SURVEYING THE ROLE OF EXPORTED SPORT TEACHING IN PROGRESSING OF (COMPREHENSIVE-MOTIVE) FACULTIES OF MALE AND FEMALE STUDENTS

*Tooraj Mohammad Zamani and Sedighe Azizi
Department of Physical Education, Eslamabad E gharb Branch, Islamic Azad University, Eslamabad E gharb, Iran
*Author for Correspondence

ABSTRACT
The main goal of this study is to investigate the role of expert exercise teacher in developing cognitive-movable abilities of boys and girls of fifth class of primary school in Aseman Abad city. A questionnaire of personal information together with the base dynamic ability test was used to gather the required information in line with the main goal of the present research. The research society encompassed the whole Elementary Boy and Girls fifth grade students in Aseman Abad city totally including 17 classes with 248 students who had registered in the educational year, 89/90, and are still receiving education. The required sample and classes were randomly out extracted and selected from the whole society of the classes which had the physical education expert teacher (10 class), 2 male classes and 2 female classes as experimental group and from the classes without physical education expert teacher (7 class), 2 male classes and 2 female classes as a control group out of which were selected 30 students (15 male & 15 female) from each group in the day of performing perceptual abilities test. The research method included a pre-test &tow groups design with a post-test. We used the dependent T-test method for the interpretation of the research data Results showed that: There is no statistical difference between motor perceptual abilities of males with physical education expert teacher and those without physical education expert teacher and further between motor perceptual abilities of females with physical education expert teacher and females without physical education expert teacher. There is a meaningful difference between males with physical education expert teacher and those without physical education expert teacher in agility in running, static parity, changing from the mood of swat to the mood of standing, and bead to string; and there is no meaningful difference regarding other mini tests like (swimming with chair, jumping, elongation of waistline muscles and back of thigh, tapping board and target).There is a meaningful difference between females with physical education expert teacher and those without physical education expert teacher in agility in running, swimming with chair, static parity, changing from the mood of swat to the mood of standing, jumping, elongation of waistline muscles and back of thigh and bead to string and there is no meaningful difference other mini tests (tapping board and target ).

Keywords: Motor Perceptual Abilities, Physical Education Expert Teacher, Students

INTRODUCTION
Physical education is an important part of the body of the education system and follows specific goals. As we know, a child begins to learn the way as to how he could effectively confront the environment from the early days of his birth. Environmental effects on the perception of a child and vice versa - is a perceptual-motor one. Therefore, it can be realized that there is a close relationship between perception and movement. Perceptual-motor abilities are among the most important factors in fostering the overall children's growth and development, and promoting sports talents in sports and physical education. Since the foundation of motion and athletic talents is relying on the perceptual - motor abilities which evolve up to the age of adolescence, it is important to investigate this issue. However, living conditions and the prevailing ideas of culture and environment can be influencing different levels of the perceptual-motor skills of boys and girls in a single area. Such INFLUENCE brings about different results for research in different places and times. Some of the perceptual development- motor differences between boys and girls are due to cultural differences and some are due to the physical structure and physiological
characteristics to count on gender. Both inheritance and society can be regarded as contributing factors in causing differences between males and females (Gallahue, 2005). Obviously, motor and physical structure of the elementary students is affected by proper, organized and planned training. The findings of major research centers have shown that with increasing chronological age, muscle strength in boys from early childhood to 13 to 14 years will increase linearly.

The power of mutation is increased in boys about 13 years old, but the power for girls during adolescence (around 15 years old), is increased linearly with a constant rate (12-17). (Kranbvl and Martin, 1977) concluded that such flexibility in boys and girls between ages of 10 and 14 years is decreased, while (Myln and Syfld, 1976) stated that children in the second grade compared with the kindergarten and pre-elementary showed less flexibility (SalamatBakhsh, 1991). Fit in his book physical education and rehabilitation has studied the difference in the motor development of boys and girls between ages of 5 to 13 years and described their differences in particular cases (Milne et al., 1976). Selected research activities in the field of motor sport and the development of cognitive skills -motion carried, all indicate that they show a positive effect (Livesy et al., 2009). But research carried out, in the country, in the field of teacher of exercise effects on the development of perceptual - motor abilities, has drawbacks in that the statistical sample is not homogeneous, and also has been carried out on a lower sex and age (Rahbanfar, 2001). Therefore, in the present study we intend to consider the problems in previous studies to investigate the role of sports teacher specializing in the development of perceptual - motor skills of boys and girls in the fifth grade and further make a comparison between boys with and without the professional sports teacher, and girls with and without the professional sports teacher.

