

DEVELOPMENT OF LEISURE AND SPORTS CONSUMPTION AND SPORTS MOTIVATION AMONG CHILDREN WITH DISABILITIES

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Abstract: *The number of studies on the leisure and sporting habits of people with disabilities as well as the background of sports motivation is far from the focus of research on intact research. Thus, the assessment of physical habits and sports motivation factors determining the quality of life of persons with disabilities can be considered as a less researched deficit area in Hungary and internationally.*

In our research, we examine the recreational and sporting habits of the 8-18 year-olds, as well as the motivational background, and the results of this research are presented in this paper. The importance of this issue is confirmed by the fact that, according to a UN survey, 650 million people have some kind of disability, 50 million of them in Europe and nearly half a million in Hungary, 5% of the population. The questionnaire (N = 639) was filled by children with disabilities living in the North Great Plain region with the help of a teacher. We used both closed and open questions in the questionnaire, and we helped and orient children with response categories for some questions. Data were processed using SPSS software, averaged, standard deviation, median, mode, and Chi2 probe was used to examine relationships in addition to basic statistics.

Our results showed that it is a problem for young people with disabilities that they prefer passive leisure activities, which is similar to the results of studies on intact research. Boys and girls have different sports, boys are more active than girls.

Keywords: *people with disabilities; recreation; leisure and sports; sports motivation*

INTRODUCTION

For an increasing number of people leisure is considered a basic value as leisure activities can contribute to relaxation, regeneration, keeping healthy and can also be means of prevention [38] [2][33]. These activities can help restore energy levels and the ability to work for fatigued people [21][16]. For children they are the means to relax after the study load of school [35][51]. In addition to its role played in relaxation, several studies emphasize leisure's developmental role. The preference system of leisure activities and typical

leisure behaviours in various age groups have been the focus of many Hungarian and international studies [40][31][51][5]. Other researches call attention to how structured leisure, in both children and adults, can function as a protective factor against harmful habits becoming an element of lifestyle [50] [31]. Ruling trends in the areas of sports and fitness and leisure show that the entertainment function and the pursuit of experience are becoming increasingly important motivations in consumer habits [7][10]. Leisure and recreational activities are the subject of numerous national [6][24][14] and international [16] researches, as they can not only contribute to self-

fulfilment, active relaxation and entertainment but also to achieving a healthy lifestyle [41][49]. Leisure activities also play an increasingly important role in tourism as one of the key elements of competitiveness for service providers. Guests expect the constant development of recreational services that they can enjoy during their holiday. The touristic role and significance of leisure activities is also the main focus of several national [3][39][13][4] and international [25][17] researches. Recreation would be extremely important for people with disabilities, as it could improve their quality of life and their condition, however, they have limited opportunities. Leisure and recreation have been shown to contribute to the mental and physical health of both non-disabled and disabled persons [20][18][47]. Since recreational activities' relaxing and developmental role have been scientifically confirmed, medical science also uses them in complex therapies. Research has demonstrated that patients' health and quality of life improve after the therapeutic use of various recreational programs [37][32][28][29][1]. Patients require and use various recreational programs during their treatment (hiking, other sports programs, massage, wellness) to improve their condition [8][9]. Several international studies have examined the economic aspects of physical activity of people with disabilities [19] the factors supporting and inhibiting physical activity [43], the role of inclusive sport in the socialisation of the mentally disabled [12], the physical activity and daily life activities and lifestyles of people with disabilities [15] or the labour market situation of people with disabilities [44]. Sport for disabled people first appeared as a research theme in Hungary after the change of the political system. It is evidenced by the fact that there had been hardly any publications on this topic before. Disabled people's sport is a two-sided question. While the top sport of the disabled (parasport) has received remarkable support and attention from the government, recreational sports have lagged behind in both financial support and publicity [36]. Despite the changes in the legal background, the majority of people with disabilities do not regularly engage in recreational sports. Hungarian researchers also report that the lack of special institutions or services facilitating disabled sport and the lack of accessible infrastructure result in their staying away from leisure sports and recreation [26][48][11][46]. Several authors emphasize the importance of sport for disabled people [53] [30][45][42] as it can help improve their quality of life, their condition, their socialisation and experiences. Sport can assist in developing competencies that are closely related to it and through the emergence of emotional stability and positive self-esteem it has a beneficial effect on a range of other aspects of the personality and also play a significant role in developing a positive self-image and well-being. It helps the individual to somehow accept his or her disability making it become part of his or her identity and also helps to develop positive personality traits [22][27]. Sport also helps to overcome isolation from society, which is a common problem for people with disabilities [23] Sport can enhance social inclusion and integration for people with disabilities or disadvantaged groups [36].

