

## EFFECT OF MOTOR ACTIVITIES ON PERCEPTUAL MOTOR FUNCTIONING OF SPECIAL CHILDREN BETWEEN THE AGE GROUP OF SIX AND ELEVEN YEARS

P. KUMARAVELU

Associate Professor,

Department of Physical Education

Tamilnadu Physical Education and Sports University Chennai-600 127

### ABSTRACT

The objective of the study was to find out the influence of selected motor activities on perceptual motor functioning of special children between the age group of six and eleven years. The subjects chosen were from to city schools of Chennai. Sixty special children were chosen for the study. The group were equated on the basis of the ability to balance and they were randomly as pairs into two groups so that both means and standard deviations are equivalent. The treatment for a period of six weeks of selected motor activities included minor games, skipping, ball bouncing and jumping exercise were given. The perceptual Motor functioning of children were measured before and after the treatment using the perpetual motor functioning of the children were measured before and after the treatment using the perpetual Motor test battery purports measure the body perception, gross agility, balance, loco Motor agility, throwing skills and ball tracking skill. the result of the study indicate that the group. The experimental showed significant improvement on the perceptual Motor functioning. This proves that the selected motor activities have greater role to be played on the body perception, agility, balance, ball throwing and ball tracking ability on the children who are mentally challenged

KEY WORDS: Mentally challenged, Perceptual motor functioning, Body tracking, Agility, Balance

### Introducton

Physicians and clinicians working with children with children often note that impairment is accompanied by decreased capacity for accurate movement. Reflecting these observation that observation that investigator was motivated to concentrate on the research studies on such children who are mentally challenged. The normal child who is accelerated in physical maturity and who evidence the associated physical capacities develops positive and desirable characteristics which persists in adulthood. The special children who are mild and trainable also could reach the scale of developing their personality characteristics if were allowed and assisted in sports and physical activities. The mentally challenged children may similarly develop feelings for rejected and inferiority which will tend to persist throughout the lifetime. Hence if physical education activities prove to be remedial, why can't such activities be utilized? With the thirst to work for such special people the investigator has ventured into the new area, so that their relationship with peers and parents are not strained. Perceptual motor skills are movement related skills that are an essential aspect of human development and growth, these skills work in complement with cognitive and sensory-motor development, and are largely responsible for an individual's ability to engage in athletic and interact with his or her environment(e.How.com)

Helen (1976) found out crawling improved hearing, speaking, thinking, seeing, perceiving and cognition. The children began the day by creeping the desk. It was also suggested that if a child has problems in movement patten one should attempt to train the motor behaviour, which is controlled by the neutral structure which also mediate the sensory motor deficiencies noted in the child. Knowing the basic concept, the researcher was induced to evaluate the perceptual motor attributes, Of special children. Williams (1973) believes movements are a vital aspect of language

acquisition for normal as well as special children. The sense organ therefore contributes greatly to the manner in which people respond. Lewinian (1976) field theory suggested that interactions between the individual's self and his social culture environment is facilitated, Modified and otherwise influenced by his perceptual motor behaviour upon which the child judges himself, and upon which others may judge him as an individual involves movements and the worth if the self is to some extent depend upon the efficiency with which the child moves. Williams (1973) points out perceptual motor functions may be thought of as continue cycle, where sensor perceptual characteristics are pre-requisite to formulate the motor decision, which is necessary for actual performance.

### **Purpose of the study**

The purpose of study was to determine the role of motor activities on the perceptual motor functioning of mentally challenged children. Fleming (1972) states that the common variables of all perceptual motor programmes proposed, appear to be(a) the use of gross motor activities incorporating awareness of the necessary body movements, (b) the use of gross motor activities incorporating sensory skills and motor skills and (d) the relative importance that is place on these programmes in relation to academic learning. Hence the investigator was motivated to make and attempt to make the special children with mild retardation to stride towards normalization

