

EFFECT OF GENDER ON CHILDREN'S MOTOR EDUCABILITY

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ABSTRACT

The present research has been an effort to see the **effect of gender on motor educability**. 60 school going Girls and 60 school going boys the age range between 5 to 8 years were selected from two municipal cooperation school of Raipur. To assess motor educability of subjects were tested with the help of **Johnson Motor Educability test**. Independent sample t test reveals a **no significant difference** between motor educability of girls and boys. It shows that statistically there is no difference on motor educability of boys and girls. It was concluded that motor educability changes by age not by gender.

INTRODUCTION

In child development, learning, and mastering skills like sitting, walking, talking, skipping, and tying shoes are involved. They learn these skills, called developmental milestones, during predictable periods. Child development is an essential and natural phenomenon; it refers to physical, mental, and emotional development. These changes show in a child after birth to middle age. During this stage, a child progresses from dependency on their parents/guardians to increasing independence. Genetic symptoms (genes passed on from their parents) and prenatal life events strongly influenced their development. Environmental facts and the child's learning capacity also influenced child development. Targeted therapeutic intervention and the 'just right' home-based practice, recommended by Occupational Therapists and Speech Therapists can actively enhance Child development. Psychomotor learning is the relationship between physical movement and cognitive functions. Physical skills demonstrate psychomotor learning, such

as movement, coordination, manipulation, agility, grace, strength, and speed-actions that demonstrate fine motor skills, such as precision instruments or tools.

In psychomotor learning, attention is given to the teaching of coordinated activity involving the arms, hands, fingers, and feet, while verbal processes are not emphasized. 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

SIGNIFICANCE OF THE PRESENT STUDY

Children grow up on the same atmosphere but in the society there are specific role for male and female boys and girls.

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The outcomes of this research work will help to understand the natural growth pattern of boys and girls. In other hand motor educability is also an important ability to learn new motor skills fast effortlessly and properly and gained general motor skills under a good presentation level. The present study would help to understand some important aspects related with gender and motor educability. Present study will also help to see the effect of gender on motor educability.

OBJECTIVE OF THE STUDY

The present study has been an effort to perceive the **effect of gender on motor educability**.

HYPOTHESES

For the present study differential Hypothesis was framed-

There shall be a no significant difference between mean scores of Motor Educability of boys and girls.

SAMPLE OF THE STUDY

60 Boys and 60 girls between the age group 5-8 years of municipal cooperation school of Raipur City were randomly selected as subjects.

METHOD AND PROCEDURE

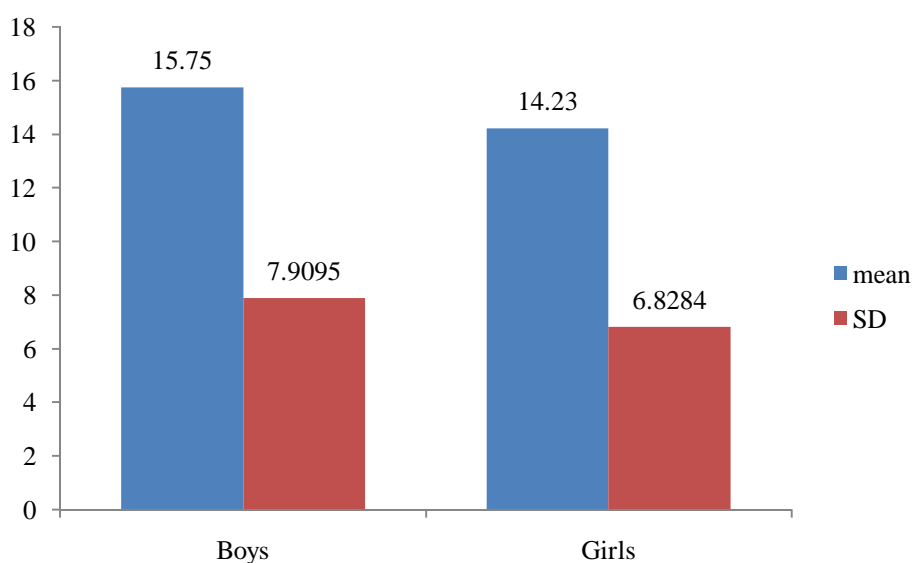
All the subjects were randomly selected. Motor educability test Developed by **Johnson (1992)** was administrated on the subjects. Collected data of motor educability scores of boys and girls were analyzed by using independent t test.

ANALYSIS & RESULTS

There shall be a no significant difference between mean scores Motor Educability of boys and girls.

Table No.1.1

S. No	Group	No. of Students (N)	Variable	Mean	SD	t value
1-	Boys	60	Motor educability	15.75	7.9095	0.80
2-	Girls	60		14.23	6.8284	



EXPLANATION

Table no 1.1 reveals that the mean and SD of boys motor educability scores are 15.75 and 7.9095, and mean and SD of girls motor educability are 14.23 and 6.8284, and the t value is 0.80, df 118, and less than the table value at 0.05 significant level. Which is shows difference is not significant between the mean scores of motor educability scores of boys and girls

The differential null hypothesis H_0 is accepted here.

DISCUSSION AND CONCLUSION

Result reveals that difference between mean scores of boys and girls motor educability scores is **not significant**. It shows that gender does effect the motor educability.

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