227 - MOTOR PROFILE OF PUBLIC STUDENTS SCHOOLS FROM MACAPÁ CITY-AP

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In the context of this study, it is of great interest for us to investigate the scholars who present problems in the motor development and are designated as discoordinate or awkward. What really motivates us all is the necessity to identify, with a little amount of accuracy, the children who have motor weakness or insufficient coordination (Lopes et. ali, 2003).

This paper has the objective of informing the academic community in this area, the outcomes produced from the research carried out in the Master's Degree course at Castelo Branco University – CBU and sent to The National Committee of Ethics on Research (Resolution 196/96) and approved under the protocol n. 139/2008 (UCB/VREPGPE/COMEP/PROCIMH).

Social changes have been observed in the last years, especially on the context of children's life. Due to these great changes, the use of spaces and free time have become more and more scarce, causing great prejudice to games and/or physical and motor activities. Although hereditary issues start up an important role for the development of children, Gallahue & Ozmun (2005) state that the environmental factors play a significant role on the extent these limits are reached. Manoel (2000) confirms this fact when he asserts that the motor behavior is produced by genetic and environmental heredities.

The development of the child can be analyzed on several aspects and several influences (SILVA, 2002). The child, like every human being, is a historical and social individual and is part of a family organization within a wider organization – the society, which has its own culture, and is located in a certain historical moment. This child becomes the owner of knowledge, habits, behaviors and attitudes and is able to transform them, through the understanding and assimilation of experiences acquired in the environment where he/she is located. In this context, the childhood comprises a time in life which requires greater cares and constant follow-ups (PRADO, 2005). When children are the object of discussion, movement comes to our minds. The children deal with movement in a very different way when compared to the other periods of their lives (MAFORTE et al, 2007). For Marramarco (2007), it is the progressive motor capacity of an individual produced by his interaction with the environment and the task which he/she is engaged in. Thus, we can say that the motor development is a process of learning and constant changes that gradually and constantly happen in the motor behavior of human beings take place since birth and along lifetime.

The school is a place with privileges to motivate the scholars for learning new body cultures and active life style. This way, most of he times, the scholars who feel unable for a certain task asked by the teacher, feel excluded from the group, and become more and more careless in their lives. The objective of this study is to investigate motor profiles of scholars between 7 and 8 years who participate in physical exercises at state schools within the school system in Macapá, AP.

MATERIAL E METHODS

This study is characterized as descriptive-comparative field research which investigated the motor profile of female and male scholars between 7 and 8 years of age, who participate in physical exercises at state schools within the school system in Macapá, AP.

The sample was stratified to comprise schools located within north and south zones of Macapá. Once the schools were identified, a random selection was made to comprise the individuals who would participate in the study. For this study, 18%, i.e., 224 students, 112 male and 112 female).

For the investigation of motor profile at the state schools, the Motor development Scale proposed by Rosa Neto (2002) was used, with which a set of tests was made as follows: fine motricity, global motricity, balance, body scheme, space organization, time organization and laterality.

This set of tests comprised several tasks with a variable amount of difficulty which allowed the development of the tests according to chronological age, either evolving or retrograding the tests proposed at first, depending on their motor performance.

STATISTIC TREATMENT

The information was put on a chart and presented as graphics and tables, using Excel 2003 and Stata 9.0 to categorize and produce the sample. The nominal variables concerning lateralities and EDM were transformed into interval scales.

To identify the motor profile, a descriptive statistics was used with the help of frequency distribution and percentage. And to compare the motor profile as a function of age and gender, the average, the standard deviation and Student T-test were used. The results originally in months were transformed into years to facilitate understanding.

RESULTS AND DISCUSSION

In this chapter, the results were presented as graphics and charts produced by the information from the motor tests applied to scholars between 7 and 8 at public state schools in Macapá, who participate in physical school exercises, according to test protocols, which have as motor parameters the Motor Development Scale (MDS), proposed by Neto (2002) whose works explain that the children's motricity, in general, are carried out with the objective of better knowing the children and set up trustworthy instruments to evaluate, analyze and study the development of the student in different phases of evolution.

IDENTIFICATION OF MOTOR PROFILE

The results were analyzed through IM obtained from each test (SILVEIRA et al, 2005). Table 1 presents the results obtained from descriptive statistics (average and standard deviation) for students between 7 and 8, male and female, described as follows. This will serve to record the average and the standard deviation for IC and IM in years, related to each motricity

element tested.