MATERIALS AND METHODS

Methodology

In this study, given the nature of the research, we are seeking to establish a causal relationship between the variables, the presence or absence of specialist sports teacher in the development of perceptual - motor skills in the test. In this review the experimental and control groups (control) will be pre-experimental research methods and designs of the two groups in the test. Statistical study of elementary students in the fifth grade boys and girls of Asemenabad city was limited to a total of 17 classes, 10 classes have specialist sports teacher (5 fifth grade class of boys and 5 of girls) and 7 classes without the professional sports teacher (3 classes of boys and 4 classes of girls) and included students enrolled in the academic year 90-89. The number of students as the research community are 248 (110 boys and 138 girls) who have randomly been selected from 4 classes with the sports specialist teacher (2 classes for boys and 2 for girls) and from 4 classes without a sports specialist teacher (2 classes for boys and 2 for girls) as the experimental group, respectively.

The exercise specialist teachers worked with the experimental group for three months and the control group took their normal activities with their class teacher. On the day of the experiment we tried to test basic motor skills using (BMAT) in which 30 subjects (15 males and 15 females) from fifth grade elementary school with specialist sports teacher from the science class and 30 subjects (15 boys and 15 girls) from the fifth elementary grade without specialist exercise teacher as the control group were accidentally selected. Variables: This study included two categories of dependent variables and independent variables. In the present article, the independent variable is the presence of the professional sports teacher in the sport classes and students of the research community whom the researcher will change and control to observe and investigate their causal relation with the other variable in a particular case. Dependent variable: the dependent variable of the present article is the extent of the development of the perceptual – motor abilities of the subjects which the researcher will enter or exit or change the independent variable in the activities under investigation. Research tools include questionnaire of personal information and basic motor ability test (BMAT).

Personal information questionnaire:

Personal information questionnaire included student sex, identifying students who have or do not have professional sports teacher, and also identifying those students who are active in school clubs or sports
clubs other than their own schools. Testing the basic motor ability (BMAT): basic motor ability test is carried out when we need to evaluate more than one child and it is mostly focused on children’s motor performance between the ages of 4 to 12. The whole body of the test includes nine subtests that assess motor responses in large and fine muscle control, dynamic and static balance, eye-hand coordination and flexibility. Using a random sample, retest reliability test method for the entire test was 89%. Since all retailers test the validity of the test inventories previously obtained, it is assumed that these series have a nominal expiry.

Statistical methods:
In order to ensure the normality level of the data, Kolmogor of Smirnov test was used. To compare different variables in two groups of boys and girls, t-statistic method were used. All the statistical considerations have been done by software SPSS17.

RESULTS AND DISCUSSION
Results
The results obtained from the analysis of related findings which was performed at the significant level of 0.05 / ≥ p is described as follows: 1 - In general, regarding the basic motor skills of boys and boys with and without specialist sports teachers, there is no statistically significant difference (Table 1).

Table 1: Comparison of two groups of boys in the nine subtests

<table>
<thead>
<tr>
<th>p</th>
<th>t</th>
<th>Standard deviation</th>
<th>Mean</th>
<th>Statistical indicators Group</th>
</tr>
</thead>
</table>
| 0/537 | 0/618 | 40/72 37/43        | 44/43 41/49 | Boys have a specialist sports teacher  
Boys without a sports specialist teacher |

