



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2019; 4(2): 66-67

© 2019 Yoga

www.theyogicjournal.com

Received: 06-05-2019

Accepted: 10-06-2019

M Raseetha

Ph.D Scholar, Department of Physical Education and Sports, Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Tamil Nadu, India

Dr. S Sethu

Assistant Professor, Department of Physical Education and Sports, Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Tamil Nadu, India

Analysis of locomotor skills between urban and rural school children

M Raseetha and Dr. S Sethu

Abstract

The purpose of the study was to analyse the locomotor skills between urban and rural School Children. A total of sixty (n=60) school children from rural and urban schools were selected. The subjects age ranged between 6 to 8 years. Thirty subjects each from urban school i.e., Vivekananda Vidhyashram Matric Higher Secondary School, Tirunelveli and rural school i.e., The Panjayat Union School, Thenpathu, Tirunelveli. The selected locomotor skills for this study are running and sliding abilities. The selected locomotor skills were assessed by using the standardized test manual for gross motor development Edition- (TGMD-2). The collected data on the selected variables were treated with independent “t” test at 0.05 level of significant. The results of the study indicate that there was significant difference on locomotor skills. It was found that the rural school children were better in locomotor skills when compared with urban school children.

Keywords: Locomotor skills, urban, rural, TGMD-2

Introduction

Children are commonly considered to have the formative potential to perform most essential locomotor aptitudes at the develop organize by age six or seven, in actuality this is regularly not the situation. In light of numerous elements, grade school youngsters regularly display juvenile central development designs (Gallahue & Donnelly, 2007) [3]. The securing of Fundamental development abilities are formatively sequenced and are dependent upon numerous inside and outer components (Natural, mental, social, motivational, psychological, and so forth.) and the procedure of procurement happening however a scope of dynamic play encounters and organized projects.

Various factors are related with adopting and maintaining a physically active lifestyle, such as socioeconomic status, cultural influences, lifestyle, environmental factors, and health status (Seefeldt, Malina, & Clark, 2002) [6]. (Haywood & Getchell 2014) [7] have reported that motor development refers to the continuous, age-related process of changes in movement as well as the interacting constraints of the individual, environment, and tasks that drive these changes.

Purpose of the study

The purpose of the study was to analyze the locomotor skills between urban and rural school children.

Methodology

A total of sixty (N=60) school children from rural and urban schools were selected. The subjects age ranged between 6 to 8 years. Thirty subjects each from urban school i.e., Vivekananda Vidhyashram Matric Higher Secondary School, Tirunelveli and rural school i.e., The Panjayat Union School, Thenpathu, Tirunelveli.

The selected locomotor skills for this study are running and sliding abilities. The selected locomotor skills were assessed by using the standardized test manual for gross motor development Edition- (TGMD-2). The collected data on the selected variables were treated with independent “t” test at 0.05 level of significant.

Correspondence

M Raseetha

Ph.D Scholar, Department of Physical Education and Sports, Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Tamil Nadu, India

Table 1: The summary of mean and independent t-test values for rural and urban school children on running and sliding abilities.

Variable	Group	Number	Mean	S.D	T- Ratio	Sig.
Running ability	Rural	30	6.73	1.53	2.44*	0.018
	Urban	30	5.83	1.31		
Sliding ability	Rural	30	7.23	1.07	2.51*	0.015
	Urban	30	6.10	2.33		

*Significant at 0.05 level. The table value for $t_{58} = 2.01$

From the table 1, the obtained p- value of running ability is 0.018 and sliding ability is 0.015, which are less than the level of significance 0.05. Therefore, it was concluded that there was a significance difference between urban and rural school children on running and sliding abilities. However, the rural school children showed better performance than the urban school children on running and sliding abilities.

The mean values of running ability and sliding ability between rural and urban groups are graphically represented in the figure 1.

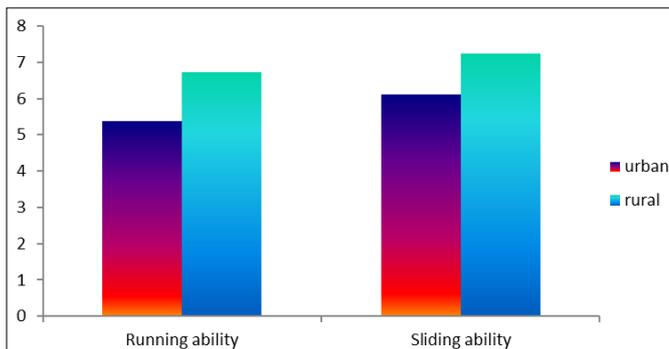


Fig 1: The mean values of running ability and sliding ability between rural and urban groups are graphically represented

Discussion on findings

The results of this study indicated that there was significant difference on locomotor skills such as running and sliding abilities between urban and rural school children. The findings of the present study were supported by many research findings. According to Hardy, King, Farrell, Macniven, & Howlett (2010) [4] conducted a study among primary school aged children and reported low levels of FMS mastery indicating the need to implement FMS programs during the preschool years. It concluded as the preschool environment plays an important role to foster and develop children's FMS.

Chow, & Louie, (2013) [2] assessed the influence of preschool type (Public vs private) on motor skill performance in 239 (121 boys, 118 girls) preschool children ages 3 to 6.5 years. The results suggest that performance of locomotor skills by preschool children is affected by their schools' physical environment.

Williams, Pfeiffer, O'neill, Dowda, McIver, Brown, & Pate, (2008) [5] examine the relationship between motor skill performance and PA in preschool children. Participants were 80 three- and 118 four-year-old children. The results suggest that Clinicians should work with parents to monitor motor skills and to encourage children to engage in activities that promote motor skill performance.

Barnett, Morgan, van Beurden, & Beard, (2008) [1] investigated whether perceived sports competence mediates the relationship between childhood motor skill proficiency and subsequent adolescent physical activity and fitness. The results suggest that developing a high perceived sports competence through object control skill development in

childhood is important for both boys and girls in determining adolescent physical activity participation and fitness. Our findings highlight the need for interventions to target and improve the perceived sports competence of youth.

Conclusions

1. There was significant difference between urban and rural school children on running and sliding abilities.
2. The rural school children found to be better on locomotor skills such as running and sliding abilities when compared with urban school children.

References

1. Barnett LM, Morgan PJ, van Beurden E, Beard JR. Perceived sports competence mediates the relationship between childhood motor skill proficiency and adolescent physical activity and fitness: A longitudinal assessment. *International journal of behavioral nutrition and physical activity*. 2008; 5(1):40.
2. Chow BC, Louie LH. Difference in children's gross motor skills between two types of preschools. *Perceptual and motor skills*. 2013; 116(1):253-261.
3. Gallahue DL, Donnelly FC. *Developmental physical education for all children*. Human Kinetics, 2007.
4. Hardy LL, King L, Farrell L, Macniven R, Howlett S. Fundamental movement skills among Australian preschool children. *Journal of science and medicine in sport*. 2010; 13(5):503-508.
5. Williams HG, Pfeiffer KA, O'neill JR, Dowda M, McIver KL, Brown WH *et al*. Motor skill performance and physical activity in preschool children. *Obesity*. 2008; 16(6):1421-1426.
6. Seefeldt V, Malina RM, Clark MA. Factors affecting levels of physical activity in adults. *Sports medicine*. 2002; 32(3):143-168.
7. Haywood KM, Getchell N. *Life span motor development*, (6. UTG). Champaign, IL: Human Kinetics, 2014.