

The importance of games and sports in socialization and mental health of girls with intellectual disability.

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ABSTRACT

Inactivity makes persons always lonely. It now becomes a major issue for both disabled and non-disabled people that causes psychological and physical health problems especially in people with intellectual disability. Inactivity decreases oxygen consumption in the body and ultimately results in a variety of diseases. Girls' children generally faced several obstacles and barriers in society. In the case of girls with intellectual disability, it is more common.

Games, sports, and physical activities are always helpful for psychological and physiological health as well as it helps to control anger, jealousy, and feelings of aggression which helps in the socialization process. It also helps in inner discipline, competitive spirit, and friendship. Games and sports have great contributions to the process of problem-solving, social adaptation, and loneliness both in persons with disability and normal individuals. The Persons with intellectual disability always with subnormal intelligence and limitations of functioning. So, they are not able to participate in games and sports spontaneously and they need special care and attention.

The purpose of the present study is to examine the positive effects of games and sports on girls with intellectual disability. The long-term objectives are to study how games and sports help girls with intellectual disability in special education, social competence, motor skill (both gross and fine motor), creative expression, removal of anxiety, and healthy leisure time activities.

For the study, data was compiled from secondary sources, like peer review papers, magazines, online sources, etc. using analytical methods in a theoretical framework.

Several studies showed that games and sports help significantly and increase the motor activities cognitive skills, attention, self-confidence, and making social relationships. Sports are now a common physical treatment method to foster the rehabilitation process.

Key Words: Games & sports, intellectual disability, mental health, socialization, rehabilitation.

INTRODUCTION

Sports and games enable people to engage in work and promote the health of one's beliefs. It also promotes active participation and enhances socialization and discipline. Games and sports increase brotherhood, national unity, and value in life, ultimately developing a healthy body and mind. So physical activities are the elementary component of overall wellbeing and most children experienced it through physical education classes in school.

Inactivity makes people lonely and has now become a major issue for both disabled and non-disabled people. Inactivity decreases oxygen consumption in the body and results in a variety of diseases. Girls generally face several barriers in society. In the case of girls with intellectual disabilities, it is more common. Games and sports always help to overcome and minimize the problem of loneliness and help to maintain a meaningful active life. Children's games and sports allow people to escape from the narrow world and interact with the beliefs and ideas of many people. It also contributes to establishing new friendships and social

cohesion. So disabled individuals who are encouraged to play sports can be integrated into society faster and not get bored with life (Olmez 2010).

After birth, all individuals interact with others like parents, family members, playmates, teachers, colleagues, etc. When someone is born with an intellectual disability, this becomes limited due to a lack of adaptive skills. Girls with intellectual disabilities face more problems and varied activities, and the rate of participation in sports and physical activities is low and remain most marginalized. The social isolation of girls with intellectual disability result in low participation rate in sports and physical activities.

Objectives of study:

- 1.To examine the positive effects of games and sports on girls with intellectual disability.
- 2.To know how games and sports help girls with intellectual disability in special education, social competence, motor skill (both gross and fine motor),
3. To know how games and sports helps girls with intellectual disability in creative expression, removal of anxiety, and healthy leisure time activities.
- 4.To know the difference between the participant in games and sports and nonparticipant among girls with intellectually disabled.

Review of literature

The current law in the field of education in Ukraine provides a legal basis for improving education for children with special needs, creating conditions for education, rehabilitation, social cohesion and social integration (Viskovatova, 2012; Imas, Dutchak, Trachuk, 2013).; Moskalenko et al.2014),Mental retardation is defined as a feature of mental development in children with CNS damage before birth or between 1 and 3 years of age.

Some authors (Fedoseeva, 2012; Kuznetsova, 2014; Gayash, 2015) examine children with intellectual disabilities who are unable to develop and control their own behavior, affecting knowledge and thinking or thinking. The relationship between them.

Children have less activity and knowledge, and because they are not emotional, their immediate needs and emotions cannot be understood and controlled by children. Children with disabilities have internal emotions, can be seen as negative, fastmoving, rapidly changing from positive to negative, and vice versa. It is easy to frighten children with words, but it is equally easy to arouse interest and appreciation in the form of good wishes, contentment and joy (Yudilevich, 1981; Martin Kudláček et al., 2016).

Children with this system show emotions such as violence, anxiety, worry, happiness, joy directly from their character

Behavior can be negative thinking, disobeying adult rules, aggressive and sometimes negative behavior. It should not be forgotten that such behaviors are not obvious from the child; therefore, they express their feelings directly (Yurovsky, 1985; Mersiyanova, et al., 2013; Syriopoulou-Delli, Cassimos & Polychronopoulou, 2016).

