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Movement Education Programme in Elementary Schools in District Pulwama of UT Jammu and Kashmir

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Abstract: The subjects for this study were 50 boys and girls were selected. These subjects between ages of 5 to 7 years were studying in primary school of district pulwama from the school. All subjects were randomly selected for the equal ratio of 5 to7 years of age group. From the attendance register of the students the age was calculated separately and Subjects were divided into two groups i.e. experimental (N1=25) and Control group (N2=25). In the present Study, following Physical Variables were selected: Shuttle run and Standing broad jump. Shuttle run measures ability and speed. Standing broad jump-it measures explosive leg strength. In this study paired t – test was employed to know the impact of movement education programme in elementary schools. In this study level of significance was set at 0.05. Results describes a significant difference in the experimental group and an insignificant difference in control groups in both variables at level of significance 0.05

Keywords: Movement Education, Elementary Schools, District Pulwama, UT Jammu and Kashmir.

I. Introduction

Movement is learning, movement is life, No matter how disabled a child, movement can make a difference in his/her life. Movement can help a child become oneself. If a child can move, he/shecan become moreamaster of theenvironmentrather than being controlled by it. Frank Beckers,(2002) The physical education program in the elementary school curriculum represents a continuity of experiences, which will enable the childtoacquire skills of movement, the understanding of thestructure of human movement, theability to utilize theprocesses ofmovement, and toenjoy and employ the products of movement. Alister McCormick, (2015) through movement the young child learns the difference between the "me" and the "not me" whichis essential to the ability *to* integrate form. Form perception or his ability to assign meaning to form, is based upon his posture, laterality (mapofinnerspace) anddirectionality (mapofouterspace). His space perception or awareness of the relationships between forms is even more obviously developed by movement. David G Behm, Anis Chaouachi (2011).

Selection of subjects

The subjects for this study were 50 boys and girls were selected. These subjects between ages of 5 to 7 years were studying in primary school of district pulwama from the school. All subjects were randomly selected for the equal ratio of 5 to7 years of age group.From the attendance register of the students the age was calculated separately and Subjects were divided into two groups i.e. experimental (N1=25) and Control group (N2=25).

Selection of Variables

In the present Study, following Physical Variables were selected:

1. Shuttle run2. Standing broad jump

Tools used in the study

To measure the physical fitness, following test items were conducted:

1. Shuttle run-it measures ability and speed.
2. Standing broad jump-it measures explosive leg strength.

The entiretests were conducted as per StandardizedProcedures and protocols.

Training Protocol

In this movement education programmed for the age 5 to 7 years students, following activities were conducted. Programmed were covering the following items:

1. Fundamental movements 2. Game movements.

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Fundamental movements:

Walking - Walk in a different directions, circle, square, triangle, figure of eight, change direction on a signal.

Running -Run backward, sideward, ten steps forward and five steps backward, stop on signal, change direction on signal.

Jumping - Jump likes a kangaroo, rabbit, frog and various patterns on the floor

Hopping - Hop forward, backward, sideward, see how much space you can cover in two, three or four hopes.

Swinging - Swing like a clock, pendulum, cow's tail.

Twisting - Twist two or more parts of the body at the same time, left and right twist.

Throwing - Throw a ball into a box or ring target, to the partner, over the net.

Leaping - Leap in a different direction high, clap hands as you leap.

Game movement

Animal Tag

Procedure:

Two parallel lines are drawn about 40 feet apart. Children are divided into two groups, each of which takes a position on one of the line. Children in one group get together with their leader and decided what animal they wish to imitate. Having selected the animals they move over to within five feet or so off the other line. There they imitate the animal and the other group tries to guess the animal correctly. If the guess is correct they chase the first group back to its line, ring to tag as many as possible. Those catch must go over to the other team .The second group then selects an animal, and the roles are reversed, if the guessing team cannot guesses the animal, however, the performing team gets another try.

Back to back Supplies

Procedure:

The number of children must be uneven. On signal, each child stand back to back with another child. One child will be without partner. This child clap the hand for the next signal and the entire children change partner with the extra player from the previous game seeking a partner.

Ball Passing

Procedure:

The leader starts a ball around the circle; it is passed from player to player in the same direction. If a child drops a ball he must retrieve it, and a point is scored against his squad. After a period of time a whistle is blown and the point against each squad are totaled. The squad with lowest score wins beanbag, large block, or softballs can be substituted for balls.

Data Collection

A pre test of movement education programme was conducted before starting the programme, One hour daily. Movement education programme was allotted to selected subjects of six days a week early in the morning in the month of March-April, 2022. After conducting the movement education programme a post test was conducted for collecting data.Teacher's Responsibility during the movement education programme. Teaching is much more than instructions. Teachers should guide the children rather than instruct them. Teachers will enjoy guiding the childrenonly if they understand their physical and motor ability. This understanding will help them to be aware of the progress of the child made and not to get worried because the children may injure him. The teacher should always stay close by the children attempting difficult task but need not discourage them. Children will climb only as high as they feel safe and hence the teacher need not worry about their climbing to high. But if the child is trying to show off the teacher, the teacher should stay close by. If the number of children is quite large then more classroom teachers can be asked to asset and the play can be extended over a large area .The pupil teacher ratio should be one is to fifteen. Children found to be playing alone can be guided to feel confidence to try other activities, which involves groups of children.

Stastical Procedure Employed

In this study paired t – test was employed to know the impact of movement education programme in elementary schools. In this study level of significance was set at 0.05.

