



EFFECT OF SOCIAL FACILITATION ON THE SPORTS PERFORMANCE OF MENTALLY CHALLENGED CHILDREN

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Abstract

A sample of 100 mentally challenged children (40 Mild and 60 Moderate) of chronological age 6-14 years were selected from Tapovan Manovikas Vidhyalya, Sriganganagar (Rajasthan). Sample was selected through purposive sampling technique. Sample of selected 100 mentally challenged children was again divided into Experimental and Control group having strength of 50 (20 Mild and 30 Moderate) children in each group. Experimental group was exposed to Social facilitation where as no facilitation was provided to Control group. All was done to see the effect of social facilitation was a measure to know their performance in two events namely shuttle run and long jump and by making comparison of experimental and control group.



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INTRODUCTION

The world is full of diversity. Even human beings who are similar to one another still they have differences. We have people amongst us, some who are rich and others who are poor, some who are fair and some others who are dark, some are tall and some others who are short. Similarly, we have people with different mental abilities which may be average, more than average and less than average. People with less than average mental abilities are called mentally challenged. Such people have difficulty in changing their way of functioning appropriate to the various situations in everyday life. Various terms are used to describe such conditions such as 'mentally challenged', 'mental deficiency', 'mental handicap', and 'mental sub normality' etc. However, all these terms connotes the sub- average mental functioning of a group of children which not only affects their behavior and development but creates serious problems for the people responsible for their welfare. Thus, mentally challenged children are children who deviate from the normal children to the negative side in mental dimensions. In other words, they possess mental deficiency, which is characterized by inadequate intellectual functioning in adaptive, associative and learning power, yet sufficient with I.Q over fifty (50) to become socially adequate and occupationally competent with the help of special educational facilities. (Dash, M. p.89.).

Mentally Challenged Children (MCC)

Mental development occurs in a sequential order and in predictable fashion. Normally, one would expect babies to develop certain skills by certain ages. For instance, walking and learning to say a few words comes by the age of 1 year and 3 months. These are called “milestones of development”. These milestones are classified in four areas Motor (control over body movements), Cognitive (ability to understand and deal intelligently with situations), Social (interacting with people and learning appropriate social behavior) and Language (understanding what others say and learning to talk) anyone who is familiar with babies knows that they develop and learn rapidly, especially in the first 3-4 years.

They are very quick in learning during these years. They acquire these capacities through growth and maturation of many organs of the body, but most importantly this is because of the maturation of the brain and its functions. In other words the brain undergoes rapid maturation during these early years; as consequence, babies learn and develop fast. It should be remembered that for acquiring these skills, not only maturation of the brain, but also a healthy and stimulating psychological environment is necessary. (Tyagi, pp.3).

Cummings, Nicholas, Rogers & Wright, (2005) Mental challenge is a generalized disorder appearing before adulthood, characterized by significantly impaired cognitive functioning and deficits in two or more adaptive behaviors. It has been defined as an Intelligent Quotient score under 70. The definition now includes both a component relating to mental functioning and one relating to individuals' functional skills in their environment.

Mereness & Taylor, 1978; Hawkins-Shepard, 1994; WHO, 2001; Johnson,(2007) Mental disability (MD), sometimes referred as “mental deficiency”, “developmental delay” or “cognitive disabilities”, is a condition in which there is arrest in the development of the mind. A mental deficit is accompanied by impairment of skills and intellectual capacity in areas of cognition, motor and social abilities.

OPERATIONAL DEFINITIONS

Mentally Challenged Children

American Psychiatric Association’s Diagnostic and statistical Manual, (1982) a mentally retarded person is significantly limited in at least two of the following areas: Self care, communication, home living, social / interpersonal skills, self direction and use of community resources, functional academic skills, work, leisure, health and safety.

Sports

Sport is an activity that is governed by a set of rules or customs and often engaged in competitively. Used by itself, sports community refers to activities where the physical capabilities of the competitor are the sole or primary determiner of the outcome (winning or losing), but the term is also used to include activities such as mind sports and motor sports where mental acuity or equipment quality are major factors. Sports are used as entertainment for the player and the viewer. It has also been proven by experiments that daily exercise increases mental strength.

Sports Performance

Sports performance refers to the scores recorded during the execution of any sports activity.

Sport Person

Sport person is a man who is active in sports.

Spectator

Spectator is one who voluntarily visited the venue to where sports competition and choose sides either to support or to hoot, the players involved in the match.

Favorable Spectator

Spectator who support each and every effect made by the performers.

Mentally Challenged Sports Person

Mentally challenged sports person is a mentally challenged person whose conduct and attitude exhibit sportsmanship.

Social

A living in companies or organized communities, gregarious, not fitted for or not practicing solitary life, interdependent, co-operative practicing division of labor.

