

PHYSICAL, PSYCHOLOGICAL AND SOCIAL WELL-BEING OF STUDENT-ATHLETES IN SPECIAL GAMES IN SELECTED DEPED SPED SCHOOLS IN THE PROVINCE OF CAVITE, PHILIPPINES

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ABSTRACT

Persons with disabilities often face societal barriers and disability evokes negative perceptions and discrimination in many societies. As a result of the stigma associated with disability, persons with disabilities are generally excluded from sports which deprives them of opportunities essential to their social development, health, and well-being. Sports participation can be a challenge to kids that may have limited mobility and/or tire more easily than their non-disabled peers. Thus, the concept on the physical, psychological, and social well-being of the students-athletes in the special games should be studied. This paper aimed in determining the physical, psychological, and social well-being of the student-athletes in special games in selected DepEd SPED schools in the province of Cavite, Philippines. Descriptive correlational research design was employed. The study revealed that the respondents had a very high level of physical Well-being, very high level of psychological well-being and very high level of social well-being of children with special needs. Correlations indicated that the level of sports participation of children with special needs was dependent on the type of their disability and type of sports participated by them and the level of physical well-being has something to do with their level of sports participation.

Keywords: Children with Special Needs, Descriptive Correlational Study, Sports Participation.

INTRODUCTION

People with functional limitations or bodily impairments are generally disadvantaged in their opportunities to participate in social life Birgit Lütje-Klose (2018). These restrictions not only contradict basic human rights but may also affect people's health and wellbeing. There is consistent evidence that continued favorable exchange with one's proximate social environment (e.g., family, friends, and work life) exerts beneficial effects on health and wellbeing. Conversely, social isolation or lack of close social ties is associated with poor health and increased mortality risk. The unique ability of sports to transcend linguistic, cultural, and social barriers makes it an excellent platform for strategies of inclusion and adaptation. Furthermore, the universal popularity of sport and its physical, social, and economic development benefits make it an ideal tool for fostering the inclusion and well-being of persons with disabilities. Sport changes the person with disability in an equally profound way by empowering persons with disabilities to realize their full potential and advocate for changes in society. Through sport, persons with disabilities acquire vital social skills, develop independence, and become empowered to act as agents of change. The study delved on determining the physical, psychological, and social well-being of the student-

athletes in the special games who are residents of the selected DepEd Sped schools Furthermore, the investigation addressed certain issues as research gaps that had been identified during the conduct of the study which may serve as first-hand evidence for determining the physical, psychological and social well-being of student-athletes in the special games .In core, the results of the investigation may certainly guide public and private schools to come up with relevant policies and curriculum that are geared towards the student- athletes with disabilities in the special games. From the above-mentioned premises, the studies made by Ioannis P et.al (2017) have expressed the importance of psychological issues that psychological problems may be equally significant with those of disability and adapted sport is increasingly serving as a forum through which to develop and maintain physical and psychological functioning, promote a healthy lifestyle, and enhance life satisfaction of persons with disabilities. Considering the significant views in Mamak H. (2017) Sport programs should be developed especially considering the disabilities of children. While programming activities for disabled individuals, physical education should be provided in the first step, therapeutically physical education programs should be in the second step and developing physical education programs should be in the last step. On the other hand, Sekhri (2018) studied what behaviors mentally handicapped individuals presented for struggle for life by playing various games in their research, and found a significant increase in motor behaviours, cognitive skills, attention, self-confidence, and social relationships. They compared mentally handicapped individuals who actively did sports and their peers who did not, examined their socialization and in-family behaviors, and found that the ones who did sports exhibited more social behaviors. Studies investigated by Kubota Y, (2017) and Demirok (2018) that the sport programs should be developed especially considering the disabilities of children. While programming activities for disabled individuals, physical education should be provided in the first step, therapeutically physical education programs should be in the second step and developing physical education programs should be in the last step.

This study aimed to determine the following:1) the level of physical well-being of children with special needs (CSN) 2) the level of psychological well-being of children with special needs (CSN) 3) the level of social well-being of children with special needs (CSN) 4) significant difference in the level of sports participation of children with special needs when grouped according to their profile variables 5) The significant relationship between; CSN's level of sports participation and their level of physical well-being, CSN's level of sports participation and their level of psychological well-being and CSN's level of sports participation and their level of social well-being.

