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INDEX

Sr. No.	Title of Research Paper	Author(s)	Page No.
1	Devaluation of Indian Rupee	Dr. Prakash Kadrekar	1
2	Educational Status and its Impact on Development of S.C. And S.T.	Dr. Dadasaheb Jogdand	6
3	Virtual Resources	Dadasaheb S. Tote	16
4	A Comparative Study of Motor Ability of Secondary School Boys of Rural and Urban Areas of Maharashtra	Dr. Md. Sk. A Jagirdar, Manik M. Pokharkar	22
5	A Study of Adjustment and Aggression Among Urban and Rural Working Women	Devidas Pandurang Jige	32
6	सेवा क्षेत्राची वाढती व्याप्ती : रोजगार एक संधी	डॉ.पी.आर. गाटे, लता मल्लिकार्जुन कमलापुरे	38
7	नोटबंदीचा नाशिक जिल्ह्यातील फळ उत्पादकांवर झालेला परिणाम (द्राक्ष, डाळिंब) नाशिक जिल्हा क्षेत्रीय अभ्यास	डॉ. अशोक खाचणे, अनिल प्रभाकर सावळे	42
8	पेशवे घराण्यातील पहिली बालविधवा सगुणाबाई	डॉ.आर.एम.साळुंके	47
9	शिवचरित्रपर बखरीतील व्यक्तिदर्शन	डॉ. आशा मुंडे	54
10	स्वातंत्र्योत्तर ग्रामीण कथेच्या परिवर्तनाचा कालखंड	डॉ. श्रीधर खामकर	57
11	जागतिकीकरण आणि भारतातील महिला सबलीकरण	डॉ. बळीराम अवचार	62

A COMPARATIVE STUDY OF MOTORABILITY OF SECONDARY SCHOOL BOYS OF RURAL AND URBAN AREAS OF MAHARASHTRA STATE**Dr. MD. SK. A. Jaagirdar***Dept. of Phy. Edu,
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Aurangabad, Dist. Aurangabad (MS) India***Introduction:**

Games and sports, as a part of human education have always existed in the human society. Before the dawn of civilization and culture, physical exercise was very important aspect of human existence. In the primitive society, "the necessity for survival" motivated man to keep himself more physically fit and strong, enough in comparison to stranger forces of nature. "Sports by their very name are enjoyable, challenging all absorbing and required a certain amount of skills and physical fitness." Sports have very prominent role in modern society. Today sports have become an inseparable phenomenon of our social life. It is important to an individual, a group, a nation and indeed the world. As it is well understood, "Fit body fit nation". Sports have ever reflected developments in society. Sports indeed, have been a mirror of society.

Sports form an important aspect of life. They play vital role in bringing about physical, mental and social growth of nation. The past few decades have witnessed man on innovation in this area. Sports are becoming increasingly sophisticated, technical and gaining popularity as separate profession with the expansion of educational facilities in the country. More and more young people are taking part in sports as a daily feature of their life. The participation in sports and physical education activities promote good health high degree of physical fitness and increase an individual's productivity besides promoting social harmony and discipline.² by nature human beings are competitive and ambitious to excel in all athletic performance. Not

only every man but also every nation wants to show its supremacy by challenging the other nation. Thus, the challenge stimulates, inspires and motivates all the nation to sweat and strive to run faster, jump higher and throw further in present competitive sports world. This can only be possible by guiding the budding sportsman into appropriate games and sports by finding out their potentialities along – with addition of scientific, systematic and planned sports training.

By the Development of research works done by researcher in every field of human life made the life more complex and competitive. In the past studies conducted by scholars were considered as trial and error and dependent on acceptance of concerned people.

But the modern development of science helped immeasurably by the early ideas and thoughts expressed and today it has become an essential and integral part of the newer era. These Scientific based era affected not only the educational but also the sports competitions and their entire set-ups.

Physical education and sports, being an integral part of education, have also experienced the impact of scientific advancements. Now the sportsman have been able to give outstanding performance because of involvement of new, scientifically substantiated training methods and means of execution sports exercise such as sports techniques and tactics, improvement of sports gear and equipment, as well as other components and conditions of the systems of sports training.³

Due to involvement of numerous agencies i.e. State Department of physical Education and sports, military terminologies of physical education, motor fitness motor abilities general and sports specific, came into existence where many items appeared in both physical fitness and motor ability test batteries. In the earliest text batteries, the components of motor ability or that of physical fitness was selected arbitrary. However during 1950's these components were selected the principal components are factored out or selected from a matrix of inter-correlations so as to eliminate the repetition of items measuring the same components of fitness or motor ability (Basco and Gustatson 1983, Clarke and Clarke, 1984 and 1987).