Facilitation

Facilitation is to make easy or less difficult; to make more easily achieved.

Social Facilitation

Social facilitation is the tendency of people to be aroused into better performance on simple tasks (or tasks at which they are expert) when under the eye of others, rather than while they are alone. Complex tasks (or tasks at which people are not skilled), however, are often performed in an inferior manner in such situations. This effect has been demonstrated in a variety of species. In humans, it is strongest among those who are most concerned about the opinion of others and when the individual is being watched by someone, he or she does not know, or cannot see well.

The effect where a person's performance is enhanced in the presence of an audience is called social facilitation.

Effect

According to Oxford Advanced Learner's Dictionary (1995) effect is the chance produced by an action or cause, result or outcome.

The New International Webster's Student Dictionary (2001) has given the following definitions of effect.

- a. A result or consequence of some cause of agency.
- b. The power or capacity to produce a result: efficacy.
- c. The condition of being in actual operation.
- d. The impression or reaction resulting from being done or experienced.

According to Longman dictionary of English language (2005) Effect is "to bring about".

NEED OF THE STUDY

Mental retardation is defined as a deficit in both intelligence and adaptive skills, with onset before age 18. Mental retardation is characterized by significantly sub-average intellectual functioning (an intelligence quotient [IQ] of approximately 70–75 or below), existing concurrently with related limitations as expected for age and by the individual's cultural group in two or more of the following applicable adaptive skill areas: communication, self-care, home living, social skills, use of community resources, self-direction, functional academic skills, work, leisure, health, and safety.

The life functioning of a child or adolescent with Mental retardation will generally improve if she has adequate and appropriate supports. To improve functioning, a child or adolescent may need intermittent, limited, extensive, or pervasive support; the level of support needed varies from individual to individual and over time. The support needed may vary with the severity of Mental retardation.

Social facilitation assumes that individual can be applied for enhancing the strength, agility, reaction time, speed etc. The centrality of individual is important in health communication as well as efficient and effective physical and psychological health accomplishment. However a research study is needed to find out effective approach for mentally challenged sports person for better adjustment. In Education in general and in physical Education and sports in particular, the emphasis is on pushing the mentally challenged to learn activities of life and achieved higher standards of performance. So that as adults, they can hold jobs in the
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regular work force, marry, and raise families. If they encounter challenging life problems, they may need intermittent environmental supports.

Thus a lot of research work has been generated to understand the effect of social facilitation on the sports performance of mentally challenged children. This will help parents, counselors, psychologists and trainers to formulate an effective conditioning program to improve their overall health. Thus the present study is designed and entitled as given below.

PROBLEM STATEMENT

EFFECT OF SOCIAL FACILITATION ON THE SPORTS PERFORMANCE OF MENTALLY CHALLENGED CHILDREN

OBJECTIVES

1. To study the effect of social facilitation on sports performance of mentally challenged children.
2. To compare the effect of with and without treatment of social facilitation on the sports performance of mentally challenged children in long jump and shuttle run respectively.

HYPOTHESES

Performance of experimental group will be better in Sports as compared to control group.

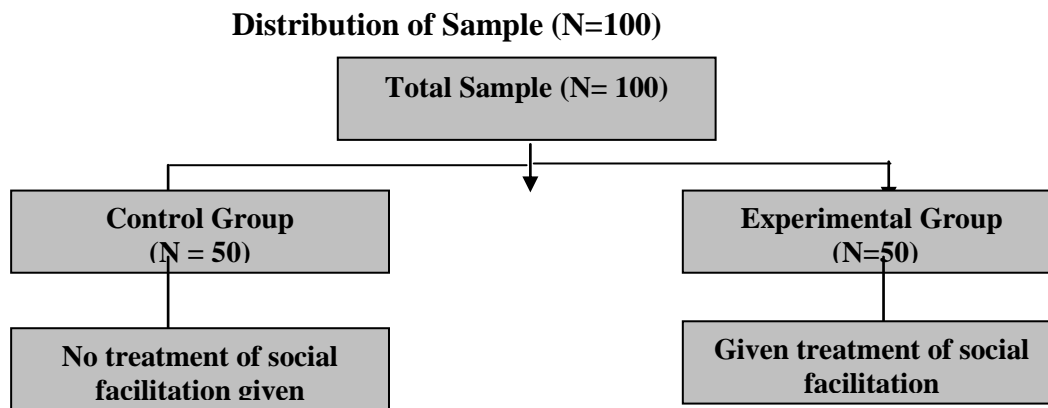
1. Effect of social facilitation on sports performance for the event of Shuttle Run will be positive on experimental group as compared to control group.
2. Effect of social facilitation on sports performance for the event of Long Jump will be positive on experimental group as compared to control group.

DESIGN OF THE STUDY

It was an experimental study to find out the effect of Social Facilitation on the sports performance of mentally challenged children.