Table 2: Comparison of gain in each sub-test between two groups of boys

<table>
<thead>
<tr>
<th>p</th>
<th>T</th>
<th>Standard deviation</th>
<th>Mean</th>
<th>Group</th>
<th>Subtests</th>
</tr>
</thead>
</table>
| 0/001 | 0/035 | 3/12 4/45          | 37/80 32/13 | Boys with a specialist sports teacher  
Boys without specialist sports teacher |
| 0/727 | 0/353 | 3/21 3/99          | 17/26 17/73 | Boys with a specialist sports teacher  
Boys without specialist sports teacher |
| 0/049 | 2/044 | 5/62 5/08          | 32/93 28/93 | Boys with a specialist sports teacher  
Boys without specialist sports teacher |
| 0/021 | 2/437 | 2/05 1/83          | 14/68 12/93 | Boys with a specialist sports teacher  
Boys without specialist sports teacher |
| 0/056 | 1/990 | 20/18 14/62        | 149/60 136/80 | Boys with a specialist sports teacher  
Boys without specialist sports teacher |
| 0/184 | 1/361 | 4/48 2/85          | 39/33 37/46 | Boys with a specialist sports teacher  
Boys without specialist sports teacher |
| 0/349 | 0/952 | 5/20 4/76          | 62/73 64/47 | Boys with a specialist sports teacher  
Boys without specialist sports teacher |
| 0/688 | 0/406 | 6/73 4/21          | 31/27 3047 | Boys with a specialist sports teacher  
Boys without specialist sports teacher |
| 0/025 | 2/371 | 2/57 1/88          | 14/33 12/53 | Boys with a specialist sports teacher  
Boys without specialist sports teacher |
2. In the agility run, static equilibrium, changing from squatting to standing position and the nut thread between the boys with or without the professional sports teacher, there are significant differences in other subtests (swimming with chair, jumping, lower back and hamstring muscle strain, slugging and target page), the difference was not significant (table 2).

3. In general, regarding the basic motor skills between girls with and without specialist sports teacher, there is no statistically significant difference (Table 3).

Table 3: Comparison of two groups of girls in the nine subtests

<table>
<thead>
<tr>
<th>p</th>
<th>T</th>
<th>Standard deviation</th>
<th>Mean</th>
<th>Statistical indicators</th>
</tr>
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<tbody>
<tr>
<td>0/157</td>
<td>1/420</td>
<td>37/47</td>
<td>41/67</td>
<td>Girls with a specialist sports teacher</td>
</tr>
<tr>
<td></td>
<td>30/29</td>
<td></td>
<td>35/78</td>
<td>Girls without specialist sports teacher</td>
</tr>
</tbody>
</table>

4. In the agility run, push chair, static balance, brought from squatting to standing, jumping, stretching back and hamstring muscles and the spinal cord between girls with and without a specialist sports teacher, there is a significant difference while there was no significant difference in other subtests (page slugging, and targets (table 4).

Table 4: Comparison of gain in each sub-test between two groups of girls

<table>
<thead>
<tr>
<th>p</th>
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<th>Standard deviation</th>
<th>Mean</th>
<th>Group</th>
<th>Subtests</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/001</td>
<td>5/932</td>
<td>3/12</td>
<td>34/06</td>
<td>Girls with a specialist sports teacher</td>
<td>Agility in running</td>
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<tr>
<td></td>
<td></td>
<td>4/45</td>
<td>29/20</td>
<td>Girls without specialist sports teacher</td>
<td></td>
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<tr>
<td>0/001</td>
<td>4/333</td>
<td>3/21</td>
<td>14/60</td>
<td>Girls with a specialist sports teacher</td>
<td>Go swimming with a chair</td>
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<tr>
<td></td>
<td></td>
<td>3/99</td>
<td>12/00</td>
<td>Girls without specialist sports teacher</td>
<td>Static equilibrium</td>
</tr>
<tr>
<td>0/004</td>
<td>3/100</td>
<td>5/62</td>
<td>33/73</td>
<td>Girls with a specialist sports teacher</td>
<td>Azhalt squatting to standing position brought Jump</td>
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<td></td>
<td></td>
<td>5/08</td>
<td>29/27</td>
<td>Girls without specialist sports teacher</td>
<td></td>
</tr>
<tr>
<td>0/006</td>
<td>2/962</td>
<td>2/05</td>
<td>13/33</td>
<td>Girls with a specialist sports teacher</td>
<td>Lower back and hamstring muscle strain</td>
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<td></td>
<td></td>
<td>1/83</td>
<td>11/26</td>
<td>Girls without specialist sports teacher</td>
<td></td>
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<tr>
<td>0/001</td>
<td>6/394</td>
<td>20/18</td>
<td>137/07</td>
<td>Girls with a specialist sports teacher</td>
<td>Page slugging</td>
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<td></td>
<td></td>
<td>14/62</td>
<td>109/47</td>
<td>Girls without specialist sports teacher</td>
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<tr>
<td>0/002</td>
<td>3/386</td>
<td>4/48</td>
<td>38/80</td>
<td>Girls with a specialist sports teacher</td>
<td>Target</td>
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<td>2/85</td>
<td>33/13</td>
<td>Girls without specialist sports teacher</td>
<td></td>
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<tr>
<td>0/151</td>
<td>1/477</td>
<td>5/20</td>
<td>63/67</td>
<td>Girls with a specialist sports teacher</td>
<td>Nut thread</td>
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<td>4/76</td>
<td>60/53</td>
<td>Girls without specialist sports teacher</td>
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</tr>
<tr>
<td>0/972</td>
<td>0/035</td>
<td>6/73</td>
<td>26/00</td>
<td>Boys with a specialist sports teacher</td>
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<td>4/21</td>
<td>26/07</td>
<td>Boys without specialist sports teacher</td>
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<td>0/001</td>
<td>3/787</td>
<td>2/57</td>
<td>13/80</td>
<td>Boys with a specialist sports teacher</td>
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<td></td>
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<td>1/88</td>
<td>11/13</td>
<td>Boys without specialist sports teacher</td>
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</table>