MATERIAL AND METHOD

Description of the research

Our questionnaire survey was conducted among students with disabilities in the four counties of the Northern Great Plain and Northern Hungary (Hajdú-Bihar, Jász-Nagykun-Szolnok, Szabolcs-Szatmár-Bereg and Borsod-Abaúj-Zemplén counties). Respondents study in institutions of primary and secondary education and take part in special needs education and integrated education. We used an online questionnaire in the survey. The sample included 684 students, 639 of whom completed the questionnaires used for the statistical analysis. The survey was completely anonymous and participation was voluntary.

Preceding the questionnaire proper there was a notice that explained to the respondents that the data was to be used in completing a scientific research. The students completed the questionnaires with the help and guidance of instructors (teachers) during the data collection process. Because of this a detailed teacher's guide on the method and pace of the data collection was included with the questionnaires. After extracting the data, the results were analysed with SPSS 24 statistical program. In addition to descriptive statistics, Chi-square test was used to test the relationship between variables.

One limitation of our research is the fact that some of the respondents were mentally disabled students or students with learning disabilities, so the the limitations of their judgment and knowledge in interpreting the questions and giving the answers might affect the results.

Aim of the research

This study examines the recreational and sporting habits in an 8-18 age group of disabled students and their motivational background. It was our aim to examine the attitudes of children with disabilities towards sports, their motivational background, their sports consumption and their leisure time habits. In our research, we sought to answer the following questions: What characterizes their leisure-time related attitude? What characterizes the sports habits and sports consumption of students with disabilities? What motivates children with disabilities to do sports? Is there a gender difference in sporting habits, sports consumption and attitudes towards sport? To what extent do people with disabilities experience their disabilities as a form of hinderance in their daily lives?

RESULTS

Description of the sample

Our survey was conducted in the Northern Great Plain and Northern Hungary regions, in four counties: Hajdú-Bihar (45.4%), Jász-Nagykun-Szolnok (11.1%), Szabolcs-Szatmár-Bereg (27.4%) and Borsod- This was done in Abaúj-Zemplén County (16.1%) (Table 1).

In the survey (n = 639), 403 boys (63.1%) and 236 girls (36.9%) provided responses. The average age of the respondents (8-18 years) was 13.87 years (std = 2.805),

thus, it can be stated that the biggest number of answers were given by the higher-grade elementary school students (Table 1).

48.2% of the students live in towns, 29.6% in the county seats and 22.8% in villages. Regarding parents' educational level students provided the following data:

27.4% of mothers and 22.2% of fathers has only completed the 8th grade. 11.9% of fathers and 21.9% of mothers have a secondary school-leaving certificate. 18.5% of mothers and 29% of fathers obtained a certificate of a trade in a vocational secondary school. 13.3% of mothers and 10.3% of fathers earned tertiary degrees. Students were unable to give information about the education level of 26.6% of mothers and 18.7% of fathers in the sample. In terms of labour market status, nearly half of the students' parents (48.5%) are employed, in 27.5% of cases only the father works, in 11% of cases only the mother works and 10.3% of the parents are unemployed (neither parent work). 2.7% of the responses could not be meaningfully categorised (Table 1).

In the course of asking about demographic information, we also sought to find out what type of disability the age group of 8-18 year olds, who participated in the survey, exactly had. The highest proportion of students surveyed (49.4%) had difficulties in learning. 12.9% among the remaining percentage of students with other disabilities had autism and 11.9% suffer from other psychiatric disorders. 8.9% of students are mentally handicapped. 6.2% of students had speech disabilities, 4.7% suffered from reduced mobility and 3.1% had impaired hearing.