METHODS

The study used descriptive-correlational research design since it determined the concept of the physical, psychological, and social well-being of the student-athletes in the special games who are residents of the selected DepEd Sped schools in the province of Cavite, Likewise, it identified possible patterns of relationships that exist among variables and it measured the strength of such correlation. Data used in the investigation came from the 78 student-athletes in the special games who were residents of the selected DepEd SPED schools in the province of Cavite. This study was conducted within Academic Year 2020-2021. The researcher used four sets of survey questionnaire. The Part I dealt with the profile of the respondents according to the Types of Special Needs, Types of Sports, level of Sports Participation of CSN, Part II dealt about CSN's Level of Physical Well-being, Part III dealt about the CSN's Level of Psychological wellbeing and Part IV

focused on CSN Social Well-being. All parts were measured using the Likert-Type Scale and it was encoded using (4. Very High, 3. High 2. Low, and 1. Very Low) which included grade weighted average mean. Notably, the researcher personally wrote a letter addressed to the school division superintendent of DepEd Cavite for her approval for the conduct of the study. Prior and informed consent were accomplished by the respondents to ensure compliance to the ethical standards of conducting research. After gaining the permission, the researcher personally floated the survey questionnaires to the respondents. To make sure that the data gathered were precisely treated; weighted mean was used to determine the Level of Physical Well-being and level of Psychological and Social Well-being. Descriptive statistics such as frequency counts and percent were used to measure the respondent's level of Physical, Psychological and Social well-being of the respondents. Pearson-r was used to ascertain if there is relationship between the CSN's Level of Sports Participation and their level of physical well-being, relationship between the CSN's level of sports participation and their level of psychological well-being and relationship between the CSN's level of sports participation and their level of social well-being.

RESULTS AND DISCUSSION

Discussion of the physical, psychological, and social well-being of the student-athletes in the special games is presented in the succeeding tables and textual presentations.

Table 1. The Profile of the Respondents

Profile		Frequency	Percentage
Type of Special need	Autism spectrum disorder	4	5.10
	Hearing impaired	2	2.60
	Down syndrome	4	5.10
	Intellectual disability	55	70.50
	Learning disability	4	5.10
	Attention deficit hyperactivity disorder	2	2.60
	Visual impaired	7	9.00
Type of sports participated	Bocce	14	17.90
	Athletics	57	73.10
	Athletics/Vista	2	2.60
	Athletics/Vista/Goal ball	5	6.40
Level of sports participation	District	17	21.80
	Provincial	33	42.30
	Regional	22	28.20
	National	6	7.70
Total Number of Respondents = 78			

Table 1 as illustrated above, a total of 78 respondents who participated in this study, to sum up, for the profile for the type of sport, Athletics got the highest frequency of 57 (73.10%) Bocce 14 (17, 90%) and the Athletics/Vista/Goal ball 5 (6.40% and lastly Athletic/ Vista got 2 (2.60%).

Also, for the level of sports participation for provincial meet got the highest frequency 33 (42.30%), next for Regional 22 (28.20%) for District 17 (21.80%) and lastly for National 6 (7.70%).

Table 2. The Level of Physical Well-being of Children with Special Needs

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Muscular endurance (katatagan ng kalamnan)	2.99	Very High	2
2. Muscular strength (Lakas ng kalamnan)	3.00	Very High	1
3. Proper body coordination (hand, feet, leg, eye, etc.)	2.90	Very High	5
4. Reaction time (alertness)	2.76	Very High	10
5. Movement accuracy (kawastohan ng pagkilos)	2.91	Very High	3.5
6. Speed (bilis)	2.89	Very High	7
7. Cardiovascular endurance	2.89	Very High	7
8. Agility (kaliksihan)	2.81	Very High	9
9. Flexibility (kahutukan)	2.89	Very High	7
10. Balance	2.91	Very High	3.5
Average	2.89	Very High	

As seen in Table 2, The average weighted mean of 2.89 revealed that the respondents have a very high level of Physical Well-being of Children with Special Needs. This means the sports participation has many physical benefits for individuals with a disability. The findings of the study support the research of Beeton (2017) cited that sports offer physical advantages, strong muscles, better balances and coordination of the body. It provides a platform for acquiring life and body skills. Any sport or activity can be altered to give special needs children the cardiovascular, flexibility, and strength-training benefits that allow kids to stay healthy and fit.

Table 3. The Level of Psychological Well-being of Children with Special Needs

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Gets upset easily	2.49	High	8.5
2. Enjoys being part of a group	3.22	Very High	1
3. Likes to solve complex problem	2.49	High	8.5
4. Improved self esteem	2.95	Very High	4
5. Develop self-discipline	2.84	Very High	6.5
6. Develop sportsmanship	2.99	Very High	2
7. Get irritated easily	2.14	Very High	10
8. Innate love for people	2.97	Very High	3
9. Self-awareness	2.84	Very High	6.5
10. Enhance self-determination and goal directed behaviors	2.89	Very High	5
Average	2.78	Very High	

As shown in Table 2, The average weighted mean of 2.78 revealed that the respondents had very high level of psychological well-being of children with special needs. This means that the children

with disabilities in sports and physical activity programs enjoys being a part of the group and the participation of children with disabilities in sports and recreational activities develop sportsmanship and shows love for people. The findings of the study support the researched of King (2017) stated that therapeutic recreation programs provide opportunities for individuals with disabilities to gain new recreation skills that will enhance their overall well-being and improve their quality of life.