Conclusion
The purpose of this study was to evaluate the teacher's role in the development of the perceptual-motor abilities of the fifth grade elementary school girls and boys respectively. One of the important factors in the development of the perceptual-motor skills is the amount of the allocated time for physical education in schools. The present study showed that there were no significant differences in the motor abilities between the girls with and without specialist sports teacher, and between boys with and without specialist sports teacher, respectively (Table 1 and 3). In other words, teachers have
not been able to improve the perceptual-motor abilities of the students, and further students without a specialist sports teacher through a development incommensurate with those with a specialist sports teacher which might be due to the fact that the amount and duration of exercise performed by teachers for students to exercise was not enough. This implies that the development of the perceptual cognitive abilities requires ongoing, regular, and long term training to yield fruitful results. However, in most studies, including (Barton and colleagues, 2004; Ameri, 1996; Emad, 1999; Rahbanfar, 2001; Khalaji and Emad, 2002) reported that taking exercise will lead to the growth and increase in the perceptual-motor abilities, but in the present research, we have come up with findings which are not in line with other research findings. The present study shows that with regard to the subtests in the agility run, static balance, and stringing beads between boys with and without the specialist sports teacher, and also between girls with and without the specialist sports teacher, respectively there is a significant statistical difference (table 2 and 4). In other words, teachers have been performing an effective role in developing these skills educators ‘training has brought about a better performance of the children. The research findings are in line with those of (Barton and colleagues, 2004; Ameri, 1996; Emad, 1999; Rahbanfar, 2001; Khalaji and Emad, 2002) wherein it has been shown that training selected program and using coaches can have a positive impact on the development of motor skills. Therefore, according to the alignment of the recent research findings align with other research it can be concluded that for optimal growth of the perceptual-motor skills, the presence of a specialist sports teacher is a must to improve and develop such skills by applying a training program in an optimum way (Smith, 1992) while reviewing ideas of other scholars says scientists take ability as a genetic feature on which exercises and experiences drawn from training can bring about considerable changes. Therefore, if training skills is based on organized training program, fruitful results will be observed (Bartom et al., 2005). Also according to Kfart, the first child's learning is motor learning, but such skills can have a noticeable development when a person is under environmental based training and learning, as to the extent developing motor skills are completed, the more complete static balance skills will be and the person will obtain necessary skills in this regard (Piaget, 1965) argues in his theory that acquiring practical skills will well be obtained when a person is trained and is active in those workouts. These activities can cause mental and physical force growth and make the person acquire higher motor skills. (Thomas and Janis, 2002) believe that if the education of children is done based on a systematic and scientific training program, there will be established a good relationship between perceptual motor skills and mental abilities. Accordingly, their coordination makes him do exercise with more skills (Janis, 2002). The study results regarding the subtests like slugging and targeting page didn’t show any statistically significant difference between boys with and without specialist sports teacher, and between girls with and without specialist sports teacher (tables 2 and 4). In other words, teachers have not been able to strengthen and improve the goal of this the skills which is to help students move their hand quickly from one side to the other side of the body. This skills (page slugging), is one among the skills which children and teenagers usually encounter in their local games they perform. Therefore, the repetition of the very same skill happens naturally in both students groups with and without a specialist sports teacher. This implies that the students have exercised such activities in the past and for this reason there was not found any significant difference between their performances. Meanwhile, those exercises performed by sports teachers in schools, do not affect eye-hand coordination and they have not still acquired targeting completely. In order for the targeting to be acquired, it is necessary to build up coordination and association between motor and visual perception and then while going through ongoing training this is Consistent with the manner in which the person can detect targets as well as possible. Fostering the perception makes senses receive and transfer the environmental movements to the nervous System more effectively. In this case, the motor reactions resulting from the brain analyses will bring about more consistent reactions and as a result the general performance of the person will be improved. Therefore, if a person is able to achieve better coordination in visual and motor perception, he can make a better use of his muscles to perform movements. Furthermore (Mohammadi, 2010) in his study reported that there is a relationship between
