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MOTOR DEVELOPMENT AMONG INDIAN AND IRANIAN STUDENTS A-CROSS SECTIONAL STUDY

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ABSTRACT

This paper aims to compare the motor development of Indian and Iranian boy's student between the age of 13 and 18 years in agility case. The focus is on the relationship between age and motor behavior which makes the study of motor development unique from other viewpoints. Motor development includes age related changes in both posture and movement, the two basic ingredient of motor behavior. The results portrayed by means of statistical tests and standard method of sampling.

INTRODUCTION

This study was conducted keeping in view the following objectives. Study the level and pattern of the development of motor abilities of Indian male student of 13-18 years' age. Compare the level and pattern of development of motor abilities of Indian male student with Iranian male student.

Definitions of operational terms motor development

Motor development is the process of change in motor behavior that is related to the age of the individual. The focus on the relationship between age and motor behavior makes the study of motor development unique from other viewpoints motor development include age related changes in both posture and movement, the two basic ingredient of motor behavior. Development processes occur throughout the human life span (Jan Stephen tecklin, 1998). For the purpose of this study the term was understood to mean motor ability through the performance in selected motor fitness components that underlie gross motor skills.

Cross-Sectional Study

The cross-sectional study is a method of study that permits the researcher to collect data on different groups of people at varying age levels at the same point in time. The major purpose of the cross-sectional study was to measure of age-related difference in behavior. This method does not permit measurement of age-related change, and has attracted controversy in recent years. Basically the cross-sectional method yields only average difference in groups across real time and not individual change developmental time. The basic assumption behind the cross-sectional study had been that random selection of subjects provides as represented sample of the population for each age group test. (David L & Gallahue, 1995) p10

Delimitations

Motor development is an all-inclusive which is the area of interest for child psychologists, social psychologists and sport psychologists alike. Thus the term motor development is much wider in scope and meaning. For the purpose of this study the

term motor development was contained to the concept of motor fitness development as measured through recognized motor fitness components of agility the study was also delimited to high school student of 13-18 years. The study was further delimited to Indian students in Chandigarh and Iranian student in Tehran. The study was further more delimited to male students.

Limitation

Even though, no motivational techniques were employed, but every effort was made by the researcher to encourage the subjects to do their best. In spite of that researcher could not possibly control the performance differences in effort made by the subject to do their best. Such variation in effort and home environment, daily routine and diet might distort actual scores collected through and ultimately the final analysis. Variations obtained in score due to this factor were duly recognized as the limitation of the study.

Significance of the study

In the past one-decade physical education has found its right place in the school curriculum. To a large extent it has found its academic recognition at par with other subjects. Having found its place in the school curriculum, the teacher of physical education is confronted with numerous problems relating to classroom instruction in physical education. One specific problem that relates to instruction is the extent to which the school student may be provided combine instruction irrespective of their age. Another problem is catering to the individual needs. Even though providing the individualized instruction in physical education may be a far off dream, yet the teacher had to ensure that each group has only acceptable variation in abilities in order to provide effective instruction and avoid damages. The teaching policies signs and teachers, there for, should be well familiar with the development trends and generalized pattern of development at different stages. This may help to adjust to programmers to the needs of the group as a whole. Thus, the present investigation may be great significance in understanding the patterns of development in motor ability. This may help to draw out effective learning environment and to provide scope for individual attention to extent possible. The result of the study may also help to understand the classification criterion in a better way. The result of the study helps to understand the role of diet patterns, topography, genetic factor and the effect of educational system on school going children, in affecting the development pattern of children.

Literature

Haley (1972) conducted a study of motor fitness. The sample included children studying in grades one through six. Thirty boys were randomly selected from each grade. Their ages ranged from five years nine months to 12 years two months. Jerry Conard Welch (1974). Cross-sectionally analyzed the development of agility to select one or more test items which could assess the agility of boys and girls aged 5 through 17. Barbante (1976) made a study on Brazilian boys and girls. The purpose of this investigation was to determine the statues of physical fitness of selected Brazilian boys and girls. Morrow (1979) conducted study on Korean secondary student of physical fitness. The aim of his study was to compare 1979 KSPFT and KPSFT results and to see if change in occurring

