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EFFECT OF STRUCTURED PHYSICAL EDUCATION PROGRAM ON PSYCHOMOTOR SKILL DEVELOPMENT OF RURAL AND URBAN AREA SCHOOL GOING CHILDREN OF JAMMU REGION

Sharma Nikhil[1]* **Raut T.S.[2]**

[1]Research Scholar P. G Department of Physical Education, SGB Amravati University, Amravati (M.S)-INDIA
[2]Head, P. G Department of Physical Education, SGB Amravati University, Amravati (M.S)-INDIA
E. Mail:nikhilsharma30sept@gmail.com
*Corresponding author: Sharma Nikhil

ABSTRACT

This study aimed to investigate the effect of structured physical education program on psychomotor skill development of rural and urban area of Jammu region of 8 to 10 years old school going children. The sample consisted of 520 students of both sexes (8 to 10 years old) from 13 tehsils of Rajouri District. 280 students from urban area while 240 students from rural area were selected for the study. A battery of psychomotor tests (Pre-test) was used to find the effect of structured physical education program on various psychomotor skills development. The sample was divided into two groups: an experimental group (140 for Rural and 120 for Urban) and a control group (140 for Rural and 120 for Urban). After the completion of the plan, the same battery of tests (Post-test) was run on both groups. The outcome was that both the groups grew their psychomotor skill development; however the growth was always statistically higher in the experimental group. It was also found that there was significant difference found between the rural and urban area school going children of Jammu region.

Keywords: Structured Physical Education Program, Psychomotor Skill Development, Rural & Urban Area.

INTRODUCTION

Physical education for school-going children is very important as it teaches discipline and brings harmony to the life. At an early age, the child has very limited

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emotions and very low movements. They cannot focus on the same place for a longer duration of time. Their muscles are not sufficiently stiff and are in the developing stage. And they are only the muscles that are responsible for the movement in the whole body. Manipulative is a movement to act in a more skillful form of movement from the members of the body, such as: kicking, throwing, and doing with control. Manipulative ability to control and make contact with objects accurately in their environment. Manipulative motion skills include both gross and fine motor skills, with a range of throwing, catching, etc. The implementation of manipulative movements should be adjusted to the characteristics of elementary school-age children. Elementary school age is the basis for shaping physical and motoric abilities as well as psychological and child. In pre-adolescence ages 9-11, they are stronger and higher. As their motor skills improve, they can sit still and focus for quite a long time. through explaining 6 areas of motion activity in physical education for elementary school-age children namely; games, gymnastics, dancing, swimming, outdoor sports and adventure activities, and athletics. The activities carried out were fun activities and did not use a lot of activity equipment including:/ (1) Games performed by children in the playground, (2) variations in the game of pat, and (3) games in groups. Most activities are very active involving running games and applying avoidance techniques that are suitable for fifth-grade children middle 6-12 years. Age affects the tasks that must be achieved at the level of development. Children

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are not adults in small or miniature versions of adults. The aspects developed in the manipulative model as part of the educational process are locomotor motion. Locomotors motion is the motion of the entire body through a certain room or distance such as walking, running, jumping, and so on. Locomotors motion such as running, skipping, jumping, turning walking, tiptoeing and so on which includes movements that are used to move the body from one place to another, such as: walking, stepping, sliding, skipping, jumping, hopping, crawling, rolling and hatchling. Based on the results of research and theoretical studies that are relevant to manipulative motion in the context of research into manipulative basic motion studies are; throw and catch. Throwing and catching here is part of the learning material of class v students. Play and games have contributed significantly to informal and formal learning. Plato explains that humans are playing creatures (homo Ludens). In connection with this, it is not strange if we find elementary school-age children love to play. Playing offers opportunities for learning and development not present in play among those close in age Children, who are likely to play above their typical level, and older children, who expand their understanding by teaching younger children.

