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Effectiveness of activity friendly play intervention on healthy habits among children

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Abstract

Back ground: Playing is a pivotal part of a child's life. Playing is an important part of the childhood development. Through playing children learn about shapes, colors, cause and effect. Besides cognitive thinking, playing helps the child to learn social and psychomotor skills.

Aim: To assess the effectiveness of activity friendly play intervention on healthy habits among children.

Material and method: Study conducted by using the experimental pre test- post test design, using Simple random sampling technique.

Statistical Analysis Used: The collected data was organized, tabulated, analyzed and interpreted by using descriptive and inferential statistics based on the objectives of the study.

Results and Conclusion: The study reveals that healthy habits of children in experimental group, shows that (14%) are having average healthy habits, 16 (53%) are having good healthy habits and 10(33%) are having very good healthy habits. Hence the activity friendly play intervention was more effective to improve healthy habits.

Keywords: Activity friendly play intervention, healthy habits, children

1. Introduction

Playing is a pivotal part of a child's life. Playing is an important part of the childhood development. Through playing children learn about shapes, colours, cause and effect. Besides cognitive thinking, playing helps the child to learn social and psychomotor skills. It is a way of communicating joy, fear, sorrow, and anxiety. It allows children to gain the control of their thoughts, feelings, actions, and helps them achieve self-confidence. Physical play includes run, jump, and jogging to improve moderate to vigorous physical activity. It has a social nature because it involves other children. It also provides exercise, which is essential for normal development^[1].

The National Association for Sport & Physical Exercise (NASPE) recommends that all elementary school students have at least 20 minutes of play time for each day. Short physical activity breaks, such as those offered during play time, have been shown to enhance cognitive performance and improve learning. This brief summarizes the growing body of research examining the play time, which shows that providing play time during the school day is an effective and efficient way to increase physical activity and improve academic performance among children^[2].

A study was conducted on "effects of a family focused active play intervention on sedentary time and physical activity in preschool children" a total of 77 children selected randomly in the North West of England. Children in the intervention group engaged in 1.5% and 4.3% less sedentary time during week and weekend days, respectively and 4.5% and 13.1% more physical activity during week and weekend days, respectively than children in the comparison group. Active play intervention produced positive changes in sedentary time and total physical activity levels in preschool children^[3].

2. Objectives of the Study

- To assess the effectiveness of activity friendly play intervention on healthy habits among children.

- Find out the association between the effectiveness of activity friendly play intervention on healthy habits among children with selected socio demographic variables.

3. Detailed Research Plan

3.1 Research Approach: Quantitative Approach.

3.2 Research Design: experimental pre-test- post-test design.

3.3 Research Setting: The study was conducted in government upper primary school in Chinthareddypalem, at Nellore.

3.4 Sampling Technique: simple random sampling technique

3.5 Sample Size: The sample size of the study was observed over 60 school children.

4. Results and discussion

Table1: Percentage distribution of healthy habits among children in experimental and control group.

Healthy habits	Experimental group		Control group	
	Pre test	Post test	Pre test	Post test
Poor	43%	-	63%	63%
Average	57%	14%	37%	37%
Good	-	53%	-	-
Very good	-	33%	-	-

Table-1: Shows that frequency and percentage distribution of healthy habits in experimental group, during pre test 13(43%) are having poor healthy habits and 17(57%) are having average healthy habits. Where as in post test, 4 (14%) are having average healthy habits, 16 (53%) are having good healthy habits and 10(33%) are having very good healthy habits. In control group, during pre and post test 19 (63%) are having poor healthy habits and 11(37%) are having average healthy habits.

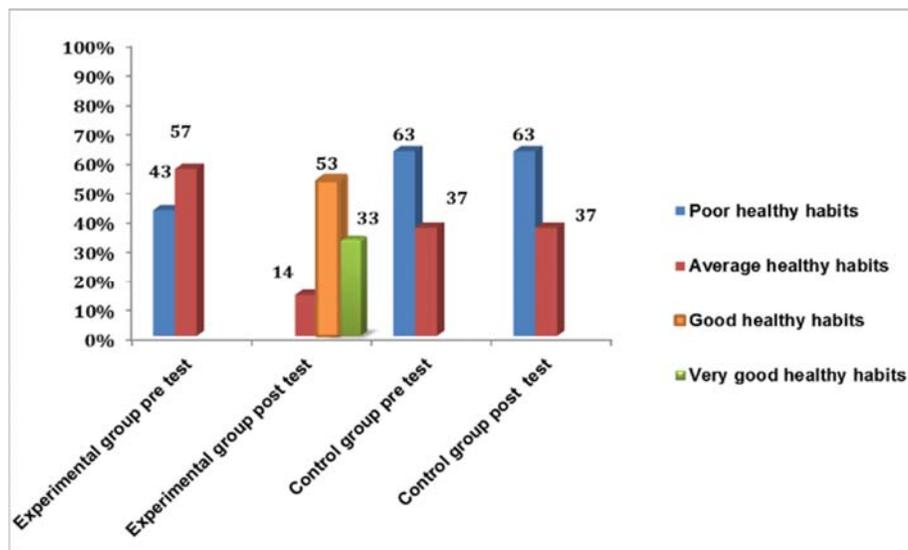


Fig 1: Percentage distribution of healthy habits among children in experimental and control group.

4.1 Association between the effectiveness of activity friendly play intervention on healthy habits among children with selected socio demographic variables in experimental group and control group

There is a significant association between the variables like age, educational status of father, educational status of mother, leisure time activities, playing activity and duration of playing time per day at the level of P<0.05.

5. Conclusion: The study shows that activity friendly play intervention was very effective method for improving health habits among children.

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