A comprehensive list of components of motor ability of performance of various physical activities (including sports) include muscular strength, muscular endurance, muscular power, cardio-vascular endurance (alternatively also known as cardio-pulmonary endurance), agility speed balance, flexibility, reaction time, Co-ordination, eye-hand co-ordination whole body co-ordination). In addition, traits like simple motor response, reflexes, sensory input and awareness of space and tempo (characteristic speed and rhythm of movement) are also considered important in motor performance ability especially during the early years of body

development.

Review of Related Literature:

Research in the field of physical education and sports is vast and moreover with the emphasis is on the development of performance in competition and achievement levels. The required mental and physical qualities for enhancing the performance in sports are many, but to quote, the basic prerequisite are psychological abilities in which many researches' are carried out. The researcher has gone through the related literature from various sources and tried to quote the maximum in relation to the studies carried out with psychological abilities from different sports.

Several attempts have been made to identify the differences, if any, between any, between the personality of the athletic and the non athlete Rushall (1970), in an evaluation of physical performance & personality, concluded that "Personality is not a significant factor in sports performance" this conclusion was supported Ellison and Terschlog, who found that the pain tolerance, arousal and personality of male college athletes and non-athletes are substantially similar.

Using the Minnesota Multiphase personality Inventory (MMPI), Booth (1958) compared the personality traits of 141 athletes to those of 145 non-athletes. The non-athletes scored higher than athletes only on anxiety and depression.

Malumpy (1970) used the Cattle 16PF to compare the personality traits of 120 woman 77 athletes and 43 non-athletes. In a further study, Malumpy found that athletes who played individual sports were more extrovert than who played team sports.

With the exception of Rushall and Ellison and Freischlog, researchers have found that athletes differ from non-athletes. Whether athletes are "better" or "worse" than non-athletes depends on the values of the observer. It does seem that athlete's traits are usually positive. For example, athletes have been described as extroverted outgoing and socially aggressive. There are positive attributes that would probably benefit athletes in any social situation. The athletes are highly competitive is generally accepted as fact. We assumed that an individual has to have a strong competitive drive to participate in sport. After all, competition is the name of the game. When any athletes compete successfully, the competitive trait items are to be strengthened. Intermittent failure can also increase competitive drive. Coaches working highly competitive athletes will have an easier task in preparing the team for an opponent, more time can be devoted to technical preparation than to motivation. On the other hand, the coach must always be aware that a negative experience can blunt that athletes urge to win and damage his or her performance. To the coach, psychological preparation must be as important as technical

preparation.

Kistler (1970) compared 116 college varsity male athletes with 116 non varsity athletes be found that varsity players demonstrated poorer sports-manship than the non varsity players his findings are supported by those of Richardsen(1962) in a study. Comparing who had not using 233 students, Richardson discovered not only that the latter winners record lower in sportsmanship, than there who had not won latter, but that subsidized athletes scored lower in sportsmanship than athletes who were not subsidized.

Seymour (1956) made on attempt in 1956 to evaluate the effects of single baseball season on the personality traits of little league participants. Various traits of 114 little league baseball players were compared with thereof 114 non partici-pants before and after the baseball season.

The subjects were rated by teachers by class-mates and by themselves. According to their teach-ers meetings the participants had higher leadership qualities and were work expected by their peers. But there were no significant differences between the participants and non-participants.

Methodology:

Introduction:

When Research scholar select any problem for his research, he always refers libraries to search the same types of studies conducted in past and to select a correct methodology to adopt for his study. Otherwise the scholar will not reach to the result of the study. Data are like raw materials without which production research is impossible.

Therefore in conducting the comparative study of motor ability variables of secondary school boys of rural and urban areas. The scholar selected experimental method for this study, which is given in this chapter III. In this chapter the methodology adopted for selection of subject criterion measures administration of tests design of the study and collection of the data are described in this chapter.

