It has become increasingly clear, the provision of wholesome opportunities for the satisfaction of leisure needs of special population is an essential ingredient to good individual and community health. Recreation provides them with incentives and the opportunities to exceed their limitations through desirable activity.

Now people have begun to look to recreation service agencies to help minimize the stress of boredom which often accrue to a person with a physical disability or to a person who has retired with vast amount of time and with a feeling of uselessness.\(^8\)

The following findings were reported by Silson audio-workers on recreation resources for chronically ill and disabled children.

1. Identification of a variety of recreational sources, which are providing services to the disabled children and youth.
2. Identification of a large variety of potential resources for disabled children and youth.
3. Concentrated efforts to eliminate architectural barriers for disabled children and youth.

Thus recreation is of utmost importance. It provides creative use of leisure time for those disabled individuals also who are physically unable to participate in recreational activities with non-disabled persons. It assess each individual regardless of his handicap a chance to participate actively,

there by encouraging him to accept his handicap and establish a potential capacity for social integration.

Recreation through adaptive recreation activities assures self-expression and provides satisfaction. The latent abilities and potentialities can be discovered through recreational activities. It also helps to develop interest and hobbies, which can be pursued throughout life. Recreation also fosters the growth of independence and self-direction regardless of any limitations.

Butler states that all fundamental desires can be satisfied through participation in recreational activities. He contends that some of the satisfactions which people obtain through recreation are "joy of creation, fellowship, adventure, a sense of achievement, physical well being, use of mental power, emotional experience, enjoyment of beauty and a sense of service and relaxation". Recreation fulfills all desires and needs of an individual.

Recreation further helps the disabled to find a way of creative self-expression inspite of their limitations. Like those who are unable to use hand can express themselves in painting by learning to use their toe and

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feet instead. It gives opportunities to realize a sense of achievement either by individual participation or by participating in a group activity. Through participation in games and sports he can challenge stereotypical views of society and can derive pleasure either by playing them in wheelchair, crutches or even from the beds with some modification.

Recreation also promotes socialism. Players while playing share their views, emotions first involuntarily and then start interaction with each other simultaneously. Recreation not only provides joy and happiness but also improves physical, mental, and emotional health. It also helps in developing self-realization, social adjustment, democracy and good citizenship.

Participation in games and sports helps to learn and inculcate good habits like adjustment in a group through sharing and considering needs of others. Recreation through games and sports further helps to develop human virtues as courage, justice, patience, tolerance and fairness. Therefore, parents should motivate, guide and help their children to take active part in community recreational programmes, irrespective of their disability.
The Americans with disabilities Act (ADA) went into effect in January 1992. As president George Bush said at the signing ceremony, "This historic act is the world's first comprehensive declaration of equality for people with disability------ Legally; it will provide our disabled community with a powerful expansion of protections and basic civil rights". The act was recommended to congress in a report called, "To Independence" produced by the national council on Disability. The Act builds on and expands on rights created by the rehabilitation Act of 1973.

The law prohibits discrimination by places of public accommodation against those with disabilities. More important, the Act declares that our society will provide equal opportunity to citizens with disabilities in all aspects of American life, including recreation. This philosophy, reflected in a public law, should heighten social awareness of the recreational rights and needs of individuals with disabilities.10

Keeping all this facts in consideration, the research scholar sincerely felt sporting activities is one area which needs in depth investigation so that involvement of children's of their category with physical limitation can be made. Thereby frequency benefits of parts and exercise to their group also.

But considering their physical limitation specialized form of activities are required for this purpose. Since highly organized physical training and sport are not at all advisible. Research scholar/keen to experiment with but organized Recreation/ enjoyment based physical program'for this group of children.

**Statement of the problem**

The purpose of the study was to ultimately planned and designed, a comprehensive reaction based Physical Education Program' for'Physically challenged children. A comprehensive program that takes into consideration the specific functional and physical limitations of physically challenged group and designed such that it ensures implementation feasibility as well as development of physical, functional and psychological well being of physically challenged children.

Hence, a comprehensive reaction based easily adoptable physical education program'was urgent need of the hour.

So, the thrust of the physical education program'was to make the program'amusing, pleasurable, joyful so as to ensure better participation.
Research scholar often confronted with the dilemma while administering organized physical education program to physically challenged children. The physical demands of pure physical education program seems to become deterrent for participation.

Realizing this and to fulfill this noble idea research scholar took up this study to investigate in minute detail the various effects of recreation based adapted program. And hence the study was titled as **Effect of Recreation Based Physical Education Programs on Self Concept, Selected Personality Traits & Selected Motor Components of Physically Challenged Children**.

**Delimitations**

Since the study was conducted with specific purpose for a special group, considering this it was confined precisely within following areas:

1. The study was confined to Polio affected physically challenged male school children of age group 9 to 14 years.

2. Further, the study was delimited to criterion parameters i.e.

   - (a) Running Speed
   - (b) Static Balance
   - (c) Dynamic Balance
(d) Hand and Feet (Bilateral) Coordination
(e) Eye-hand (Upper Limb) Coordination
(f) Reaction Ability
(g) Flexibility
(h) Grip Strength
(i) Explosive Strength
(j) Self-concept
(k) Introversion and Extroversion

on which effect of recreation based Physical Education Program was investigated.

**Limitations**

The subjects were from different socio-economic status, having different dietary habits, following different modes of living and with differences in terms of interaction with peers. The effect that may have accrued due to these uncontrollable factors was considered limitations of the study.
Definition and Explanation of Terms

Self

The sum total of every thing that a person calls his or her: possession, family, job, friends, etc, self is categorized in to four groups:

i) The material self

ii) The social self

iii) The spiritual self

iv) The pure ego.\(^{11}\)

Concept

"Something conceived in the mind: thought, idea, notion."