Table 1. Demographic characteristics

Demographic characteristics				
Gender	Boy (% , frequency)		Girl (% , frequency)	
		63,1%	403	36,9%
Total:	100%		639	
Counties	Hajdú-Bihar	Jász-Nagykun-Szolnok	Szabolcs-Szatmár-Bereg	Borsod-Abaúj-Zemplén
	45,4%	11,1%	27,4%	16,1%
Settlement	City	Village	county seats	
	48,2%	22,8%	29,6%	
Education of parents	Mother		Father	
Basic education	27,4%		22,2%	
Graduation certificate	21,9%		11,9%	
Skilles worker certificate	18,5%		29%	
Bachelor's degree	13,3%		10,3%	
Dont not know answer	26,6%		18,7%	
Labor market status of parents				
Both parents wrk	27,5%			
Only dad works	27,5%			
Only mom works	11%			
They don't work	10,3%			
Other	2,7%			

Source: Authors' editing

Leisure preferences

The most prevalent leisure activities among students with disabilities, similarly to their normal peers, are the passive ones including listening to music (37.5%) and watching TV (34.4%) [52]. In girls, listening to music was more dominant, while in the case of watching TV we could not detect a significant difference between the sexes (Table 2). TV habits of the surveyed students revealed that there was a significant difference between the genders in terms of watching sports channels ($p < 0.05$). Sports channels consumption is more common among boys (9.2%) than girls (1.7%). There was also a significant difference between the sexes in reading ($p < 0.05$), as this leisure activity was more characteristic of girls (7.2%) than boys (3.7%) (Table 2). The least favoured leisure activities of students were learning (1.6%), board games (5.3%) and competitive sports (3%), with no statistically significant difference in the responses of boys and girls (Table 2).

Table 2. Evolution of leisure preferences of pupils surveyed

Leisure preferences (%)	
Reading	5%
Watching tv	34,4%
Sport	3%
Party games and entertainment	5,5%
Watchingsports channel	6,4%
Listening to music	37,5%
Learning	1,6%
Total	100,0%

Source: Authors' editing

Obstacles and hinderances in the everyday life of disabled students

Young people with disabilities encounter various disadvantages or hinderances in their daily lives. Table 3 shows that after learning (mean = 3.17, std = 1.342) young people with different disabilities are most severely hindered by their disability in the process of social integration (mean = 2.48, std = 1.417). The high standard deviation indicate that the responses were not unanimous. Apparently, the type of disability is a barrier to children to a varying degree. Autist students have a particular difficulty in integration and social communication. It was found that students are also greatly hindered by their disabilities when meeting new people and making friends (mean = 2.37, std = 1.382). The two factors examined (integration and friendship) are the most restrictive for children with disabilities. Our results support international literature as people with disabilities often encounter isolation being one of their biggest problems [36][23]. Hinderance level of disabled people in sport also shows high mean and standard deviation values (mean = 2.22, std = 1.417). The type of disability determines the level of hinderance in sports (Table 3).

Table 3. Disability as a hindrance in students' daily activities

Have you ever been hindered by the disability you are living with?	1	2	3	4	5	Mean	Standard deviation
	(%)	(%)	(%)	(%)	(%)		
	Likert- skála						
During transport	48,1	17,9	16,3	10,8	6,9	2,10	1,299
Making friends and meeting new people	40,6	15,5	19,4	15,2	9,3	2,37	1,382
Having fun	48,3	14,3	17,7	13,2	6,4	2,15	1,322
Learning	14,3	18,3	25,4	20,3	21,6	3,17	1,342
During sports	49,2	12,4	16,1	11,7	10,6	2,22	1,425
During my integration	35,3	20,1	18,8	12,6	13,2	2,48	1,417
Daily routines	42,8	22,1	18,5	11,3	5,3	2,14	1,235