### **Methodology**

#### **Subjects**

To achieve this purpose sixty mentally challenged children who have mild mental retardation were chosen by classification. The children were classified under the group called 'trainable' whose IQ level was between 35 to 75 and they were all girls between the age group of six and eleven years. Pathway school and the Opportunity schools were chosen for this experimental study where there could be assistance from the physical educators who can give motor activities to the subjects as per the schedule. Equated group design was chosen to process these experimental studies. The groups were equated by measuring the, motor ability, the balance. The stork balance test requires the person to stand on one leg, to assess the ability to balance on the ball of the foot. The procedure of measuring the balance goes like this. The subject is asked to place the hands on the hips, the position the non-supporting foot against the inside knee of the supporting leg. The subjects are given one minute to practice the balance. The subjects raise the heel balance on the ball of foot. The stop watch his stared has the heel is raises from the floor. The stop watched stopped if any of the following things occur (1) the hand(s) come off the hopes, (2) the supporting foot swivels are moves (hops) in any direction (3) the non-supporting foot loses contact with the knee. (4) the heels of the supporting foot touch the floor

#### **Data Collection**

The groups were equated on the basis of the balance ability, pairing and randomly assigning the pairs into two groups so that both means and stranded deviations are equalate. The perceptual motor functioning was measured for both, control and experimental groups. The treatment, for period of six weeks of selected motor activities included minor games, balancing, kicking, staying, skipping ball browning and jumping exercise. The programme planed also had same integrated programmes like fine motor activities, minor games, light apparatus, exercise for music, action songs, groups games and gym exercise's entre programme package were made interesting because of the fact that the children may not enjoy exercise Parten allow. Apport from these exercises the exercise motivation was also done to encourage then participation.the teachers, parents' caretakers were also involved the process of there developments. the systematic and schedule

programme was organized for 45 minutes each day for 5 days in 6 weeks. The perceptual functioning of children was measured also after the treatment using the perceptual motor test battery purports to measure the body perceptual, gross agility, balance, loco motor agility, throwing skills and ball tracking skills.

### Structural Analysis

A dependent 't' ratio was used to analyse the collected data to find out the effect of motor activities on perceptual motor functioning. Table 1 shows the computation of 't' to test the significance of difference between the post test means of control group and experimental group.

**Table 1:**

**The Mean, Standard Deviation and 't' value for the Control and Experimental Group**

Group	Mean	Standard Deviation	Std Error of the Mean	Difference between the Means	't'
Control	17	2.7	.58	4	5.13*
Experimental Group	21	2.3	.56		

Table t= (60) (0.05) =2.003. p\* < 0.05

The obtained value of 5.13 is greater than the table value of 2.003. It can be seen from the table that there is significant improvement in the perceptual motor functioning of the experimental group.

### Discussion on Findings

The obtained value of 5.13 proves that the selected motor activities have greater influence on the body perception, agility, balance, ball throwing and ball tracking ability on the children who have mild retardation. So, measuring and improving the perceptual motor behaviour is one of the important remedial measures involving breaking into the chain of events which has lowered the child's self-concept. Our suggestion to the special educators must not be based upon emotionally laden speculations but upon solid experimental evidence translatable into programs of physical education. This was supported by Stegeman (2007) stating that physical activities are significant predictors of visual-motor integration and co-ordination. It is felt they were able to perform, in the test for the perceptual motor functioning because they were able to integrate the movement in the best way possible and hence there was a sustained improvement.

### Conclusion

Education in schools including P.E classes should incorporate the different areas that children can learn and enhance their concept of themselves and their environment. Special educators should be able to teach the basic concept of movement. Patten they can also play a large role in a child's growth of perceptual motor development. Today music teachers take on two major tasks, one to have a working knowledge in the field of perceptual motor development and disability and two provide rhythm and movement activities that will enhance motor development. Perceptual motor activities as they relate to music can be divided into three categories: locomotion, balance and body images. Music teacher can develop children in these categories that will further enhance their motor and perceptual development. Knowing the results of study, we can confidently conclude if the special

children were put in to a practice of regular activities programme, they will be able to march to wards normalization

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