Moreover, within the context of play children learn, develop, and practice innovative behaviors and social competencies. Playing is human nature, both children and adults. The desire to play is a stimulus to achieve a certain satisfaction. The game is a

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laboratory where children can apply new skills that are learned in the right way. In Connection, with this, it can be concluded that the learning process of children should consider playing activities. The functions of the game for children are: (1) developing children's imagination and creations, (2) improving understanding of forms by being able to associate with other forms, (3) developing children's social sense and tolerance, and (4) honing children's aesthetic abilities.

The development of psychomotor abilities and skills can occur at any stage of life; they are not just restricted to or exclusive to newborns and youngsters. E.g. A Children are learning to kick a ball into the goal post, which enables them to make foot contact with the ball and calls for the development of leg-eye coordination. The kids get knowledge of how a leg and a ball interact through the extensive exercise. When a player swings a leg to kick the ball toward the goal post but misses the goal post, they assess their leg's swinging path and modify their force and angle to control the ball and kick it to the goal post. This is how psychomotor skill learning takes place.

OBJECTIVE OF THE STUDY

The objective of the study was to know the structured physical education program on psychomotor skill development of rural and urban area school going children of Jammu Region.

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DESIGN OF THE STUDY

The 520 subjects of the study were 8 to 10 years old school going children of urban and rural area of Rajouri District of Jammu Region. These subjects were taken from the Govt. as well as private Schools of State board of School Education that fall under the particular tehsil of Rajouri District. The researcher used the quota sampling technique for the selection of schools in the respective tehsil and selected any four (4) schools from the respective tehsil. From the selected four (4) schools, the researcher selected random Ten (10) subjects from each school for the study. All the subjects were divided into two homogenous groups consisting of control and experimental group. All students underwent a set of psychomotor tests (Pre-testing). The sample was then randomly divided in 2 groups: 140 for Urban and 120 for rural area formed the control group (CG), and 140 for Urban and 120 for rural area formed the experimental group (EG). For 12 weeks, the EG students underwent a structured Physical Education program conducted by the Physical Education teacher. The CG children did not have access to structured PE classes and attended the standard program of pre-school education without a PE teacher. After 12 weeks, both groups (CG and EG) repeated the psychomotor tests (Post-testing)

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Source of Data:

The subject for the study was selected from the Govt. as well as private Schools of Thirteen (13) Tehsils of Rajouri District of Jammu Region. Their age ranged from 8 to 10 years i.e. Class 3rd to Class 6th.

Selection of variable:

Hopping, Kicking, Dribbling, Passing and Rolling and Vertical Jump were selected as variables for this study.

Criterion Measure:

Kicking Skill

A soccer ball was placed on a line that was marked 9 feet away from the wall. Another ball was also kept behind the line. The researcher first demonstrated the whole test to the subjects and the subjects were asked to stand behind the line. After demonstration the subjects were asked to do the same. On the signal, "Go," the player kicked the ball against the wall as many times as possible in 30 seconds. The player was also allowed to rebound the ball back so that he could hit the ball back within the marked area. In the event of a wild kick, the player may either retrieve the original ball or use another spare ball. (It was OK to use the hands to retrieve a ball). All kicks must perform from the ground behind the restraining line. The test was repeated three times. The total

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number of kicks in each 30 second time period was recorded and the highest numbers of kicks were recorded as the personal best.

Passing Skill

Six squares of two feet each were marked on a wall in such a way that the lower side of squares was alternatively 3 feet and 5 feet high from the floor. The restraining line was also marked 8 feet behind the line. The subjects were first demonstrated by the researcher and then asked the subjects were asked to stand behind the restraining line and hold the ball with the both hands on the chest side and push the ball into the first target squares, recovers the ball on the rebound while moving to a location in front of the second target moving behind the 8 feet restraining line using the chest pass. They were given three attempts. 30 seconds time period for each subject was given. In 3 trails of 30 seconds the total number of ball hitted on the squares perfectly was considered as the score of the subjects.