Source Of Data :

Required data of the study was collected from the secondary school boys of rural and urban areas of Maharashtra State.

Selection Of Subject: Sampling Procedure:

The study was based on the motor ability of secondary school boys of rural and urban areas. For this scholar decided to select the male students of secondary schools of rural and urban areas of Maharashtra State. The subject were selected from 60 schools of Maharashtra

State. The selection of subject and was based on stratified random sampling

The subject was selected from Maharashtra Division of Maharashtra State.

- (1) The subjects were selected from five district of Maharashtra State.
- (2) The subject were selected from six rural and six urban secondary school of each District of Maharashtra State.
- (3) The subjects were selected from 30 rural and 30 urban secondary schools of Maharashtra State.
- (4) The subjects were selected from ten rural and ten urban secondary schools of Maharashtra State.
- (5) The subjects between age group of 14 to 16 yrs were selected from rural and urban areas of Maharashtra State.
- (6) The 300 subjects were selected from rural and 300 from urban areas of Maharashtra State.

The total number of subjects selected were 600.

Criterion Measures:

Motor ability variables :

The present investigation was undertaken on motor ability of secondary school boys of rural and urban areas of Maharashtra State. In the group of 14 to 16 years.

The subject were tested in motor ability variable with the help of J.C.R tests.

The motor ability of the subject analyzed in terms of strength, power, agility, speed and endurance was examined with the above cited assays, namely J.C.R.

Following motor ability variable were selected to measure the motor ability of secondary school boys of rural and urban areas of Maharashtra State.

- I. Strength.
- II. Power.
- III. Agility.
- IV. Speed.
- V. Endurance.

Statistical Analysis:

Introduction:

In this chapter, analysis of data, findings discussion on finding and discussion on hypothesis are presented.

The main purpose of this study was to compare the motor ability of rural and urban

secondary school boys of Maharashtra State.

Level Of Significance:

The most important aspect of the research is arriving at a conclusion by examining the null hypothesis. The procedure of testing this statistical hypothesis was done either by accepting the null hypothesis or rejecting the same in accordance with the result obtained in relation to the level fixed by the investigator.

For the testing of the motor ability responses given by the secondary school boys of rural and urban areas of Maharashtra State. The level of significance chosen was 0.05

Test:

A test, says best (1969). Is the presentation of a series of situation which draw or collect a specific response from the subjects quantitatively or qualitatively.

The subject response is obtained under standardized conditions such as responding to a question or an order and or performing on quantitatively.

The response as such has to be essentially definite and is a measurable from when administered to individuals and groups, test give out some sort of numerical information in physical education and sports, a large variety of data tests whether standardized or tailored is used to measure physical attitudes, motor abilities, skills of games sports, fitness qualities mental capabilities operations and performance without testing the status of the sample and/or that of population cannot be determined.

Measurement :

Measurement is a technique by which the response of the subjects to the testing situation is recorded in some tangible or cognizable form even in daily life situation, measurement of the physical dimensions of objects and abstract concept about things is a common practice.

Measurement is really complex and laborious activity specially when we try to measure some things qualitatively measurement of intelligence, beauty goodness in absolute terms is a 'Herculian Task' physical properties whether of objects or of human beings can be measured directly through certain standard units or yard stick but abstract can be measured directly through certain standard units or yard stick but abstract abilities such as stress, submission etc. can be measured directly psychological attributes or properties are manifest only in the behavior of a individual. That is why psychological devising some of scale in the range and then transform, or map the properties from the domain. In single word qualitatively responses are converted in to quantitatively or solid measure recording to the measurement has to be in specific unit such as speed in seconds, weight in pounds or kilograms, and height in centimeters. It is easy to record performance of track and field events and swimming events than the abstract qualities

such as team spirit, co-operation, initiatives etc. The underlying function of measurement determines status of the subject, which might enable the researcher to complete it with,

- (i) The same qualities of other subjects like nature.
- (ii) Established norms or standards or.
- (iii) With itself with different time intervals. Measurement is therefore a process of assigning numbers of object in such a manner that specific properties of object are faithfully represents properties of number. Research standard demand that the measurement should be exact accurate objective and as far as possible in quantitative terms.