For 7-year-old students, it can be seen for females that the average of IMG is higher than IC, and for males, this IMG is lower than the IC and for 8-year-old students, both males and females presented an average lower than the average in IC, in which IC was 8,1 years for both males and females.

The 7-year-old girls were above the average found in five out of the six tests carried out in the set of Rosa Neto (2002), which showed an opposite result from that presented by Celestrino and Costa (2006), in recent research carried out with overweight students, who had observed, in their study, a predominance of more sedentary activities, especially among girls.

For both researched ages, males and female students, the average of the results found in IM4 and IM5 presented a performance lower than the IC studied, confirming the result of researches made by Paim (2003), which despite using another protocol, he found higher average results in boys in relation to the girls. For 7-year-old female students, the highest average found was in IM6 and the lowest was found in IM5 and for the boys, the highest average was in IM6 and the lowest was in IM4. For 8-year-old students, the highest average found for females was in IM3 and the lowest in IM5, and this confirmed the results presented by Sabbag (2008) in his research with students between 10 and 15 years of age in a public school in São José-SC, whose variable IM5 was lower than the average and, according to the very same author, this result probably depends also on the notion of laterality (left and right). For female students, the highest was in M2 and the lowest was in M4, and this agrees with the results presented by Sabbag (2008) who presented the best results in IM4.

An overall view shows that there was a deficit in IM4 and IM5 tests, because these had lower performance results in all ages and for both genders. There as a great difficulty in this test and this was the most affected motor variable (ROSA NETO et al, 2004). There was also a prevail in IM2 tests, in which the boys were kept above the average, IM3 and IM6 in which the girls had a better performance both in IC of 7 and 8 years and motor age in which the 8-year-old boys also succeeded in the test.

The other tests remained in the average of the IC researched, and this was different from the results presented by Silveira et al (2005) in his study on the relationships between IM and IC, which suggested that with the increase of IC, there was also an increase of motor age, once the higher the IC, the better would be the performance of motor abilities carried out by the students, that is, that with the increase of IC, the individuals are able to do more complex tasks. And it is also confirmed that with the statement of Flegner and Martins (2003), even using another protocol, they refer to the tendency, especially on the group of the girls, which aggravates with the increase of age, instead of improving it. This can be easily seen, for the girls went over their performance compared to the 7-year-old boys, but at seven years old, there is a decrease compared to the motricity elements compared to the boys. In general, the results related to the motor performance, as well as their behavior in the comparisons with the genders, are in accordance with that described in literature for age range of children who are part of the sample in the present investigation (FERREIRA & BÖHME, 1998).

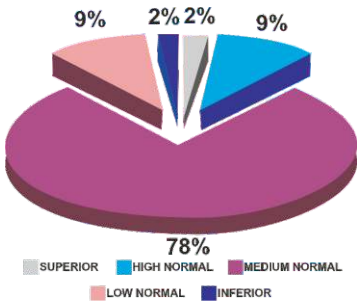
TABLE 1 – Average and standard deviation of basic motricity elements, chronological age and motor age of students between 7 and 8 at the public schools of Macapá.

Elements	Female				Male			
	Average		Standard Deviation		Average		Standard Deviation	
	7 years	8 years	7 years	8 years	7 years	8 years	7 years	8 years
IC	7.07	8.06	0.19	0.20	7.08	8.10	0.21	0.24
IMG	7.14	8.03	0.65	0.61	6.94	8.01	0.78	0.61
IM1	6.78	8.24	1.35	0.81	7.02	8.30	1.16	1.15
IM2	7.52	8.55	1.38	1.14	7.39	9.11	1.41	1.20
IM3	7.81	8.71	1.88	1.34	7.40	8.23	1.90	1.45
IM4	6.45	7.32	0.89	1.24	5.98	6.80	0.80	1.00
IM5	6.43	6.96	0.83	1.24	6.31	7.05	1.27	1.35
IM6	7.84	8.46	1.33	1.33	7.55	8.76	1.45	1.30

The Motor development Scale shows with Graphics 1 that results presented ahead can be represented and distributed here using a percentage.

