

Extricating the Correlation between Children's Motor ability and Academic Achievement

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Abstract

The objective of the study was to find out the relationship between motor educability scores and academic achievement.

Method: Total 30 students of primary schools of Raipur city were selected as subjects. All the subjects were randomly selected. First of all Johnson Motor Educability test was administrated upon the sample, then academic achievement of previous class was collected as academic achievement score. After collecting the data, Karl Pearson product moment method was applied to check the correlation between motor educability and academic achievement.

Conclusion: The present study concludes that there is strong correlation found between academic achievement and motor educability.

Keywords: Motor Educability, Academic Achievement, Relationship.

Introduction

In education early childhood period is essential, and it was thought that the cognitive process is the main domain of learning. Still, educational psychologists stressed that the psychomotor component of an individual is also essential as cognitive development. Development of motor skills requires practice and the measurement of speed, perception (distance, Time, Speed, space, height, depth, and weight), coordination, reaction and response time, agility to be assessed with different procedures techniques. Participation in motor activities is an essential aspect of children's physical development, which is also helpful in physical performance. It is a vital prerequisite for man's motor learning and other development from early childhood to adolescence. E. Hurlock rightly remarked that "the child's physical development influences the quality and quantity of his behavior." Physical growth determines by external and internal factors like nutrition, fatigue, rest, exercise, work, heredity, illness, secretion of the ductless and endocrine gland, etc. In the total spectrum of human development, early childhood represents one of the most crucial periods during which the foundations for intellectual, cognitive, socio-emotional, language, and physical / motor competence are laid. In motor development, changes in activity can be observed through the physical progress that is called motor learning. Adams (1976) pointed out that the motor program's knowledge and utilization of motor information acquire motor movement. Motor learning, defined as "a relatively permanent change in motor

behavior," is the main thing in motor learning; it was mentioned by Dutch scientist Donders in 1869. The Bryan and Harter study (1897) is frequently given credit as the first one on motor learning, as it dealt with understanding to send signals in American Morse code. However, motivation, maturation, or training factors that affect motor behavior changes (Schmidt & Lee, 1999). But in the process of motor learning, everyone has their abilities, and the level of ease with which one can learn a new motor skill is known as Motor Educability. Motor educability is defined as "The ability to learn new and different motor skills quickly, easily and correctly."

The word 'motor educability' was introduced by McCloy in 1934 and was designed as the ability to develop high skill quickly and easily and gained general motor skills under a good presentation level. Abstract intelligence, the ability to learn or adapt oneself to his environment to accumulate thoughts; in the same way, the term motor educability can be obtained by stimulating the environment or genetic factors. It is observed that mental development is directly related with the physical development, in this study researcher want to study about relationship between the motor educability and

Objectives of the study

The main objective of the study was-

1. To find out the relationship between academic achievement and motor educability.

Hypotheses

It was hypothesized that

H₁ There shall be a significant relationship between motor educability and academic achievement of students of primary schools of Raipur city.

Participants

The subjects for this study were selected from the primary schools of Raipur city. Total 30 subjects were selected.

Method and procedure

All the subjects were randomly selected. First of all Johnson Motor Educability test was administrated upon the sample, then academic achievement of previous class was collected as academic achievement score. After collecting the data, Karl Pearson product moment method was applied to check the correlation between motor educability and academic achievement.

Analysis & Results

H₁- There shall be a significant relationship between motor educability and academic achievement of students of primary schools of Raipur city.

Table No.1.1.Relationship between motor educability and academic achievement

SN	Group	No. of students	Academic achievement	Motor educability	Degree of Freedom (df)	r
1	Primary school students	30	136.23	11.21	28	0.56

Discussion

At 28 degree of freedom, calculated Value of r is 0.56, which is shows positive relationship between both variables. The co relational hypothesis H_1 is accepted here.

Conclusion

The present study concludes that relationship between motor educability scores and academic achievement is statistically correct. Motor educability is the ability to learn new skills quickly and correctly, so the higher the motor educability scores indicates higher achievement scores. This study is limited to the primary schools because this is a development period and motor educability shows clearly. Final result of this study concludes that the good motor educability leads to students for good academic scores.

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