Table 4. The Level of Social Well-being of Children with Special Needs

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Initiative	2.58	Very High	6
2. Willingness to learn	3.03	Very High	1
3. Adoptability	2.78	Very High	5
4. Confidence	2.92	Very High	2
5. Resilience	2.84	Very High	4
6. Optimism	2.87	Very High	3
Average	2.84	Very High	

As shown in Table 4, the average weighted mean of 2.84 revealed that the respondents had very high level of social well-being of children with special needs. This means through participation in adapted sports, individuals with disabilities developed an athletic identity and gained an overall well-being and empowerment. The findings of the study support the researched of Sekhri (2018) studied what behaviors mentally handicapped individuals presented for struggle for life by playing various games in their research, and found a significant increase in motor behaviors, cognitive skills, attention, self-confidence, and social relationships.

Table 5. Difference in the Level of Sports Participation of Children with Special Needs when grouped according to their Profile Variables

Profile	Chi-square test	p-value	Interpretation
Type of special needs	55.673	0.000	Significant
Type of sports participated	57.064	0.000	Significant
Significant @ 0.05			

As shown, the probability value 0.000 for type of special needs and types of sports participated was less than the 0.05 significance level. This means that the level of sports participation of children with special needs was dependent on the type of their disability and type of sports participated by them. The findings of the study support the research of Jones DB (2018) which cited that providing choice in physical activities children with disability can engage in was considered a key facilitator. Choice included segregated or integrated programs, type of physical activity, the level of participation (foundation skills to elite sports), individual or team sports, competitive or non-competitive activities, and the scheduling of programs.

Table 6. Relationship between the CSN's Level of Sports Participation and their Level of Physical Well-being

	Chi-square test	p-value	Interpretation
Relationship between the CSN's Level of Sports Participation and their Level of Physical Well-being	20.078	0.017	Significant
Significant @ 0.05			

As shown in the table the probability value of 0.017 was less than the 0.05 significance level. This means that the level of physical well-being has something to do with their level of sports participation. The findings of the study support the research of Brown M (2018), which cited that participation in activities is the context in which people form friendships, develop skills and competencies, express creativity, achieve mental and physical health, and determine meaning and purpose in life.

Table 7. Relationship between the CSN's Level of Sports Participation and their Level of Psychological Well-being

	Chi-square test	p-value	Interpretation
Relationship between the CSN's Level of Sports Participation and their Level of Psychological Well-being	9.950	0.127	Not Significant
Significance level @ 0.05			

As seen in Table 7, the p-value of 0.127 was obtained which was higher than 0.05 level of significance. This showed that there is no significant relationship between the CSN's level of sports participation and their level of psychological well-being. The findings of the study support the research of the Dykens E.M. (2018) Sports participation enhances the psychological well-being of children with disabilities through the provision of opportunities to form friendships, express creativity, develop a self-identity, and foster meaning and purpose in life.

Table 8. Relationship between the CSN's Level of Sports Participation and their Level of Social Well-being

	Chi-square test	p-value	Interpretation
Relationship between the CSN's Level of Sports Participation and their Level of Social Well-being	7.867	0.248	Not Significant
Significance level @ 0.05			

As shown in Table 8, the p-value of 0.248 was obtained which was higher than 0.05 level of significance; this showed that there is no significant relationship between the CSN's Level of

Sports Participation and their Level of Social Well-being. The findings of the study support the research of the German Olympic Sports Confederation (2017) also highlights the potential of sports to include people with disabilities. It supports social activities and meeting opportunities of people with and without disabilities and strengthens the idea of self-determined and equal participation for all in society.

CONCLUSIONS

Sport changes the person with disability in an equally profound way by empowering persons with disabilities to realize their full potential and advocate for changes in society. Through sport, persons with disabilities acquire vital social skills, develop independence, and become empowered to act as agents of change. Sport is also well-suited to reducing dependence and developing greater independence by helping persons with disabilities to become physically and mentally stronger.

RECOMMENDATIONS

The present investigation has some limitations particularly on the sample size which was used in the study since it was only limited only to the respondent's type of special needs or disabilities and type of sports participated on the selected DepEd SPED schools in the province of Cavite during the Academic year 2020-2021. It is recommended to future researchers to conduct similar study considering a larger number of respondents. For more comprehensive picture of the interplay of the variables.

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