



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

International Journal of Current Research
Vol. 13, Issue, 07, pp.18326-18328, July, 2021

DOI: <https://doi.org/10.24941/ijcr.41924.07.2021>

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

RESEARCH ARTICLE

A COMPARATIVE STUDY ON GENERAL MOTOR ABILITY BETWEEN GOVERNMENT AND NON-GOVERNMENT B.P.ED. COLLEGE STUDENTS

Dr. Kallol Chatterjee^{1,*}, Subrata Samadder² and Dr. Mrinal Das³

¹Assistant Professor, Visva Bharati University, West Bengal, India

²Assistant Professor, Kingston College of Education, Barasat

³Assistant Teacher, Baghmundi, Purulia, West Bengal, India

ARTICLE INFO

Article History:

Received 25th April, 2021
Received in revised form
19th May, 2021
Accepted 24th June, 2021
Published online 30th July, 2021

Key Words:

Motor ability, Govt. B.P.Ed.
College, Non-Govt. B.P.Ed. College.

*Corresponding author:

Dr. Kallol Chatterjee

ABSTRACT

Background: Motor movement is the key to physical education. Motor development, at its highest level, can take place in an individual with favourable environmental in fluencies from the very childhood. The purpose of the study was to investigate the difference on general motor ability between Govt. and Non-Govt. B.P.Ed. college male students. **Method:** As subjects 80 B.P.Ed. college male students were taken randomly, forty (40) from Post Graduate Government Institute for Physical Education, Banipur, North 24 Parganas, W.B., India and another forty (40) from Model B.P.Ed. college, Jalpaiguri, W.B., India, age ranged from 22 to 28 years. To measure general motor ability Phillip's J.C.R Test was used that is consisted of three items namely Vertical Jump, Shuttle Run and Chinning Ups. For statistical calculation all the obtained raw score was converted to z-scale to use J.C.R Test Scoring Table and finally 'z' test was employed at 0.05 level of significance. **Result:** As per statistical analysis no significant difference were found between Govt. and Non-Govt. B.P.Ed. College male students.

Copyright © 2021, Kallol Chatterjee et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Kallol Chatterjee, Subrata Samadder and Dr. Mrinal Das. 2021. "A comparative study on general motor ability between government and non-government b.p.ed. college students", *International Journal of Current Research*, 13, (07), 18326-18328.

INTRODUCTION

The concept that an athlete's ability to perform different motor skills is determined by one general ability. Thus, a person with high general motor ability would tend to learn motor skills more quickly than a person with low general motor ability (<https://doi.org/10.1093/oi/authority.20110803095847111>). A motor skill is an intentional movement involving a motor or muscular component that must be learned and voluntarily produced to proficiently perform a goal-oriented task (Knapp, Newell, and Sparrow). 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. Human body is the most studied object of science (Harris et al., 2002). Scientists from the biological science use to study the human body from different points of views. Sports scientists consider human body as a machine that gives performance during various physical activities. Physical Education and Sport have an educational impact. Changes can be seen in motor skills development and performance, educational potential and healthy life style. This shows the positive relationship between being involved in physical activities and psychosocial development. In all type of game and sports, guidance and selection of candidates, as well as tracking transformational effects during the exercise process and training itself, knowledge of primary stability of the motor ability is indispensable. Besides, it is also important to know which of these most significantly affect the improvement of results in tests of situational motor abilities. The explanation of this issue within this research is reflected in the scientific significance of the present paper. Soccer requires a high level of adopted motor structures for solving certain specific tasks that occur during the game at the phases of defence and attack.

For these reasons, players must be able to demonstrate the maximum level of their motor abilities (speed, explosive strength, coordination, etc.) before the game, i.e. to react in the most appropriate manner in an unforeseen situation that they may encounter. A motor skill is a learned ability to cause a predetermined movement outcome with maximum certainty. Motor learning is the relatively permanent change in the ability to perform a skill as a result of practice or experience. Performance is an act of executing a motor skill. The goal of motor skill is to optimize the ability to perform the skill at the rate of success, precision, and to reduce the energy consumption required for performance. Continuous practice of a specific motor skill will result in a greatly improved performance (Motor, 2021). Motor movement is the key to physical education (Bucher & Wuest, 1987). Motor development, at its highest level, can take place in an individual with favourable environmental in fluencies from the very childhood (Hurlock, 1997). Motor fitness plays very crucial role in execution of any sports skill or simple and / or complex motor movements. Motor fitness is also essential for performing many occupational tasks as well as daily life activities (Phillips & Hornak, 1979). From all these points of view the researcher being interested takes upon the present study to compare on general motor ability between govt. and non-govt. B.P.Ed. College students.