"A general or abstract idea, a universal notion."\(^{12}\)

Self Concept

"Self concept is the totality of attitude, judgment and values of an individual relating to his behavior, aesthetics and qualities."

Self concept embraces awareness of their variable and their evaluation.\(^{13}\)


\(^{13}\) Encyclopedia of Psychology 2\(^{nd}\) Edition (1973) S.V. "Self Concept" by D. Byrne.
Motor performance

Motor performance can be defined as the ability to perform motor skill such as speed, power, agility, reaction time, Balance and Neuromuscular coordination in an efficient manner.

Motor performance qualities include speed, Power, Agility, Coordination and Balance\textsuperscript{14}.

Results of the measurement of motor abilities at a particular time.(An inconsistent and variable component in assessment, particularly with special populations).\textsuperscript{15}

Personality

Personality is the dynamic integration of an individual expression of his needs in his reaction to himself and others\textsuperscript{16}.


\textsuperscript{15} Crawford and Mendell, Therapeutic Recreation and Adapted Physical Activities for Mentally Retarded individuals (N.J.Prentice Hall Inc, 1987), P. 262.

Trait

A trait is defined as any distinguishable relatively enduring way in which one individual differs from others.\textsuperscript{17}

\textbf{Definition and Explanation of Terms}

Recreation

Recreation can be defined as "a worth while socially accepted leisure experience that provides immediate and inherent satisfaction to the individual who voluntarily participates in an activity".\textsuperscript{18}

Polio

"Poliomyelitis" is commonly known as polio.

"Polio the short form of Poliomyelitis" is a viral infection attacking the nerve cells of communication between the spinal cord and muscles resulting in paralyzed (weak and floppy) muscles. This paralysis may be an isolated weakness of muscle or may be widespread paralysis of a whole

\textsuperscript{17} R. B. Cattel et al., "The inheritance of personality, A multiple variance, Analysis of Determination of Approximate Nature and Nurture Ratios for Primary Personality factors in Questionnaire Data," \textit{American Journal of Human Genetics} 7(1970) : 35.

limb.” Affected limb have a poor blood supply and skin damage is a considerable hazard.\textsuperscript{19}

**Disability**

1. A disability is as, “Any restriction or lack of ability to perform an activity in manner or with in the range considered normal for a human being”.\textsuperscript{20} It can be physical, mental or social.

2. Rehabilitation Act of 1973 \textsuperscript{21} defined disabilities as “Physical and mental improvement that substantially limits one or more major life activities.” Such as walking, seeing, learning, working etc. Both these definitions are considered suitable to the study.

**Disabled child**

Disabled child is “one differs so definitely in mental, physical, emotion or behavioral characteristics that can not profit fully from the standard curriculum”\textsuperscript{22}.

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\textsuperscript{19} Association of Swimming Therapy, *Swimming for People with Disabilities* 2\textsuperscript{nd} ed. (London : A&C Black, 1992),P.104.

\textsuperscript{20} K.Park, “Prentive and Social Medicine” 15\textsuperscript{th} Ed. (Jabalpur : Banarsidas Bhanool Publishers,1997) :383s

\textsuperscript{21} David Auxter , Jean pyfer and Carol Hutting, “Principles and methods of adapted physical education and recreation”. 7\textsuperscript{th} Ed (Saintcouis : C.V. Mosby Co, 1993 ) : 6.

\textsuperscript{22} HollisF. Fail. *Adapted Physical Education* (Philadelphia : Lea and febiger, 1960 ) :1
For the purpose of present study physically challenged means, “As a result of disability the person or child experience certain disadvantages in the life and is not able to discharge the obligations required of him and play the role expected of him in society”.

**Hypothesis**

Based on own understanding, available literature, research trends and existing facts, the following hypothesis were conceptualized:-

1. It was hypothesized that the recreation based experimental physical education program will significantly effect all the physical parameters i.e., Running Speed, Static Balance, Dynamic Balance, Hand and Feet (Bilateral) Coordination, Eye-hand (Upper Limb) Coordination, Reaction Ability, Flexibility, Grip Strength and Explosive Strength of physically challenged children.

2. Further, it was also hypothesized that the experimental program will also significantly effect self-concept, personal traits of physically challenged children.
Significance of the study

The very aim of the study is to establish and understand the need and importance of recreational programs for physically challenged individuals to develop their skills to provide security through improved function and increased ability to meet the physical demands of day to day life. Further designed a feasible comprehensive recreation program for physically challenged children. The information generated purport the need of comprehensive service delivery system designed to identify problems of children in physical and motor fitness, fundamental motor performance and skills, and sports skills and games.

Hence, the result of study may contribute effectively to guide the users in the following way:-

1. The study may provide adequate knowledge for the teachers in institutions for physically challenged in planning and administering a specific recreational program for the physically challenged children.

2. The result of this study may reveal the extent to which a recreational program contributes to the development of self
dependence, Self concept, personality traits and motor performance of physically challenged children's.

3. It is likely that results of this study may help is assessing the transfer of the effectiveness of the training to performance outside the instructional program.

4. The study may motivate other researchers who are interested in this area to take-up similar studies and help to bring physically challenged in to the mainstream.

Some important features are as follows:

- It will act as additional aid to sports literature.

- It may help to evaluate the disabled child and his suitability for competition in specific games and sports.

- Study may also promote and improve relationship between physical educator\coach and handicapped children.

- The researcher strongly felt that the study will bring out awareness on the importance of recreation based physical education program for these children.

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