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Relationship between children's successfulness in pre-swimming education, their temperament characteristics and stimulation to physical activities

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Abstract

The main aim of this inquiry was to review and evaluate possibilities of relations of preschool children's successfulness in a pre-swimming course to some outer and inner factors. We concentrated on a level of stimulation to physical activities from family and school and on temperament characteristics of monitored children. Our sample consisted of 83 children (non-swimmers) attending kindergartens. Complete results were obtained from 58 of them (30 girls and 28 boys). The mean age of the sample was 5.87 years. A degree of successfulness of a child in the pre-swimming education course, concentrated on teaching swimming fundamentals, was evaluated by a standardized 5 item set of tests (Řehoř, 1969). The sample was divided into three groups according to a total achieved test score as follows: U1 – very successful, U2 – successful, and U3 – unsuccessful. Temperament characteristics (temperament type and character dimensions) were assessed by the Eysenck questionnaire (Eysenck & Eysenck, 1994). The ESPA questionnaire (Renson & Vanreusel, 1990) was used to evaluate environmental stimulation to physical activities. A relationship between children's successfulness in pre-swimming education, their temperament type and character dimensions was evaluated by analysis of variance or the Kruskal-Wallis test, respectively. The Mann-Whitney test was used to evaluate associations between stimulation to physical activities and successfulness in the pre-swimming education course. When comparing stimulation to physical activities between groups with different levels of successfulness in pre-swimming education (between groups U1 and U3 or U2 and U3, respectively), a significant difference was found ($p < 0.01$) in one of the stimuli of social participation. A comparison between the U1, U2, and U3 groups confirmed a statistically significant difference in the dimension of extroversion between the U1 and U3 groups ($p < 0.01$) and also between the U1 and U2 groups ($p < 0.05$). The worst group in the tests of the swimming successfulness (U3) significantly differs from the U1 group also in the occurrence of temperament types ($p < 0.05$). Within the assessed sample, a statistically significant dependence was found between the successfulness of a child in the pre-swimming education and temperament type ($p < 0.05$).

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