Both for High Normal and for Low Normal scores, the average found kept close. This is different from studies of Pellegrini et al (2005), which despote using another set of tests, states that as to the IM evaluated with the help of the set, the results indicated an average or inferior IM level according to the rating indicated by the set of tests used.

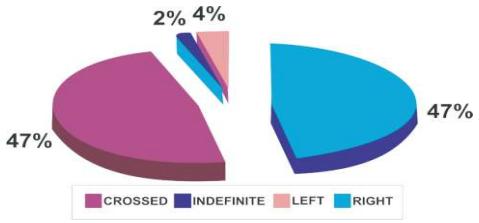
Graphics 1: Classification of Scores of MDS for all students researched at public schools in Macapá.



In graphics 2, the results of laterality will be presented and it can be seen that the students found for crossed laterality and complete skillful have identical percentage. According to Rosa Neto (2002), 90 % of the cases have lateral crossed preference, and this is different from the results of this study which showed 47% of both genders and ages for crossed laterality. For Gallahue & Ozmun (2005) around 85% of children prefer the right hand and 15% prefer the left hand, and the manual preference is firmly established, which differs from the study presented here, once there was a result for 47% of preference for the R hand and only 4% for the L hand. For Rodrigues (2000), in a researched carried out among students between 5 and 6 years of

age, the laterality tests showed high level of laterality with crossed dominance. In studies accomplished with pre-students by Crippa et al (2003), the results found presented a greater incidence in indefinite laterality.

Graphics 2: Results of Laterality Test for all students researched in the public education system in Macapá.



COMPARISON OF MOTOR PROFILE

According to comments made previously from the descriptive statistics, in which there was an evidence of difference in gender and age for some elements of motricity, now we will present in this segment, statistical data which will confirm the previous analysis.

The Student t-test will be used to make the comparisons in which the differences in gender and age will be analyzed, as well as the samples of all the students studied.

DIFFERENCE IN GENDER AND AGE GROUP: COMPARISON BETWEEN IM AND IC

The descriptive analysis suggests there is no difference between the average of Motor Age and average of Chronological Age for all groups defined by gender and age, presenting average result of general Motor Age slightly higher to the Chronological Age only for Females of 7 years of age. In the other categories, the chronological age is a little higher than the general Motor Age. To confirm this result, the following statistical hypotheses to be tested were determined:

H0: The averages of Chronological and General Motor Age are the same, that is, there is no statistically significant difference between the Chronological and General Motor Age for the several categories of age and gender of the studied students.

H1: The average of General Motor Age is higher than the average of Chronological Age, that is, there is a statistically predominance of General Motor Age on the Chronological Age for the several categories of age and gender of the students studied.

Table 2 presents the averages of general chronological and motor ages and the results of t-tests for dependent samples confirm the non-rejection of hypothesis H0, and this leads to the conclusion that, at the levels of usual significance, there is no statistically significant difference between the General Motor Age and the Chronological Age for all categories of gender and age of students studied.

This research confirms the studies made by Rosa Neto et al (2004), with students between 5 and 14 years of age, who also presented no significant differences among genders, and by Sabbag (2008), who also presented no statistically significant difference, suggesting that this way any difference found among the genders should not be associated to the difference of age.

TABLE 2 – Comparison of average in CA and GMA of students between 7 and 8 years of age, both male and female at the public schools in Macapá.

Students	Average – CA	Average – GMA	t-Test	Significance
Girls - 7 years	7,07	7,14	-0,78	0,44
Girls - 8 years	8.06	8.03	0.38	0.70
Boys- 7 years	7.08	6.94	1.23	0.22
Boys- 8 years	8.10	8.01	1.04	0.30

CONCLUSION

After the presentation of the results, it was possible to identify important data of the students between 7 and 8 years of age, who participate in physical exercises at public schools of Macapá.

The students presented scores considered normal average within the scale of motor development. And more, no child was rated as very superior or very inferior, and it is assumed that the activities are having an appropriate direction and that this suggests that the children have a deficient motor profile.

The difficulties presented are probably not because of physical inactivity, for although the technological advancement may affect the motor development of the children, it does not affect this development due to the fact that these people still have the chance to go through activities like running, jumping, riding bikes, etc.

No matter the place the child should attend (school-family-physical exercises), there must be a concern to systemize and optimize possibilities for the child to be encouraged to dominate the elements of motricity. For this, attention must be given to the child to have access to his full motor development.