Analysis of the data supports. Frederick (1979) made a study to determine motor ability differences along five age groups composed of black and white boys and girls in the performance of 20 years run vertical jump, standing jump, and balance on the right side foot, equilibrium on the left foot, kicking for a distance, pitching for accuracy and kicking for accuracy. Schmidt (1982) after reviewing numerous studies pointed out which by the time an individual researches the age of 18 he experiences large improvement in his motor behavior. The manner in which motor proficiency improves as children grow old has been reviewed extensively by Cratty (1979). HaiphotChanchiclung (1985) conducted an assessment of physical fitness of lower secondary school boys of Thailand. The samples for the study were 13500 lower secondary school boys selected through randomized clustered sampling. The modified Fleishman physical fitness test battery which consists of item for flexibility, quickness, strength, muscular endurance, matching, balance and cardiovascular endurance was administrated to the subjects. ReetMahindersingh (1986) Prepared physical fitness norms for high school boys of panjab state. Data were collected on 5000 subjects selected randomly from various schools in the state. The test battery managed comprised of eight items. I.e. Rachhpal Singh Brar (1987). Conducted in effects of short interval and long interval running with two recovery types on aerobic and anaerobic capacities and running performance of high school boys, the subject were 100 untrained students of grades nine and ten in Shivalik public school. DaljitKaur (1989). Conducted a study on the physical fitness of high school girls of the panjab belonging in the age group of 12 to 15, the purpose of the study was to prepare norms for the girls of panjab belonging to this age group. MeeraChauhan (1989). Compared the motor fitness performance of sports and non-sports school girls (1315 years' old living at the high altitude of 2960ms at Shimla and 487ms at Chandigarh, SukhpalKaur (1990). Conducted across-sectional study of motor abilities of panjab and Chandigarh girls in the age group of 7 to 11 years, the investigator studied the developmental changes in motor abilities which take place during the mentioned period.

Amarpreet Singh (1993) conducted a study on the relationship of varying levels of motor fitness to Socio-Economic statues and structural variations among school students in the age group of 14 to 16 years. Shilendra Kumar Sinha (1996) conducted a study of anthropometric and motor quality profiles of 8-14 years' boys of eastern and north east region of India. Kamal Kant Sharma (1997) conducted a study on construction and standardization of motor fitness test battery for elementary school children in Delhi (U.T), the objectives of study were as follow: to find out how motor fitness variables, such as speed, strength, balance, flexibility and endurance, develop among boys and girls in the age group of eight to eleven years. Dinesh kumar (1998) showed on a normative study of fitness status in male students (13-16) years of age belonging to the schools of Himachal Pradesh, followed by development of norms for future uses. JasbireKaur (1999) Conducted as assessment of motor fitness of rural and urban senior secondary school girls of Punjab state. SonamAngchok (1999) conducting a study to establish norms for the high and higher secondary male student of ladakh, among the age group 13 to 17. Sujata Devi (2000) conducted a study to compare the physical fitness and psychological trait of tribal and non-tribal high school students of high altitude areas between the age group of 14 and 17 years. MandeepBrar (2004) conducted a study on motor development of school children of union

territory of Chandigarh a cross sectional analysis 12 to 14 years.

MATERIALS AND METHODS

In this chapter selection of subjects, design of the study, selection of variables, reliability of data, tools used, reliability of instrument, criterion measure, collection of data, administration of selected test items for collection of data, and techniques for data analysis are described.

Selection of Subjects

The selection of subjects was completed in two phase 1 – a pilot study had been conducted on 240 student of 13-18 years of age studying in government schools from classes seven to twelve, 120 from Chandigarh (India) and 120 from region nine of Tehran (Iran) 20 students from each age, Abbreviations GSSS, GHSSS, GMSSS and JNVS means: government senior secondary school, government high school senior secondary, government model senior secondary school and Jawahar Navodaya Samiti respectively.

(12/01/09 to 02/12/09). The subjects were made available by school authorities during the physical education classes and other times when the students were available from their regular academic routine. So the data was collected over different times of the day for different variables.

Statistical technique employed

To establish the reliability of the data person product moment correlation method was used. In order to analyze development patterns in agility, analysis of variance was carried out to determine significance of variance, if any, from age to age, separately for Indian and Iranian students. Whenever F values were found significant, the post-hoc scheffe's test was employed to determine the significance of difference between the paired means. For analyzing difference between Indian and Iranian at each age in agility test, the t test is applied. The level of significant was set at .05. The Table 1 showed a significant F values of 20.807 for Indian and 23.990 for Iranian student respectively, which indicated that six age groups different significantly in Agility.

Table 1. The analysis of variance of Indian and Iranian male students

| Source of variation | DF | SS | | MS | | F | |
|---------------------|------|----------|---------|--------|---------|---------|---------|
| | | Indian | Iranian | Indian | Iranian | Indian | Iranian |
| Between groups | 5 | 98.816 | 80.702 | 19.763 | 16.140 | 20.807* | 23.990* |
| Within groups | 1194 | 1134.079 | 803.330 | .950 | .673 | | |
| Total | 1199 | 1232.895 | 981.712 | | | | |

*Significant at .05 Level of Confidence.