Notation: 5 = fully characteristic, 4 = highly characteristic,

3 = mostly characteristic, 2 = partly characteristic,

1 = not at all characteristic

Source: Authors' editing

Sports consumption habits and sport motivation

75.7% (305 students) of the boys responded that they love sports, while only 62.3% (147 students) of the girls love physical exercise. The difference between the sexes was significant ($\chi^2 = 12.900$, $df = 1$, $p = 0.000$). The assessment of sports needs yielded similar results, as boys tend to have a bigger need for sports. 72% (290 students) expressed their need for sport, whereas only 61% (144 students) of girls indicated this, the difference being significant ($\chi^2 = 8.180$, $df = 1$, $p = 0.004$). Hence, among those surveyed, boys are more likely to like sports than girls. The gender ratio for out-of-school leisure sports among students was as follows: boys out-of-school sports activity was 55.8%, girls less than 45.3%. 44.2% of boys and 54.7% of girls do not exercise outside of PE lessons. Based on our results, we found a significant difference between sexes ($p < 0.05$) (Table 4).

In sports motivation for students with disabilities the following factors play a role: health (34.9%), recreation and entertainment (25.4%), outward appearance (24%), and encouragement of friends and acquaintances (8.7%). The least influential factors were: strengthening of self-confidence (3.2%), being overweight (2.1%) and the competition (1.7%) (Table 4).

SUMMARY

Similarly to their healthy peers, recreational activities of students with disabilities are dominated by passive activities. Listening to music (37.5%) and watching TV (34.4%) were found to be the most popular recreational activities. There was no significant gender difference in preferences between these two activities. In television watching habits the only difference detected was in the choice of topic ($p < 0.05$) with the boys being more interested in watching sports channels.

Table 4. Sports habits and sports motivation

Sports habits		
Do you like doing sports?	Yes (%)	No (%)
Boy	75,7%	24,3%
Girl	62,3%	37,7%
Chi-square test (χ^2)	$p < 0,05$	
Total		
Sport motivation		
Why Do You do sport?	%	
To be healthier	34,9%	
For relaxation and entertainment	25,4%	
To make me look better	24%	
For friends and acquaintances	8,7%	
To build self-confidence	3,2%	
Not to be overweight	2,1%	
For the sake of competition	1,7%	
Total	100,0%	

Source: Authors' editing

Young people with disabilities experience various disadvantages and hinderances in their daily lives, most relevantly in learning (mean = 3.17, std = 1.342), integration (mean = 2.48, std = 1.417), in making friends and getting acquainted (mean = 2, 37, std = 1.382) and in sports (mean = 2.22, std = 1.417). The fact that isolation is a major problem for the disabled seems to be confirmed by the results of our study. Consequently, leisure sport and competitive sport provide a good opportunity for students with disabilities to achieve social inclusion, social integration and social networking as well as having a positive impact on their condition and quality of life.

75.7% (305 students) of the boys answered that they love sports, while only 62.3% (147 students) of the girls love physical exercise, the difference being significant ($\chi^2 = 12.900$, $df = 1$, $p = 0.000$).

As a positive outcome, a very high percentage of both sexes stated that the love of sport occupies an important place in their preference system. It can serve as a basis for organizing leisure sports programs for them. The assessment of sporting needs yielded similar results with 72% of boys (290 students) and 61% of girls (144 students) expressing their need for sport, the difference in gender being significant ($\chi^2 = 8.180$, $df = 1$, $p = 0.004$). Sports motivation of students with disabilities is dominated by the following motivational factors: health (34.9%), recreation and entertainment (25.4%), outward appearance (looking good and pretty) (24%), and encouragement from friends and acquaintances (8.7%). For students with disabilities, leisure sport is one of the most important recreational activities that can positively influence their physical, psychological and social well-being, that is, their holistic health. It is important to encourage them to participate in leisure sports by helping them with colourful program offerings and the provision of appropriate infrastructure.

ACKNOWLEDGMENT

The publication is supported by the EFOP-3.6.2-16-2017-00003 project. The project is co-financed by the European Union under the European Social Fund.

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