PURPOSE OF THE STUDY

The purpose of the study was to investigate the difference on general motor ability between Govt. and Non-Govt. B.P.Ed. College male students.

METHODS

Design of the Study: Random sampling group design was used by which B.P.Ed. College male students were taken up as subjects. The selected subjects from two different educational institutions were divided into two groups. The design was used only to perform a comparative study (Best, 2016; Clarke, 1984).

Participants: Total 80 B.P.Ed. College male students were randomly selected; forty (40) from Post Graduate Government Institute for Physical Education, Banipur, W.B. and another forty (40) from Model B.P.Ed. college, Jalpaiguri, W.B., age ranged from 22 to 28 years, All the participants were informed about the procedures and risks of the study and signed an informed consent.

Assessments: For the collection of data the selected independent variables were measured by Phillip’s J.C.R Test that is consisted of three items namely Vertical Jump, Shuttle Run and Chinning Ups for finding out general motor ability (Johnson, 1986; Kansal, 1996).

Statistical Analysis: For statistical calculation all the obtained raw score was converted to z-scale to use J.C.R Test Scoring Table and finally ‘Z’ test was employed. The alpha () level was set at 0.05 for significance, whereas the effect size was reported with the 95% confidence for all analyzed measures⁷. The mean values along with standard deviation and ‘z’ test of composite score i.e, sum of vertical jump, shuttle run and chinning ups between govt. and non-govt. B.P.Ed. College male students has been presented in Table-1 The mean values along with S.D. of composite score of the Govt. and Non-Govt. B.P.Ed. College male students have been presented graphically in Fig. 1. numerically the mean values were nearly equal.

DISCUSSION AND FINDINGS

After statistical calculation it is found from the above table that there is no significant difference in respect of general motor ability between Govt. and Non-Govt. B.P.Ed. College male students. The mean values in case of Govt. B.P.Ed. College students are 149.86 whereas in case of Non-Govt. B.P.Ed. College students it is 153.15 and on the other hand SD of Govt. B.P.Ed. College students is 22.48 and in case of Non-Govt. B.P.Ed. College students it is 21.41. So mean value of Govt. and Non-Govt. B.P.Ed. College students are more or less same.



Figure 1.

Table 1. Difference between Mean Scores and Standard Deviation of Govt. and Non-Govt. B.P.Ed., college in Respect of Composite Score (sum of vertical jump, shuttle run and chinning ups)

Variables	Mean		Standard Deviation		'Z' Ratio
	Govt. College	Non-Govt. College	Govt. College	Non-Govt. College	
Composite Score	149.86	153.15	22.48	21.41	0.97 ^{NS}

Tab 0.05(78) =1.980, NS indicating not significant.

The reasons behind non-significance may be the course they are undergoing is same, the syllabus pursuing by them both theoretical as well as practical of both college is same. The training schedule may be same as they are pursuing same type of course. Food they are taking daily may be also same as because both colleges are training college of same subject. Another reason behind non significance of the mean difference may be the number of subjects i.e. is too small ($40+40 = 80$). Due to all these reasons the result may come out as non-significance between Govt. and Non-Govt. B.P.Ed. College male students in respect of general motor ability V. Rai (2013) shows that multiple discipline players have better General Motor Ability compare to single discipline players. Multi-discipline players were better than the single discipline players in all the variables of General Motor Ability, i.e. power, strength and agility⁸.

CONCLUSION

After statistical calculations it has been concluded that no difference in mean between Govt. and Non-Govt. B.P.Ed. College male students were found in respect of general motor ability.

CONFLICTS OF INTEREST

The authors of the present study declare that they have no conflicts of interest regarding the publication of this paper.

FINANCIAL SUPPORT

The authors have no funding to disclose

REFERENCES

- General motor ability <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095847111> (accessed Jun 1, 2021). <https://doi.org/10.1093/oi/authority.20110803095847111>.
- Motor Skill. *Wikipedia*; 2021.
- Best, J. V. K. J. W. 2016. *Research in Education*, Tenth edition.; Pearson.
- Clarke, D. H. 1984. *Research Processes in Physical Education*, 2nd ed.; Prentice-Hall
- Johnson, B. L. 1986. *Practical Measurements for Evaluation in Physical Education*, 4th ed.; Macmillan: New York.
- Kansal, D. K. 1996. *Test and Measurement in Sports and Physical Education*; DVS Publications.
- Verma, J. P.; Ghufuran, M. 2012. *Statistics for Psychology*; Tata McGraw Hill Education Private Limited.
- Rai, V. 2013. A differentiation study on university players in relation to general motor ability. *international journal of research pedagogy and technology in education and movement sciences* 2 (01).