We can conclude that the cause for possible problems concerning the elements of child's motricity is not at the level of difficulty they had when came to school, but much before, in their basic environmental and family basis, in the absence of kindness and stimulus.

As a suggestion and contribution of this study, we can see that other studies should be made in order to build a more detailed view of students in Macapá. It is suggested that the use of spaces for the practice of physical activities should be a wider concern to efficiently enhance and develop the public policies for the teaching of Physical Education with quality and more projects be designed to systemize the activities and contractions of qualified professionals, who must have a commitment with the motor development of the children, changing their recreational activities, aiming at the motor development of skills in which the students present more difficulty, facilitating this way several motor activities.

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MOTOR PROFILE OF PUBLIC STUDENTS SCHOOLS FROM MACAPÁ CITY-AP

ABSTRACT

The motor development is a process of learning and constant changes that happen on the motor behavior of the human being in a continuing and gradual way and it takes place during all lifetime. The objective of this present research was to investigate the motor profiles of 224 students, who practice physical education, 112 males and 112 females, from 7 to 8 years old, which represent 18% of students regularly enrolled at the state public schools of Macapá city. The method used to evaluate those skills was the protocol of tests of Rosa Neto's (2002) Motor Development Scale (MDS), which evaluates the following elements of the motricity: fine motricity, global motricity, balance, corporal scheme, spatial organization, temporary organization and laterality. In face of data concerning the general motor ages (GMA) and the chronological age (CA), the general motor quotient was calculated and this facilitates the classification of the students tested in a MDS that goes from the upper superior to the very inferior, whose results were: 78% medium normal, 9% high normal, 9% low normal, 2% superior and 2% inferior. The results of t-test for dependent samples confirm the non-rejection of H0 hypothesis, that allows to conclude that at the usual significance level, there is no statistically significant difference between the GMA and CA for all the categories of students age and gender. These results make us infer that the students present similar characteristics in all elements of motricity, but when they are evaluated separately we noticed that some of these elements were accomplished with such degree of difficulty. We can conclude that the practice of these tasks can be made easy or difficult, according to the opportunities of the major motor experiences acquired through the well oriented practice, as well as the context in which they are inserted.

KEYWORDS: Motor Age. Motor Exercising Habits. Motor Development.

PROFIL MOTEUR DES ÉCOLES , ET DE L'ÉTÂT DU RÉSEAU DE L'ÉDUCATION DE LA VILLE DE MACAPÁ-AP

RÉSUMÉ

Le développement moteur est un procès d'apprentissage et de constantes modifications qui se produit dans le comportement moteur humain de forme progressive, continue et qui se produit tout au long de la vie. L'objectif de cette étude fût d'enquêter le profil moteur de 224 écoles, qui pratiquent l'Éducation Physique étant, 112 du sexe féminin et 112 du sexe masculin, avec en moyenne 7 à 8ans. Ce qui représente 18% des écoles enregistrées régulièrement, de l'enseignement fondamental des écoles publiques de l'État de la ville de Macapá. La méthode utilisée fût le protocole d'essais à l'Échelle du

Développement Moteur(EDM) de Rosa Neto (2002) qui évalue les éléments moteurs: motricité fine, motricité globale, équilibre, régime corporel, organisation spéciale, organisation temporelle et latérale. Face aux données concernant l'âge moteur general(IMG) et l'âge chronologique(IC), Il fût calculé le Quotient Moteur Général qui rend possible une classification des écoles testées en une EDM qui varie entre la plus élevée et inférieure et dont les résultats fûrent: 78% normal moyen, 9% normal élevé, 9% normal bas, 2% supérieur, et 2% inférieur. Les résultats des essais-t pour les échantillons à charges confirment la non rejection des hypothèses H0, ce qui donne la possibilité de conclure que les niveaux de signification habituelle, n'a pas de différence statitisque et significative entre IMG et IC pour toutes les catégories d'âge et de genre d'écoles. Ces résultats nous amènent à inférer que les écoles présentent des carastéristiques similaires dans tous les éléments moteurs, mais quand elles sont évaluées séparément, on percoit que quelques uns de ces éléments fûrent réalisés avec un certain degré de difficultée. On conclu que la réalisation de ces tâches peuvent être facilitées ou difficultées, en accord avec les opportunités de meilleures expériences moteurs acquises à travers la pratique bien orientée, comme le contexte où elles sont insérées.