Table 2. Comparison of the paired mean test means for respective categories of Indian and Iranian male students in agility

| GROUPS | MD | | P value | |
|-----------|--------|-------|---------|------|
| | Indian | Iran | Indian | Iran |
| 13 vs. 14 | .304 | .118 | .084 | .837 |
| 13 vs. 15 | .673* | .076 | .000 | .973 |
| 13 vs. 16 | .674* | .218 | .000 | |
| 13 vs. 17 | .723* | .314* | .000 | .012 |
| 13 vs. 18 | .819* | .488* | .000 | .000 |

*Significant at .05 level of confidence.

Table 3. Comparison of the paired mean test means for respective categories of Indian and Iranian male students in agility

| GROUPS | MD | | P value | |
|-----------|--------|-------|---------|------|
| | Indian | Iran | Indian | Iran |
| 14 vs. 13 | .030 | .118 | .084 | .837 |
| 14 vs. 15 | .369* | .194 | .014 | .346 |
| 14 vs. 16 | .370* | .336* | .013 | .005 |
| 14 vs. 17 | .419* | .432* | .003 | .000 |
| 14 vs. 18 | .515* | .369* | .000 | .001 |

*Significant at .05 level of confidence.

Table 4. Comparison of the paired mean test means for respective categories of Indian and Iranian male students in agility

| GROUPS | MD | | P value | |
|-----------|--------|-------|---------|------|
| | Indian | Iran | Indian | Iran |
| 15 vs. 13 | .673* | .076 | .000 | .973 |
| 15 vs. 14 | .369* | .194 | .014 | .346 |
| 15 vs. 16 | .002 | .142 | 1.000 | .700 |
| 15 vs. 17 | .050 | .238 | .998 | .136 |
| 15 vs. 18 | .147 | .563* | .812 | .000 |

*Significant at .05 level of confidence.

Collection of data

The data for selected variables on the randomly selected subjects was collected over a period of eleven months

Because the F was found to be significant, to establish which paired age group differed the results of post hoc scheffe's test have been present in Tables.

Table 5. Comparison of the paired mean test means for respective categories of Indian and Iranian male students in agility

| GROUPS | MD | | P value | |
|-----------|--------|-------|---------|------|
| | Indian | Iran | Indian | Iran |
| 16 vs. 13 | .674* | .218 | .000 | .217 |
| 16 vs. 14 | .370* | .336* | .013 | .005 |
| 16 vs. 15 | .002 | .142 | 1.000 | .700 |
| 16 vs. 17 | .046 | .096 | .998 | .928 |
| 16 vs. 18 | .245 | .706* | .819 | .000 |

*Significant at .05 level of confidence.

Table 6. Comparison of the paired mean test means for respective categories of Indian and Iranian male students in agility

| GROUPS | MD | | P value | |
|-----------|--------|-------|---------|------|
| | Indian | Iran | Indian | Iran |
| 17 vs. 13 | .723* | .314* | .000 | .012 |
| 17 vs. 14 | .419* | .432* | .003 | .000 |
| 17 vs. 15 | .050 | .238 | .998 | .136 |
| 17 vs. 16 | .049 | .096 | .998 | .928 |
| 17 vs. 18 | .096 | .801* | .964 | .000 |

*Significant at .05 level of confidence.

Table 7. Comparison of the paired mean test means for respective categories of Indian and Iranian male students in agility

| GROUPS | MD | | P value | |
|-----------|--------|-------|---------|------|
| | Indian | Iran | Indian | Iran |
| 18 vs. 13 | .819* | .487* | .000 | .000 |
| 18 vs. 14 | .515* | .369* | .000 | .001 |
| 18 vs. 15 | .147 | .563* | .000 | .000 |
| 18 vs. 16 | .145 | .706* | .000 | .000 |
| 18 vs. 17 | .819* | .801* | .000 | .000 |

*Significant at .05 level of confidence.

It is evident from the Table 2. in Indian male students paired mean difference of 13 and 15 years, 13 and 16 years, 13 and 17 years, and 13 and 18 years are significant respectively. This indicated that in agility 15, 16, 17 and 18-year male students were better than 13 year male students. No significant difference was found between the paired mean difference of 13 and 14 years in Indian male students. This indicate that in agility 13 year male students were not better than 14 year male students. In Iranian male students the mean differences of 13 and 17 and 13 and 18-year male student were found to be significant. This indicated that in agility 17 year male students were batterer than 13 year male students and 13 years were better than 18 years of age. But no significant difference was found during age groups of 13 and 14, 13 and 15 and 13 and 16 year male students and 14 years were not better than 13 years.

