

The Effect of Rhythmic Background Music Program on Motor Development of Primary School Children

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Abstract

The purpose of this Research was to study the effect of Rhythmic Background Music Program (SBMP) on Motor Development of Primary School Children. For this Experimental Research, 60 children from New English School Ner, Dist. Yavatmal were selected using non-probability based convenience sampling technique, 30 of which formed the control group and 30 formed the experimental group. The experiment group underwent a 6 week RBMP designed by the researcher which consisted of locomotor skills based on the Physical Education (PE) Framework. The control group underwent the regular PE program for the same duration and same skills but without music. The performance of the children was observed 2 times i.e. once before commencement of the RBMP and after 6 weeks using researcher designed assessment tool, where the motor skill were divided into sub-skill that were rated on a 5 point scale. Independent sample 't' test was used for comparing the change in performance of both the groups, and it was seen that calculated 't' value of walking, Running, Hopping, Galloping and slide side (2.525, 5.010, 4.688, 2.670 and 4.826) was significant at 0.005 level of significance RBMP effect of all the locomotors skills except Jumping, Skipping and Leaping and their calculated 't' value (1.869, 1.141 and 1.398) was not significant at 0.005 level of significance. Hence it can be concluded that a RBMP has a significant effect on motor development (except jumping, skipping and leaping) of Primary School Children

Keywords : Motor Development, Rhythmic Background Music Program, Primary School Children .

Introduction

Movement is the most important characteristics of all the living organisms. Human being is considered to be the superior of all the living organisms. And movement is the important part of human actions.

This learning process is called motor skill development. Motor skills can be divided into three types : locomotor (e.g. Running, Hopping and Jumping), object control (e.g. Throwing, catching, kicking), and Stability and balance. Independent walking is the major motor development task during the first 2 years of life. The developmental changes leading to waling behavior are essentially a series of postural changes through which the child gains motor control necessary to first assume upright posture, then to maintain upright posture, and finally to walk independently. As walking is refined, control of movements improve so that a considerable amount of locomotion and increasing experimentation with a variety of movements are possible.

It is an important fact of all aspects of their development, whether in the motor, cognitive, or affective domains of human behavior. To deny children the opportunity to reap the many benefits of regular, physical activity is to deny them the opportunity to experience the joy of efficient movement, the health effects of movement, and a lifetime as confident, competent movers.

Motor development is also often referred to as "perceptual-motor development" and/or "Physical or motor co-ordination" in part because both the brain/nervous system and the muscles interact in intricate ways to allow the child to move the body skill fully in manipulating objects and exploring the physical world around him. Motor development is known to be an important dimension of child development of the child during the early months and years after birth (Butcher & Eaton, 1989; Dewet, Kaplan, Crawford & Wilson, 2002; Gesell, 1973; Illingworth, 1975).

Significance of the study

- The scholar should state how the results can be used to improve some aspects of the profession.

- The rhythmic background music programmed proves to be a better and positive learning environment for children.
- These studies will able to highlight the contribution of the planned and Rhythmic Background music programmed in the motor development of the Primary School Children .
- To compare the effect of 6 weeks rhythmic background music program on the motor development of children aged 6 year.

Methodology

This study was as experimental research which was conducted to find out effect of rhythmic background music on motor development of Primary School Children . Treatment was given by rhythmic background music program. Pre test and post test was taken by using Assessment Tool for Locomotor skills.

Design of the study

The pre-test non-equivalent group research design was adopted for this study. Purposive sampling technique was use. 60 students of New English School Ner, Dist. Yavatmal were selected as the sample for this study using convenience sampling technique from which 30 student formed the experimental group and 30 students formed the control group.

- Designing the Loco=Motor Skills programmed and Fined out a music.
- Pre Test : Researcher Taking a locomotor skills test of Primary School Children .
- Implementing the Loco Motor skills programmed with Music and without music.
- Post test : Administering the Post-test and authentication of the score.
- Data Analysis: Comparison between pre test and post test to check effects of rhythmic background music on motor development of Primary School Children.

Statistical Tools

They were analyzed by using independent sample 't' test. The purpose of the study was to compare the effect of 6 weeks rhythmic background music program on the motor development of Primary School Children. Collected data was analyzed statistically using the SPSS version 17.00.

Variables	Group	N	Mean	S. D	M D	T
Walking	Control	30	9.7333	4.409	2.73	2.52
	Experimental	30	12.4667	3.963		
Running	Control	30	10.2667	7.277	8.93	0.316
	Experimental	30	19.2000	6.514		
Jumping	Control	30	10.2667	7.277	2.76	1.86
	Experimental	30	19.2000	6.514		
Hopping	Control	30	9.9667	3.872	4.33	4.68
	Experimental	30	14.3000	3.260		
Skipping	Control	30	8.8333	3.291	1.03	1.14
	Experimental	30	9.8667	3.711		
Leaping	Control	30	8.700	2.61494	0.93	1.39
	Experimental	30	7.766	2.555		
Slide Slide	Control	30	10.2333	3.223	4.10	4.82
	Experimental	30	14.3333	3.356		
Galloping	Control	30	13.533	5.090	3.43	2.67
	Experimental	30	16.966	4.867		

Discussion:

The effect of music on locomotor skill of children ages 6. Since this period is so critical to motor development, music and movement activities must be developmentally appropriate and well-rhythmic in order to reap maximum benefits. Through these activities, children have the opportunity to gain strength and coordination, develop a repertoire of creative movement responses, and experience new ways of moving their bodies in space. The results of this research can help both preschool educators and preschool music educators coordinate effective music and movement activities that have a positive effect on their student's motor development. In overall movement Walking, Running, Hopping, Galloping and Side Slide performance. Research hypothesis is accepted and Jumping, Skipping and Leaping Research hypothesis is rejected. Beisman (1967) stated that throwing, catching, jumping and leaping superior when children participated in programmed concerning rhythm.

The purpose of this study was to find if playing background music during the teaching in physical education class, would have any effect on test scores. The alternate hypothesis stated that the background music would increase the test scores significantly. As the study indicated, these activities are useful in allowing being included in the P.E. class. Music and Movement activities helped students by providing them a fun as well as positive classroom environment where they actively participated in learning skills.

Conclusion:

From the conducted study it can be concluded that the

1. The background music helps raise the students learning skill.
2. The results suggest that background music in the P.E. class has a positive effect not just for the individual, but for the class as a whole.

Based on Observation

1. The background music helps raise the students Interest about P.E., motivation to learn, stay on-task, and produce positive behaviors and attention.
2. In case of experimental group, 6 weeks of SBMP had significant effect on all the locomotor skills except Jumping, Leaping and skipping.

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