

PSYCHOLOGICAL FACTORS AFFECTING MOTOR SKILLS AND ENHANCING INTELLECTUAL ABILITIES: AN ANALYSIS

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ABSTRACT

The current scenario highly requires a revision of approach towards students to provide them all round development. The purpose of the study was to compare the motor intellectual abilities between private and Govt. schools of Jammu region in J&K. The study is attempted to specify that the regions and causes of why motor intellectual abilities is high in any particular category of schools (if any). Motor Intellectual Abilities is the physical and mental ability to coordinate the body movements along with the predictive reaction intelligence. Total one hundred fifty (150) students from different schools of Jammu region (75 from private schools and 75 from Govt. schools) were selected as subjects. The Motor Intellectual Abilities was selected for the study. The data was analyzed to find out the significant difference between two groups. 't'-test statistical technique was used to analyze the significant difference and the level of significance was set at 0.05 level. The results showed that there was significant difference between private and Govt. schools students for their Motor Intellectual Abilities. It was found that the private students were more approached to develop Motor Intellectual Abilities like programs than the govt. schools.

Keywords: Motor Ability, Students, Private and Government Schools.

INTRODUCTION:

The developing tendencies in international sports, especially in team games are identified as the increase in game tempo, tougher body game and greater variability in technique and tactics. Due to the immaturity of the human nervous system at the time of birth, children grow continually throughout their childhood years. Many factors contribute to the ability and the rate that children develop their motor skills. Uncontrollable factors include: genetic or inherited traits and children with learning disorders. A child born to short and overweight parents is much less likely to be an athlete than a child born to two athletically built parents. Controllable factors include: the environment/society and culture they are born to. A child born in the city is much less likely to have the same opportunities to explore, hike, or trek the outdoors than one born in the rural area.

For a child to successfully develop motor skills, he or she must receive many opportunities to physically explore the surroundings.

Infantile: Early movements made by very young infants are largely reflexive. An infant is exposed to a variety of perceptual experiences through the senses. For example, very young infants have a reflexive response called "rooting". By slightly stroking the side of the infants face, the infant turns its head to that side, frequently resulting in the location of food. Gradually, the infant learns that certain involuntary, reflexive movements can result in pleasurable sensory experiences, and will attempt to repeat the motions voluntarily in order to experience the pleasurable sensation.

Milestone Developmental Stages;

- 6 months – can sit straight
- 12 months – takes first steps
- 24 months – can jump
- 36 months – can cut with scissors; runs on toes

PROCEDURE AND METHODOLOGY

SELECTION OF SUBJECTS

Total one hundred fifty (150) students from different schools of Jammu region (75 from private schools and 75 from Govt. schools) were selected as subjects

SELECTION OF VARIABLES:

Motor intellectual abilities involves psychomotor skill that is a voluntary body movement with a predetermined end result. For example, hitting a ball with a bat. Fundamental motor skills are basic skills that are learned when young. They form the basis of more complex movements, for example, jumping. A perceptual skill is about being able to interpret information quickly at a given time and to make an appropriate decision. For example, a goalkeeper in football assessing

the movement of an opponent approaching. A cognitive skill is about being able to make sense of a problem and to solve it. These skills affect perception

STATISTICAL ANALYSIS OF DATA

With regard to purpose of the study Mean, Standard Deviation and 't' test were calculated. In order to check the significance, level of significance was set at 0.05.

ANALYSIS AND RESULTS

The results showed that there was significant difference between private and Govt. schools students for their Motor Intellectual Abilities. It was found that the private students were more approached to develop Motor Intellectual Abilities like programs than the govt. schools.

CONCLUSION

It was concluded that there was significant difference between private and Govt. schools students for their Motor Intellectual Abilities and that the private students were more approached to develop Motor Intellectual Abilities like programs than the govt. schools.

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