Dribbling Skill

The demonstration was first given by the researcher. Six cones were placed at the ground having distance of 6 feet from one another. The subject was asked to stand behind the first cone and then he was asked to dribble the ball from one cone to another till the last cone comes. After then the subject has to return back from the last cone to the first one. The examinee has to dribble the ball along the zig-zag path marked with the

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help of six cones set up with the distance of 6 feet each. The test is based on three limited trials, first practice trail and the remaining two as the scoring trails

Hopping Skill

The subjects were asked to hop three times, first on one foot and then on the other. Foot of non-support leg is bent and carried in back of the body. !"Non-support leg swings in perpendicular fashion to produce force. !"Arms bent at elbows and swing forward on takeoff. Then the subject was asked to hop on the right and left foot in the similar manner. Number of hops in one minute was considered as the score of the hop.

Rolling Skill

The subject was asked to sit on the knees with the hands in the forward direction parallel to the ground. Then the subject was asked to sit on feet and slightly bend the neck downward and try to roll his body with the support of neck and back. Then he/she was asked to come in the same position from where he has started. The number of times he/she roll in one minute was considered as the score of the roll.

STATISTICAL ANALYSIS

The descriptive statistics were given like mean, standard deviation and‘t’ test was used to compare the results between rural and urban area school going students.

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Table No: I

Table showing the difference between Urban and Rural area school going Children of Jammu Region

			Pre test		Post Test		
Variables	Area	Group	Mean	SD	Mean	SD	Mean Difference
Hopping	Urban	CG	14.91	1.43	15.71	0.70	080
		EG	14.40	1.23	19.53	1.15	5.13
	Rural	CG	14.93	1.65	15.75	0.73	0.82
		EG	14.24	1.50	19.37	1.40	5.13
Kicking	Urban	CG	6.68	1.36	7.25	0.88	0.57
		EG	6.01	1.23	11.42	1.08	5.41
	Rural	CG	6.69	1.38	7.25	0.69	0.56
		EG	6.19	1.22	11.98	1.11	5.79
Dribbling	Urban	CG	80.45	3.53	80.12	2.32	0.33
		EG	80.25	3.71	74.23	2.93	6.02
	Rural	CG	79.55	3.42	68.87	2.41	10.8
		EG	79.81	2.97	73.71	2.46	6.1
Passing	Urban	CG	14.65	1.26	15.45	0.74	0.80
		EG	14.60	1.23	19.87	1.30	5.27
	Rural	CG	13.82	1.47	15.07	0.80	1.25
		EG	13.47	1.46	18.94	1.65	5.47
Rolling	Urban	CG	6.73	1.09	7.37	0.97	0.64
		EG	6.22	1.28	11.77	1.14	5.55
	Rural	CG	6.79	1.28	7.34	0.66	0.55
		EG	6.30	1.24	11.90	1.12	5.60

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Table no. I shows the descriptive statistics of the pre test and post test of different skills of psychomotor skill development program on urban and rural area school going students for each of the two groups (control and experimental). The experimental group, when comparing the pre test with the post test, shows the significant difference at all the variables of psychomotor skill development.

Table No: II

Table showing the experimental analysis of urban and rural area of respective subjects

Variables	Area	Test (Post)	Mean	SD	Std Error Mean	Mean Difference	T test
Hopping	Urban	Experimental	18.61	1.83	0.08	1.11	5.36
	Rural	Experimental	19.72	1.48			
Kicking	Urban	Experimental	11.43	1.09	0.09	0.55	3.45
	Rural	Experimental	11.98	1.12			
Dribbling	Urban	Experimental	74.19	2.92	0.17	0.47	4.04
	Rural	Experimental	73.72	2.46			
Passing	Urban	Experimental	19.88	1.31	0.12	1.06	5.00
	Rural	Experimental	18.94	1.66			
Rolling	Urban	Experimental	11.78	1.14	0.09	0.96	6.51
	Rural	Experimental	12.74	1.22			