MOTS-CLÉ : Âge Moteur. Expériences Moteurs. Developpement Moteur.

PERFIL MOTOR DE ALUMNOS DE LA RED ESTADUAL DE ENSEÑO DE LA CIUDAD DE MACAPÁ – AP

RESUMEN

El desenvolvimiento motor es un proceso de aprendizaje y constantes modificaciones que ocurre en el comportamiento motor del ser humano de forma graditativa y continua. ocurre a lo largo de la vida. El objetivo del presente estudio fue investigar el perfil motor de 224 alumnos, de educación física , de los cuales 112 femeninos y 112 masculino de 7 a 8 años, que representan 18% de los alumnos matriculados de las escuelas públicas estaduales de la ciudad de Macapá. El método utilizado fue el protocolo de pruebas constantes en la Escala de Desarrollo Motor (EDM) de Rosa Neto (2002), que evalúa los siguientes elementos de la motrocidad: motrocidad fina, motrocidad global, equilibrio, esquema corporal, organización espacial, organización temporal y lateralidad. Delante de los datos referentes a la edad motora general (IMG) y edad cronológica (IC), fue calculado el Cociente Motor General , que posibilita la clasificación de los alumnos probados en una EDM que varia de superior a inferior, cuyos resultados fueron: 78% normal medio, 9% normal alto, 9% normal bajo, 2% superior y 2% inferior. Los resultados de la prueba – t para muestras dependientes confirman que no hay rechazo de la hipótesis Ho, lo que concluye que, en los niveles significativos usuales, no hay diferencia estadísticamente significativa entre IMG y IC para todas las categorias de edad y género de los alumnos. Estos resultados nos llevan a inferir que los alumnos presentan características semejantes en todos los elementos de la motricidad, pero cuando son evaluados separadamente se percibe que algunos de esos elementos fueron realizados con un cierto grado de dificultad. Se concluye que la realización de estas tareas pueden ser facilitadas o dificultadas, de acuerdo con las oportunidades de mayores vivencias motoras adquiridas através de la práctica bien orientada, así como el contexto donde están inseridas.

PALABRAS LLAVE: Edad Motora. Vivencias Motoras. Desarrollo Motor.

PERFIL MOTOR DE ESCOLARES DA REDE ESTADUAL DE ENSINO DA CIDADE DE MACAPÁ-AP

RESUMO

O desenvolvimento motor é um processo de aprendizado e constantes modificações que ocorrem no comportamento motor do ser humano de forma gradativa e contínua e acontece ao longo da vida. O objetivo do presente estudo foi investigar o perfil motor de 224 escolares, praticantes de Educação Física, sendo 112 do sexo feminino e 112 do sexo masculino, com idade entre 7 a 8 anos, que representam 18% dos escolares matriculados regularmente nas escolas públicas estaduais da cidade de Macapá. O método utilizado foi o protocolo de testes constantes na Escala de Desenvolvimento Motor (EDM) de Rosa Neto (2002), que avalia os seguintes elementos da motricidade: motricidade fina, motricidade global, equilíbrio, esquema corporal, organização espacial, organização temporal e lateralidade. Diante dos dados referentes à idade motora geral (IMG) e à idade cronológica (IC), foi calculado o Quociente Motor Geral, que possibilita a classificação dos escolares testados em uma EDM que varia do muito superior até muito inferior, cujos resultados foram: 78% normal médio, 9% normal alto, 9% normal baixo, 2% superior e 2 % inferior. Os resultados do teste-t para amostras dependentes confirmam a não rejeição da hipótese H0, o que possibilita concluir que, aos níveis de significância usuais, não há diferença estatisticamente significativa entre IMG e IC para todas as categorias de idade e gênero dos escolares. Esses resultados nos levam a inferir que os escolares apresentam características semelhantes em todos os elementos da motricidade, porém quando são avaliados separadamente, percebe-se que alguns desses elementos foram realizados com certo grau de dificuldade. Conclui-se que a realização dessas tarefas podem ser facilitadas ou dificultadas, de acordo com as oportunidades de maiores vivências motoras adquiridas através da prática bem orientada, bem como do contexto onde estão inseridas.

PALAVRAS-CHAVE: Idade Motora. Vivências Motoras. Desenvolvimento Motor.

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