Children with mental retardation have different health, adaptability, poor coordination, poor physical development and work on physical strength and depression, they need special attention when setting physical education goals.

primary school age (Lesko, 2004; Kuznetsova, 2014); Todd and Reid, (2006), most disabled children are five times stronger than their nondisabled peers with physical disabilities (Rimmer, 2008), and only 24% of disabled children comply with education (Downs, Fairclough, Knowles and Bodie, 2016), so physical support should be considered. main goal of physical education reform. (Children with disabilities are estimated to be generally 4.5 times less active than children without physical disabilities (Rimmer, 2008) and only about 24% of children Physical education should replace them for children with disabilities who meet current physical activity guidelines. APE) (Downs, Fairclough, Knowles & Boddy, 2016) and physical development will also improve mental toughness, which is a good indicator of overall treatment (Pelyh, 2011; Baikina, 2014).

Very important to the problem of organizational reform. Research on the effect of physical education for children with autism and various types of physical activity such as swimming, sports equipment, baseball, basketball, table tennis, gymnastics (Kozlenko, 1985; Mozgovoy, Dmitriev, Samylichev, 1996; Hammeken, 2000; Glazyrin, 2006; Krutsevic, 2017). Whitebread, Neale, Jensen et al. (2017).

The role of play in child development emerges based on evidence: Physical activity promotes health in children; There is good evidence that any game is about learning, self-control and Social Skills.

Research Gap

Extensive research has been conducted and the relationship between regular physical activity and brain development has been confirmed. Regular sports activities enhance the cognitive functions also, like speed of information, processing skill, working memory, planning and behaviour control etc. But very few studies have conducted research on games and sports for socialization and mental health issues for girls specially with intellectual disability.

Method of study

For the study, data was compiled from secondary sources, like peer review papers, magazines, online sources, etc. using analytical methods in a theoretical framework.

Importance of games and sports

Games and sports have always had great importance in human life. The games make us active and healthy, and we know that health is true wealth.

- ⇒ Sports and games teach teamwork.
- ⇒ Maintain physical and mental health.
- ⇒ Teach charity and self-sacrifice.
- ⇒ Helps to increase IQ. (Intelligent quotient)

People with intellectual disabilities should have equal opportunities to participate in games and sports at the same frequency and intensity as non-disabled players, and it will help them.

Improve physical health

Reduce the likelihood of major chronic disease

Improve mental and emotional health

Reduces stress and depression and increases stress- coping skills.

Increase social relationships and network

Improve your social learning and cognitive function.

Increase self-esteem and confidence.

Types of games and sports.

Games are mainly of two types:

Indoor games and

Outdoor games

Indoor games

Games that can be played in the room and at home, such as Carrom, chess, ludo etc. It helps develop intelligence, critical thinking and strategic planning. As it takes less distance and equipment to play, it is mostly preferred by all age groups of people.

Outdoor games

The games that are played only in open places and on playgrounds are known as outdoor games. It includes cricket, football, hockey, kho-kho, tennis, volleyball, kabaddi, etc. It is very important for the young generation, as it gives them physical stamina and a strong, healthy body.

Difference between games and sports

Games and sports are known by several people as being the same, but both are different. The difference between games and sports

i) A game generally involves more than one person.

Whereas sports are individual skills and performances.

ii) Both games and sports for muscular and physical activities involve more than one player and are played under a set of rules.

iii) Both are carried out under a set of rules and have a relationship with both competition and enjoyment.

iv) Personal skill or performance is not important in the game. It's about cooperation and coordination of team spirit.

Whereas in sports, individual talent determines the outcome.

v) Games usually involve chance, especially board games and card games.

Whereas Sports, on the other hand, do not involve chance.

vi) Persons who participate in games are known as "players."

Whereas in sports known as athletics

(vii) Games generally rely on strategy.

Whereas sports are based on luck and individual performance.

Classification of disability.

The Right of Persons with Disabilities (RPWD) Act 2016 was enacted on February 28, 2016. This act went into effect on April 19, 2017. In this act, disability is defined based on an evolving and dynamic concept. The said act covers the following specified disabilities:

1. Physical disability

Locomotor disability

Leprosy-cure person

Cerebral palsy

Dwarfism

Muscular dystrophy

Acid attack victim

Visual empowerment

Blindness

Low vision

Hearing impairment

Hard of hearing

Deaf

Speech-language disability

2. Intellectual disability

Specific learning disabilities

Autism spectrum disorder

3. Mental illness

4. Disability caused due to

Chronic neurological condition

Multiple sclerosis

Parkinson's disease

Blood Disorder

Hemophilia

Thalassemia

Sickle cell disease

5. Multiple disabilities

Intellectual disability

Intellectual disability popularly known as mental retardation, now the term mental retardation changed time to time like special, challenge, differently able etc. For the purpose of clinical services, the definition given by the American association of intellectual development disability (AAIDD) and diagnostic and statistical manual 5 are widely used. Both AAIDD & DSM-5 have replaced the mental retardation by intellectual disability.

Definition of intellectual disability

Intellectual disability is a condition characterized by severe limitations in cognitive abilities and behavioral changes that begin before the age of 22.