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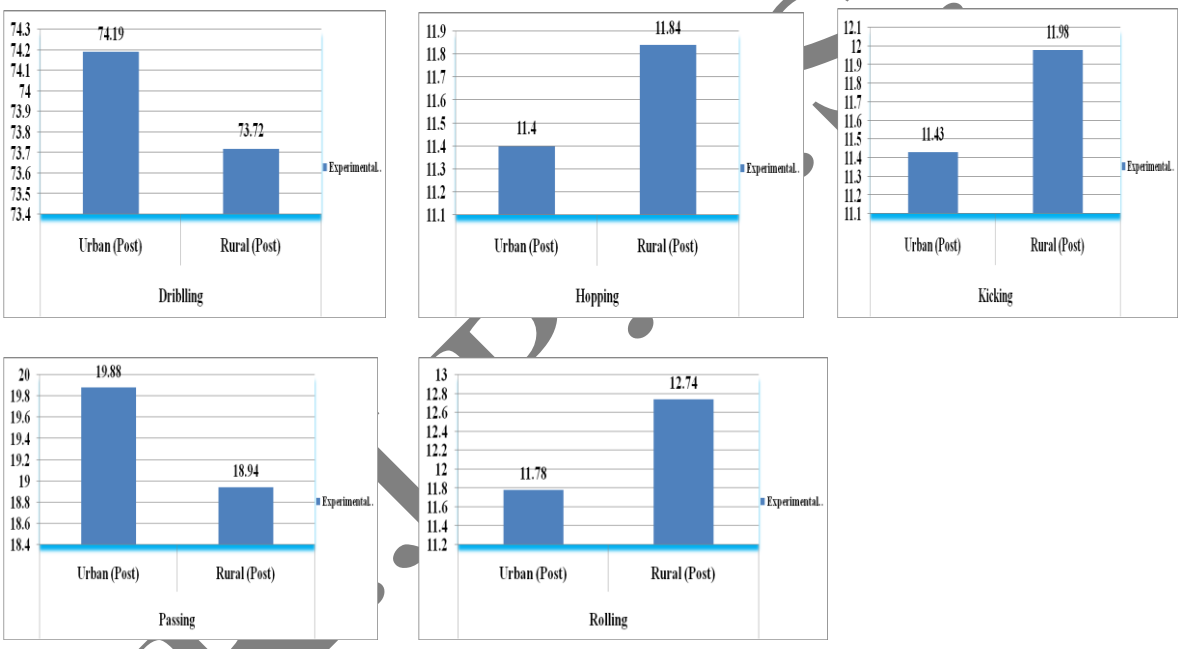
Graph 1

Graphical Representation of Mean Difference between the pre and post test of Psychomotor Skill Development Program on Hopping, Dribbling, Kicking, Passing and Rolling Skill of Rural and Urban Students of School Going Children



DISCUSSION ON FINDINGS

Psychomotor skill development program on hopping and passing clearly signifies the significant difference between the rural and urban school going students and found rural school going students are more effective than urban school going students. The

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reason may be the physiological factors that play an important role in bringing the health differences like their endurance, strength and stamina causing the individual and group difference. Another reason may be their anthropometric development and their body builds (somatotypes) that are associated with specific athletic skills. The next reason may be amount of practice and the quantity of time spent in the open area than the urban area school going students as they are more involved in education than sports activities. Psychomotor skill development on kicking, dribbling and rolling also shows the signifies the significant difference between rural and urban school going students and found urban school going students are more effective than rural school going students. the intelligent quotient (IQ) are weakly related to physical strength yet are strongly associated with performance and may be the cause that is slightly higher than rural school going students. In urban area, generally the families are highly qualified and want their children to be professional. So their involvement in various activities may be another reason to be more effective than rural area. There are lots of facilities and infrastructure in the urban area so they have particular teacher for particular sport. This may be another reason for better than rural school going students. The reaction time for completing the activity may be the second reason for more effective.

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JUSTIFICATION OF HYPOTHESIS

Further it was hypothesized that there would be significant difference in the manipulative abilities of the Rural and Urban area school Going Students and it is again found that the significance difference between the pre and post test of control and experimental group of psychomotor skill development in the manipulative abilities of the rural and urban area school going students. Hence, the hypothesis is again accepted.

CONCLUSION

The role of the preschool education is fundamental for child development process. At this stage, quality teaching practices should stimulate children, considering their individual characteristics and needs and to help them to acquire during development several essential abilities and skills. These psychomotor skill development programs may help them to develop their manipulative abilities and help them to reach their goals.

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