In Table 3. It is evident that in Indian male students paired mean difference of 14 and 15 years, 14 and 16 years, 14 and 17 years and 14 and 18 years are significant respectively. This indicated that in agility 14 years was better than 15 years and 16, 17 and 18-year male student were better than 14 year male students. But in the case of 14 and 13 years was not found significant. This indicate that in agility 13 year male students were not better than 14 year male students. In Iranian male students the paired mean differences of 14 and 16, 14 and 17 and 14 and 18-year were found significant. This indicated that 16 and 17-year Iranian male students were better than 14 year male students and 14 years were better than 18 years of age. But no significant difference was found during age groups of 14 and 13, 14 and 15 male students. This indicate that in agility performance 14 years were not better than 13 and 15 year male students. From the Table 4. It was evident that in Indian male

students paired mean difference of 15 and 13 years, 15 and 14 years were found to be significant. This indicated that in agility 15 year was better than 13 and 14 year male students. But no significant difference was found for 15 and 16 years, 15 and 17 years and 15 and 18 years. This indicate that in agility 15 year male students were not better than 16, 17 and 18 years of age. In Iranian male students the paired mean differences of 15 and 18 years was found significant. This revealed that in agility performance 15 year was better than 18 year male students. But in the cases of 15 and 14 years, 15 and 16 years and 15 and 17 years was not found significant difference. This indicate that in agility performance 13 and 14 year male students was not better than 15 years and 15 years was not better than 16 and 17 year male students. It was evident from the Table 5. In Indian male students paired mean difference of 16 and 13 years, 16 and 14 years were found to be significant. These indicated that in agility 16 year was better than 13 and 14 years of age. But no significant difference was found for 16 and 15 years, 16 and 17 years and 16 and 18 years. This indicate that in agility 16 year male students were not better than 17 and 18 years and 15 years was not better than 16 years of age. In Iranian male students the paired mean differences of 16 and 14 and 16 and 18 years were found significant. This revealed that in agility performance 16 year was better than 14 years and 18 year male students. But in the cases of 16 and 13 year, 16 and 15 years and 16 and 17 years was not found significant difference. This indicate that in agility performance 13, 15 and 17 year male students were not better than 16 years and 15 years of age. It is evident from the Table 6. In Indian male students paired mean difference of 17 and 13 years and 17 and 14 years are significant respectively. These indicated that in agility 17 years of age male students were better than 13 and 14 years. But no significant difference was found between the paired mean difference of 17 and 15 years, 17 and 16 years and 17 and 18 years. These shows that 15, 16 and 18 years of age were not better than 17 years in agility. In Iranian male students the mean differences of 17 and 13 years 17 and 14 year and 17 and 18 year male students were found significant. This indicated that in agility 17 year male students were batterer than 13, 14 and 18 year male students. But no significant difference was found during age groups of 17 and 15 and 17 and 16 years. this indicated that in agility 15 year was not better than 17 years and 17 years was not better than 16 year male students.

It was evident from the Table 7, in Indian male students paired mean difference of 18 and 13 years and 18 and 14 years were found to be significant. These indicated that in agility 18 year of age were superior to 13 and 14 years of age. But no significant difference was found for 18 and 15 years, 18 and 16 years and 18 and 17 years. This indicate that in agility 18 year male students was not better than 17 year and 15 years and 16 years were not better than 18 years of age. In Iranian male students the paired mean differences of 18 and 13, 18 and 14 years, 18 and 15 years, 18 and 16 and 18 and 17 years of age were found significant these revealed that in agility performance 18 year was not better than 13, 14, 15, 16 and 17 year male students.

Conclusion

This paper aims to compare the motor development of Indian and Iranian boy's student between the age of 13 and 18 years in agility performance. The focus on the relationship between age and motor behavior makes the study of motor development

unique from other viewpoints. The results and tests showed that six age groups are different significantly in agility. Also the tests indicated that Indian male students differed significantly in agility were ever the gap of growth period was more than two years and elderly Indian male students performed better than their junior counterparts. In Iranian male students belonging to 18 years age group performed significantly poor in agility vis a- vis their younger parts aging between 13 to 17 years of age. But no significant differences were found among the Iranian male students between 13 to 17 years of age respectively in agility. In final for the future study the other components like endurance and etc. proposed to study by the authors.

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