Evaluation:

Evaluation is the process of setting a value up on the response of the subject as rescored through measurement technique. Evaluation is often done by comparing some recorded performance with the performance of the other individuals. It is system or value judgment the fact that the amount of change is "status" can be determined by measuring the same individual after laps of time is highly important in physical education and sports, because here it is possible to measure the progress made by an individual. Researcher selected the problems for the study was "A comparative study of motor ability of secondary school boys of rural and urban areas of Maharashtra State." Therefore scholar used various motor ability test to test the motor ability of the rural and urban school boys of Maharashtra State.

In this study the scholar selected strength, Power, Agility, Speed and Endurance as motor ability variable of rural and urban school boys. Three hundred rural and three hundred urban subjects were selected for the present study. For the motor ability test tables were prepared and statistical analysis of the data was done and evaluation was made and hypothesis was tested. Tables for score of strength for rural and urban subjects were prepared. Using the pull up test tested the strength.

Tables for scores of power were prepared second test was power of the subjects. A standing broad jump test was used to measure the power of the legs. The tables of the scores of rural and urban subject were prepared for statistical treatment. The third variable of motor ability of rural and urban secondary school boys was Agility. The agility of the school boys was tested by administrating a zigzag run test. The agility of the subjects was recorded in seconds. The fourth variable of motor ability was speed. The speed of rural and urban school boys was tested by administrating a 50 mts. dash run test.

The fifth variable of motor ability was endurance. The endurance of the school boys of rural and urban was tested by administrating sit-ups (Bend knee). The numbers of correct

sit-ups were recorded in 30 seconds. The score was recorded on a score card of the subjects.

**Table of Comparison of Rural and Urban Secondary School Boys
on The Test of Strength**

Group	N	Mean	Standard Deviation	Standard Error	't' ratio	Required 't' ratio
Rural	300	4.76	0.981	0.97	1.25	1.97
Urban	300	4.25	0.986			

Significant Level at 0.05

An examination of table no. 4.1 reveals that the mean value of rural secondary school boys is 4.76 and urban secondary school boys is 4.25 in Strength level. The table also reveals the there is a not significant difference in Strength, the mean value of rural secondary school boys and urban secondary school boys. As the obtained' ratio is less than the tabulated' ratio of 1.97 needed to be significant at 0.05 level of significance. Hence the hypothesis was accepted. The mean difference of rural secondary school boys and urban secondary school boys for Strength has been depicted in Figure no.4.1

Summary:

The present study was designed to compare the motor ability of rural and urban secondary school boys of Maharashtra State. The motor ability status was measured through motor ability variables namely. Pull up test, standing broad jump, zigzag run test 50 mts dash run test, sit ups test and during the collection of the data, the ideal procedure was adopted.

Six hundred subjects were randomly selected three hundred (300) from rural and three hundred (300) from urban secondary schools of Maharashtra State. The collected data was arranged in a systematic way for the analysis by the data and result of the study.

Different tables and graphs were also prepared to present the various information in a systematic manner so as to compare the each and every aspect of the present study.

Conclusion:

Variable-wise conclusion drawn from the analysis of results of the present study are as under:

1. Strength:

It was concluded that there would be no significant difference between rural and urban secondary school boys. The results of the present study support our hypothesis that there is no significant deference between rural and urban secondary school boys.

2. Power:

It was concluded that there was a significant was a significant difference between

rural and urban secondary school boys. The results of the study showed that there was significant difference between rural and urban secondary school boys. So, the results does not support our hypothesis.

3. Agility:

It was concluded that there would be no significant difference between rural and urban secondary school boys. The results showed that there was no difference in agility of rural and urban secondary school boys. So, that the results of the study support our hypothesis.

4. Speed:

Again it was concluded that there was a significant difference between rural and urban secondary school boys. So, the results of present study showed that there was a significant difference between rural and urban secondary school boys. It does not support our hypothesis.

5. Endurance:

It was concluded that there was a significant difference between the rural and urban secondary school boys. It showed that the endurance of rural secondary school boys was more than endurance of rural secondary school boys. Again it does not support our hypothesis.

6. Over all comparison:

According to the results of the present study, it was concluded that there was a significant difference found in power, speed and endurance. So, that the hypothesis in there variables was not accepted other variables such as strength and agility in these variables there was no significant difference found so the hypothesis of their variables was accepted. After overall comparison it was concluded that the hypothesis was rejected.

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