SAMPLE

A sample of 100 mentally challenged children (40 Mild and 60 Moderate) of chronological age 6-14 years were selected from Tapovan Manovikas Vidhyalya, Sriganganagar (Rajasthan). Sample was selected through purposive sampling technique. Sample of selected 100 mentally challenged children was again divided into Experimental and Control group having strength of 50 (20 Mild and 30 Moderate) children in each group. Experimental group was exposed to Social facilitation where as no facilitation was provided to Control group. All was done to see the effect of social facilitation was a measure to know their performance in two events namely shuttle run and long jump and by making comparison of experimental and control group.



CONDUCT OF EXPERIMENT

100 mentally challenged children (40 Mild and 60 Moderate) were selected for the measurement of their performance in two events namely shuttle run and long jump. The sample was again divided into two groups namely control and experimental group. In the experimental group mentally challenged children performed two events in the presence of peer group who were sympathetic and were shouting, cheering in their favor to inspire them for their better performance. They were requested to extend honest cooperation and perform in the test independently and free of all hesitation. This experiment was conducted continuously for 40 days. All the students are motivated and given Social facilitation during these days. During the experiment, The best trial was recorded. Whereas the experiment in the control group was conducted without the presence of any spectator or peer group.

TOOLS USED

Following tools /equipments are used for the study.

1. To categorize the mentally challenged children on the behalf of I.Q “Intelligence scale for Indian Children” by A. J. Malin (1958) was used.
2. To measure the sports performance of mentally challenged children for the event of shuttle run, blocks of wood and stop watch were used.
3. To measure the sports performance of mentally challenged children for the event of long jump, measuring tape and jumping pit were used.

STATISTICAL TECHNIQUES USED

1. Mean, Median, Mode
2. Frequency distribution, Measure of Central tendency
3. Standard deviations, Skewness, Kurtosis.
4. ‘t’ value .

Table 1 Table showing t-value for sports performance in the events of Long Jump of mentally challenged children from experimental group (given treatment of social facilitation) and Mentally Challenged Children from control group (not given treatment of social facilitation)

Group	Mean	SD	Std Error Means	Mean Difference	t-value	Remarks
Control	2.87	0.7349			-	Significant at 0.01 and 0.05 level
Experimental	4.04	0.763	0.1498	-1.17	7.8104**	

As shown in Table 1 Mean Score of Control group is 2.87 and Experimental group is 4.04 and there is a Mean difference of -1.17. Calculated value of t-ratio is -7.8104 which is Significant at 0.01 level of Significance which shows that Effect of Social facilitation on sports performance of Mentally Challenged Children in Long Jump is Positive. Hence our Hypothesis, Effect of social facilitation on sports performance for the event of Long Jump will be positive on experimental group as compared to control group stands retained.

Table 2 Table showing t-value for sports performance in the events of Long Jump of mentally challenged children from experimental group (given treatment of social facilitation) and Mentally Challenged Children from control group (not given treatment of social facilitation)

Group	Mean	SD	Std Error Means	Mean Difference	t-value	Remarks
Control	2.87	0.7349			-	Significant at 0.01 and 0.05 level
Experimental	4.04	0.763	0.1498	-1.17	7.8104**	

As shown in Table 2 Mean Score of Control group is 2.87 and Experimental group is 4.04 and there is a Mean difference of -1.17. Calculated value of t-ratio is -7.8104 which is Significant at 0.01 level of Significance which shows that Effect of Social facilitation on sports performance of Mentally Challenged Children in Long Jump is Positive. Hence our Hypothesis, Effect of social facilitation on sports performance for the event of Long Jump will be positive on experimental group as compared to control group stands retained.

Hence, both the Hypotheses are accepted.

FINDINGS:

1. Mentally Challenged Children of Experimental Group performed better in the event of Shuttle Run as compared to Mentally Challenged Children of Control Group.
2. Mentally Challenged Children of Experimental Group performed better in the event of Long Jump as compared to Mentally Challenged Children of Control Group.

CONCLUSION

Thus the above results indicate that sports can improve strength, endurance and cardiopulmonary fitness while providing companionship, a sense of achievement and heightened self esteem. **Narayan, J. (1989), Barown, K. A. Sethi, N and Sen, A.K. (1997) Puri Mukherjee and Mukherjee (2007)** were opine it. As earlier studied by the **Triplett (1898) that** the presence of other cyclists tended to increase performance, leading to faster race times. **(Wind, Schwend and Larson (2004)), Zajonc (1965) and Baron (1986)** investigated that the presence of others serves as a source of arousals and social facilitation in humans is influenced by both physiological arousal and cognitive processes. From the above conclusion we can say that to provide Social Facilitation improve the performance of Mentally Challenged Children.

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