Characteristic of intellectual disability

Intellectual disability generally classified by in four categories according to level of intelligence like

Mild –	IQ level	52 to 69
Moderate-	IQ level	35 to 49
Severe-	IQ level	20 to 34
Profound	IQ level	below 20

Characteristic of mild intellectual disability

Development delay slightly

No unusual physical characteristics

Capable of self-help skill

Can learn practical skills

Can achieve knowledge of reading writing and mathematical abilities up to grade 3 to 6

normally interact with the society

Communicative skills is normal

Moderate intellectual disability

Noticeable delay in development milestones.

Communication skills limited to simple.

Learn only basic self-help skill hygiene and safety skill every day

Perform simple tax under supervision.

Cannot travel independently without proper guidance and proper instruction

Severe intellectual disability

Motor impairment

Significantly delay of milestone development

Limited communication skill

Limited self-help skill

Repetitive activities

Needs close observation in social situation.

Profound intellectual disability

Significantly delay in milestone development

Congenital physical anomalies

Generally, requires constant care and supervision in whole life

Needs proper training for physical and social activities.

Importance of sports and games

Now days, the image of a student is that of a child with a heavy school bag on the back with a lot of books, but school activities should not be limited to education. The early stage of life is the prime time to manifest all the opportunities. So, games and sports are essential for students' overall growth and development, both boys and girls. It helps to teach life skills like teamwork, leadership, accountability, patience, and self-confidence and prepare them for the challenges of their future lives.

So, it is clear that games and sports are now an essential part of student's life, which helps

Overall fitness

Prevent disease

Reduce stress

Hormonal benefit

Enhanced social relationships

Develop life skills

Time management and discipline

Develop better values

Educational benefit

Similarly, games and sports are also essential for people with intellectual disabilities, including girls. The common symptoms of an intellectual disability are being lethargic and unable to take part in activities, including games and sports. They have also lacked the skills to interact with their pairs. The girl children also face several barriers from the family to going outside their homes, which ultimately hamper socialization and create severe mental health issues.

So, games and sports have a great contribution to social adaptation, loneliness, and solving problems among people with intellectual disabilities. They are also a source of long-term objectives for children with intellectual disabilities who need special education, development of positive sense, motor skills, free time and leisure time skills, creating expressions, and for the elimination of mental health problems like stress, anxiety and depression.

Sports and games should be arranged for disabled children considering the types of severity of disability while programming. First step physical education, and after that, therapeutically physical education should be started in the second step. Games and sports have multi-dimensional aspects and importance in the education of disabled children, which helps in socialization and mental health. It enhances the learning skills, and helps to know own behavior as well as others. Games and sports activities help to develop their creative thinking and creativity. Games played by individuals or in group help to develop both bone and muscle and improve heart and lung function. Girls who are unable to participate in physical activities

regularly will suffer great losses in growth and development. It will also result in functional disorders like obesity, cardiac disease. So, considering the positive effects of games and sports; they should be in routine or done on a regular basis with the supervision of trend professionals. The trainers should make a plan with the participation of parents and in consultation with the physician considering the types of disabilities and age of the girl child and encouraging sports to include them in mainstream society.

Conclusion

Mahatma Gandhi once said, "Strength comes not from physical ability but from curiosity." This is very true for people with disabilities, guidance inspiration plays a key role to enhance their will. Some of the personalities like Helen Keller, Albert Einstein, actor Christopher and Reeves challenged their disability in their own way and become the example in the society.

Games and sports activities improve pro-social behaviors, which is an important aspect of the socialization process. It also is an invaluable tool as it covers a unique ability to go beyond injustice, social and cultural barriers and make the proper platform for inclusion. Different games and sports activities influence the girl child with intellectual disabilities differently to promote physical, emotional, and social wellbeing and serve as a powerful remedy.

Kielhofner & Miyake (1981) studied the behaviours of mentally retarded individuals while playing various games and found a significant increase in social attention, self-confidence, cognitive skills, and motor behaviours. They also compared two groups of mentally retarded children who actively participated in sports and those who did not and found more social behavior and better motor skills in those who took part in games and sports regularly.

Page et al (1994) the study found that young individuals who engaged in the use of physical energy at various levels, experienced less hopelessness and loneliness and able to enhance their self-esteem and confidence. The Para Olympic provides adequate opportunities for children with disabilities to take part in competitive sporting events at a high level and allowed to reveal their talent in international platform. The Indian Para Olympic now in great success and large numbers of medals also obtained by the participant with disabilities. The Indian army recently

signed a memorandum of understanding with the Para Olympic committee of India (PCI) to take part in elite sports with their especially abled soldiers.

The present study will contribute to the literature by evaluating the contributions of games and sports among children with intellectual disabilities. Sports have also now become common as the methods of physical treatment for intellectually disabled children. Doing sports both boys and girls, can contribute to their social adaptation, psychological well-being, and decrease loneliness levels, and increase movement skills. Therefore, children with intellectual disabilities should be encouraged to participate in activities on a regular basis with the supervision of a trained expert. Parents are also aware and should be educated regarding the importance of games and sports for the future of the intellectually disabled children so that they can be motivated to participate continuously along with their child in different activities organized in the school in different programme so that the children with intellectual disabilities can participate and be motivated for games and sports.

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