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cognitive performance and cognitive function of motion (Naseri, 2002). Therefore, people who had better cognitive performance can achieve higher cognitive skills, among which coordination between visual and motor perception is just one instance. Research results regarding the subtests of the chair swimming, back jumping, and hamstring muscle strain didn’t show a significant statistical difference between boys with and without a specialist sports teacher (Table 2). In other words, teachers have not been able to exercise much influence on the development of these skills which in turn might be due to the fact that for muscle strain of waist and back thighs, strength of arms and shoulders through swimming with a chair needs a long span of time and if these activities and exercises are continued for longer spans of time, they may lead to the flexibility of the waist and robustness of the arms and shoulders. Coleman and colleagues (2009) have the same opinion in this regard that athletes are required to take exercises regularly in short intervals to strengthen their arms and shoulders; and in case intervals are long instead, the impacts expected will be trivial and not in line with the findings of the present article. Research results on subtests of the chair swimming, jumping back, and hamstring muscle strain showed that there is a significant statistical difference between girls with and without a specialist sports teacher (Table 4). In other words, teachers have been able to improve the waist flexibility, arms and shoulder strength of the female students through proper training. The skill of swimming with a chair is one among the skills which is more preferred by boys, and even those without a sports teacher acquire such ability (Emad, 1999). But it seems that in order to develop such a skill in girls having a sports teacher is a necessity and girls without the teacher or a coach are reluctant to go through this exercise. Therefore, by admitting the necessity of a teacher or a coach and doing these exercises it is possible to develop and help the required abilities in the arms and shoulders of the girls to be obtained (Coleman and colleagues, 2009) believe that regular and continuous training program is one of the necessary programs for strengthening arms and shoulders and athletes need to try more to achieve this state of affairs, and refraining from taking related exercises will bring about negative influences on the strength of arms and shoulders. Teachers have also been able to build a necessary coordination between thigh muscle strength and lower thigh muscles in jumping skills of the female students through exercises given to them (Piaget, 1965) theory of cognitive development believes that to acquire skills, people must be exposed to performance and practice, and those who do the exercises regularly and frequently by themselves will acquire a higher perceptual and cognitive development. As such, if these exercises involve the children they will experience a more complete learning. Therefore, based on the developmental theory of Piaget, children need performance and practice in order to learn, and in case such a process is accompanied by the presence of a coach who can teach the proper manifestation of the movements, the learner can do the movement with much ease and will experience a more complete learning. These findings are in line with the findings of (Barton et al., 2004; Ameri, 1996; Emad, 1999; Rahbanfar, 2001; Khalaji and Emad, 2002).

In addition, girls’ sports coaches have been able to increase the flexibility of the girls back and thigh muscles. Sheik and Bagheri (2009) showed in their research that boys exhibited a better performance than girls in skills such as general body strength, strength of tillers and jumping (Krahenbugl and Martin, 1977). This indicates that in skills associating body strength, boys had a better performance than girls, while in skills involving flexibility of waist and back thigh muscles strength is not so much effective. It is exercising and doing related movements that bring about such flexibility for which reason girls under the process of learning out-performed boys in acquiring this skill. In lines with points discussed in the present article. Shala (2007) reported that the boys better perform in acquiring skill and strength than girls, but they need more training in acquiring some skills such as waist flexibility and still need continuous and regular training for making Coordination between the waist flexibility and other body parts.

Therefore, according to the information and results of the study it can be said that the results of the data will confirm the effects of the professional sports teacher performance in the further Development of perceptual-motor skills. Thus, doing regular exercise under the supervision of expert teachers will make students prepare fruitful learning experiences and improve their perceptual development in motor activities. Finally, it is necessary for the authorities to recruit Expert sports teachers so as to pay a more insightful attention to the physical exercise course in Elementary schools and meticulously investigate
this issue which warrants the growth and Developmental conditions for the perceptual-motor abilities of our students.

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