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Table 1

Paired t- Statistics of Agilityof Pre and Post test of Experimental and Control Group

	t	df	Sig.	Std. Error Difference	95% Confidence Interval of the Difference		
						Lower	Upper
Experimental Group	5.140	23	.001	1.04000	.20232	.63	1.44
	5.140	22.97	.001	1.04000	.20232	.63	1.44
Control Group	2.343	23	.251	1.04000	.20232	.21	1.79
	2.343	22.975	.251	1.04000	.20232	.32	1.79

Table 1 describe the paired t statistics of Agility of pre and post test of experimental group. It was found that a significant difference was found in the pre and post testof agility as sig. Value was found 0.001which is less than 0.05 at level of significance as the t-value was found 5.140 which age higher than the tabulated value at degree of freedom 23 and 2 respectively.

Table also describe that aninsignificant difference was found in the control group in the pre and post test of Agility as sig. Value was found 0.251which is higher than 0.05 at level of significance as the t-value was found 2.343 which age less than the tabulated value at degree of freedom 23 and 2 respectively.

Table 2

Paired t- Statistics of Explosive Strength of Pre and Posttest of Experimental Group

	t	df	Sig.	Std. Error Difference	95% Confidence Interval of the Difference		
						Lower	Upper
Experimental Group	6.296	48	.000	2.20000	1.69690	-1.21184	5.61184
	6.296	47.958	.000	2.20000	1.69690	-1.21192	5.61192
Control Group	2.524	48	.105	1.562	2.054	.104	3.584
	2.524	47.958	.105	1.562	2.054	.104	3.584

Table 2 describes the paired t statistics of Explosive Strength of pre and post test of experimental group. It was found that a significant difference was found in the pre and post test of Explosive Strength as sig. Value was found 0.000which is less than 0.05 at level of significance as the t-value was found 6.296 which age higher than the tabulated value at degree of freedom 23 and 2 respectively.

Table also describe that an insignificant difference was found in the control group in the pre and post test of Explosive Strength as sig. Value was found 0.105 which is higher than 0.05 at level of significance as the t-value was found 2.524 which age less than the tabulated value at degree of freedom 23 and 2 respectively.

II. Discussion of Finding

The subjects for this study were 50 boys and girls were selected. These subjects between ages of 5 to 7 years were studying in primary school of district pulwama from the school. All subjects were randomly selected for the equal ratio of 5 to7 years of age group. From the attendance register of the students the age was calculated separately and Subjects were divided into two groups i.e. experimental (N1=25) and Control group (N2=25). In the present Study, following Physical Variables were selected: Shuttle run and Standing broad jump. Shuttle run measures ability and speed. Standing broad jump-it measures explosive leg strength. In this study paired t – test was employed to know the impact of movement education programme in elementary schools. In this study level of significance was set at 0.05. The result shows that a significant difference was found in the pre and post test of agility as sig. Value was found 0.001which is less than 0.05 at level of significance as the t-value was found 5.140 which age higher than the tabulated value at degree of freedom 23 and 2 respectively.Table also describe that an insignificant difference was found in the control group in the pre and post test of Agility as sig. Value was found 0.251 which is higher than 0.05 at level of significance as the t-value was found 2.343 which age less than the tabulated value at degree of freedom 23 and 2 respectively. Also a significant difference was found in the pre and post test of Explosive Strength as sig. Value was found 0.000which is

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less than 0.05 at level of significance as the t-value was found 6.296 which age higher than the tabulated value at degree of freedom 23 and 2 respectively.Table also describe that an insignificant difference was found in the control group in the pre and post test of Explosive Strength as sig. Value was found 0.105 which is higher than 0.05 at level of significance as the t-value was found 2.524 which age less than the tabulated value at degree of freedom 23 and 2 respectively.this difference was found due to the reason that The subject selected for the test belong to the same school and it's obvious that the curriculum of physical education (activity) is the same and mostly in Kashmir physical (activity) is confined to the after endurance in same place and same time in the engage time which implies that both group spend the same time in the activity. As the subject comes from the almost same socio- economical families so their excess toward the equipment and infrastructure of physical education and sports is same. The inexperience of the tester may be also be reason of the result that there is significant difference in the pre and post test on the recovery pattern of participants.. As the project is the first of its kind for the tester. As a result; pre and post test, accuracy throw activity applied to participants is thought to contribute to the recovery pattern of after accuracy throw activity. In terms of performance, it is observed that in many sports branches, coaches include core exercises in their endurance activity programs.Movement education is a pedagogical approach that emphasizes the development of motor skills, body awareness, coordination, and cognitive abilities through physical activity. It is based on the idea that children learn best through movement and experiential learning.

According to Graham et al. (2013), movement education provides a foundation for physical literacy and contributes to the holistic development of children by enhancing their physical, emotional, and cognitive skills.

Movement education emerged in the mid-20th century, influenced by the work of Laban, Delsarte, and Dalcroze, who promoted movement as an expressive and educational tool. Laban's framework emphasized the exploration of body, space, effort, and relationships, which remains a cornerstone in modern physical education curricula (Kirk, 2010).Research shows that movement programmes improve balance, coordination, and motor planning (Payne & Isaacs, 2017).Studies reveal a positive correlation between physical activity and academic achievement, especially in subjects like mathematics and reading (Donnelly et al., 2016).Cooperative movement activities promote teamwork, empathy, and communication among young learners (Dyson, 2001).Movement helps reduce stress and improves mood, which is critical for effective learning (Ratey, 2008).

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