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A study on progression of motor educability in boys from pre-adolescence to adolescence

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Abstract

The aim of the present study was to assess the impact of transition from pre adolescence to adolescence period on motor educability of boys. To conduct the study 25 boys from 11+ years age, 25 boys from 12+ years, 25 boys from 13+ years, 25 boys from 14+ years and 25 boys from 15+ years respectively were selected as sample. The selected boys were pursuing their education from government schools operational in Nagpur city. To assess motor educability of selected subjects Johnson's modified test of motor educability was used. It was found that motor educability of boys showed increasing trend from 11 years to 15 years. It was concluded that motor educability of Boys increases with advancing age from 11 to 15 years.

Keywords: Motor educability, adolescence, pre adolescence, boys

Introduction

The term motor means meaningful relationship between nerve fiber with muscles so that effective body movements can be produced. Activities like jumping, climbing, leaping are dependent on effective motor activities and grossly responsible for an individual to perform day routine work with ease. Motor educability as defined by Matthews (1983)^[8] as the effortlessness of an individual to learn new set of skills while Baumgartner and Jackson (1995)^[2] definition also emphasized on role of motor educability in learning new skills. Another definition put forth by Lutan (1988)^[7] described motor educability as the general ability to learn a task without delay and precisely. Hence it is clear that motor educability is essential for performing various physical activities effortlessly. Due to its importance researchers have conducted extensively studies in this area. Connolly, K. et al. (1968)^[3] in their study observed developmental changes in specific factors of motor skills. studied developmental changes in some components of a motor skill. Seefeldt and Haubenstricker (1982)^[9] in a study determined the order and age of children to perform motor skills in sequential manner. Thomas & French (1985)^[10] using meta analysis assessed motor skill performance on the basis of gender. Aponte, R. et al. (1990)^[1] in their study assessed the cross cultural variations in motor development of children. Loko J. et al. (2000)^[6] prepared a motor learning curve for 10 to 17 years old girls. Wong and Cheung (2006)^[12] conducted a study and provided normative information on gross motor skills performance of the Hong Kong Chinese children. Gülay Yasemin Aldemir et al. (2011)^[4] investigated the effect of dance education on motor performance of children. Karkare and Paul (2017)^[5] compared motor educability and emotional stability of urban and rural boys between 13 to 18 years of age group. While scanning research literature it was observed that motor educability and its transition from pre adolescence to adolescent period in boys has not been examined, hence the present study was planned.

Objective

The objective of the present study was to assess progression of motor educability in boys from pre adolescence to adolescent period.

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Hypothesis

It was hypothesized that progression of motor educability in boys from pre adolescence to adolescent period will show a significant upward trend.

Methodology

The following methodological steps were taken in order to conduct the present study.

Sample

To conduct the study 25 boys from 11+ years age, 25 boys from 12+ years, 25 boys from 13+ years, 25 boys from 14+ years and 25 boys from 15+ years respectively were selected as sample. The selected boys were pursuing their education from government schools operational in Nagpur city.

Tools

To assess motor educability of selected pre adolescence and adolescent boys, Modified Johnson's test of motor educability was used. It is useful for age group 11 to adulthood. The tests items are straddle jump, stagger skip, stagger jump, Forward skip holding opposite foot from behind, Front roll, Jumping half-turns, right or left, Back roll, jumping half turns, right and left alternately, Front and back roll combination, jumping full turns respectively. The test has a validity of .65.

Procedure

The selected subjects for the present study was subjected to test items of Johnson's Motor Educability test according to their availability. Scores on motor educability was recorded and tabulated according to their respective age groups. Descriptive statistics and Pearson Correlation was used for data analysis. Result shown in table 1.

Result and Discussion

Table 1: Motor Educability of Selected Subjects on the Basis of their Age (N=125)

Age Groups	N	Motor Educability	
		Mean	S.D.
11+ years	25	52.11	3.21
12+ years	25	52.98	4.82
13+ years	25	57.21	3.81
14+ years	25	61.22	7.20
15+ years	25	63.67	3.11

r=.621, p< .01

Descriptive statistics shown in table revealed that mean score on motor educability for 11+ years age group was 52.11, for 12+ years mean score on motor educability was 52.98, mean score for motor educability for 13+ years age group was 57.21, mean score on motor educability for boys belonging to 14+ years age group was 61.22 while the mean score on motor educability for boys belonging to 15+ years was 63.67. The mean scores clearly indicate improvement in motor educability of boys from 11+ years onwards to 15+ years. The calculated Pearson correlation of r=.621 reveals significant association between age of boys with their motor educability. Vanttinien *et al.* (2010) [11] reported that general perceptual abilities and its development is related to testosterone concentration and that is why motor educability of boys from pre adolescence to adolescent period saw a significant increase.

Conclusion

On the basis of results it may be concluded that motor educability in boys increases between pre adolescence to adolescent period.

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