

## **The effect of one series group games on the balance of girls and boys who are educable mentally retarded students**

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### **ABSTRACT**

*The purpose of this research is to fix the effect of one series group games on the balance development of girls and boys educable mentally retarded students. The statistical population in this research consists of all girls and boys educable mentally retarded students Golshan exceptional primary in Sarab that totally are 60 people (30 girls and 30 boys). The statistical sample wear available one haaimlyunhap hazardly. And with attention on view point population people limitation to enter all possessing the qualifications people. The equipments for gathering information include equilibrium retail test from Lincoln–Ozertesky perceptual-motor test set. The results were analyzed by of using descriptive statistics and correlated T student test. The results showed:*

*1-To enter for group games on the balance of girls primary educable mentally retarded students, there is apparent effect. ( $p < 5\%$ ).*

*2- To enter for group games on the balance of boys primary educable mentally retarded students, there is apparent effect. ( $p < 5\%$ ).*

*3-To enter for group games on the motor development of girls and boys primary educable mentally retarded students, there is apparent effect. ( $p < 5\%$ ).*

*In Final results of this research show that to enter for group games on the balance (equilibrium) of girls and boys educable mentally retarded, were effective .*

**Key words:** Balance, educable mentally retarded students, group games

### **INTRODUCTION**

One of the effective factories on the intelligence memory is influences by motor- sense necessary stimulants on educational environment. With this truth view that one mentally retarded child, at first is a child, then is a child with mentally retarded, so mentally retarded child educational purposes don't difference with total educational purposes [2]. Physical education is one of the few factories that link with all three realms: Physical- motor learning, feeling and recognizing learning and can effective on blossom talents [6]. Mentally retarded is condition that marked with disorder in intellectual digging and composition output. Usually these persons have known with disorder in learning ability and from bodily respect. To compare whit others have less preparation. And from motor skills respect, with regard to ordinary persons is poorly [2]. Brown and colleagues (2010) use of training methods in base of mixture games with containing founding position, knowing fit method for personal that have sense or intelligence in firm [1]. Reed and colleague (2004) observation top correlation among balance and bodily activities [5]. Katikr and colleagues (2002) find meaning relationship between, influence of 6 month exercises on balance in 7 age girls [4]. Massion (2006) show that sport and bodily activities help to learning motor and sense skills [4]. To relay on,

collection of sport programs specific for Exceptional Children while is necessary that influence of this children to tell on class and elementary school [2]. Then important point for this research is that educable mentally retarded to be comforted by one period of group games, until defined the effect of this period on the balance.

### MATERIALS AND METHODS

Method of this research is one kind of half empirical, and research plane including a empirical group containing pre-test and post-test have used. Research statistics society, all were the girls and boys mentally retarded Golshan elementary school for Exceptional Children in Sarab in scholastic 2011-2012, that are studying, under covering Sarab city educational office. In time of research it has 60 students who are non-random and purposive samples. Measurement tools in this research is balance retail test from Linklon- Ozertesky motor-perceptual test set for collecting balance information. For the final test of the split-half method of implementation is taken from Linklon- Ozertesky. Reliability coefficient for each year of age range, according to the Spearman-Brown formula is calculated. Reliability coefficients were generally above 96% for all boys and girls is 97% for all age range. This test is used in many researches and has validity and reliability. At first in this research Balance retail test from Linklon- Ozertesky motor- perceptual test set by researcher and his colleague during one week for each subject. Results of test extracted and kept with name of pre-test. Then a period of group games in term of three month, two sessions in a week and 35 minute in each session, to exert by researcher on the statistic sample. Finally after three month, in order to study effect of group games on experiences balance, in regular school hours and in the classroom that chosen for test performance, and additionally facilities were offloaded, test was run and the result were saved by name of post-test. At the end, after gathering raw information and extraction for analyze, at first have used the descriptive statistic for classification, payments regulation, central indicator appointment, and dispersion and various graphs drawing. Then for analyze of permanents and result extraction and hypothesis test, have used from correlated T- test with confidence coefficient %95 and Decision criteria %5, for comparison achievement mean, and research hypothesis test, that performed by Spss 17 Software package.

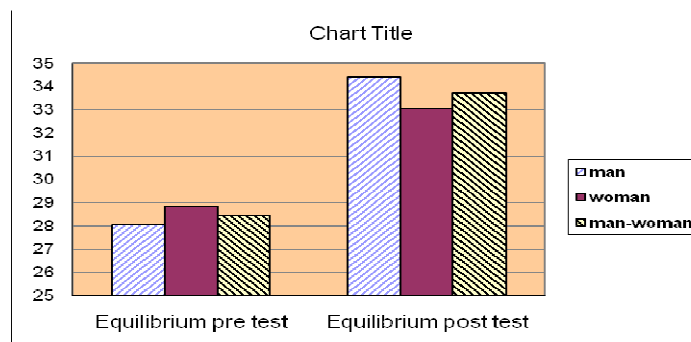
### RESULTS

#### 1) Descriptive findings:

Equilibrium results for boys and girls, respectively, using descriptive statistics in table and chart below.

**Table 1. Pre –test and Post – test**

Group	N	Pre – test		Post - test	
		M	St dev	M	St dev
boy	30	841	28.03333	1022	34.04
girl	30	865	28.83333	992	33.0667
total	60	853	28.43333	982	33.73333



**Figure 1. Pre – test and Post – test**

**Table 2. hypothesis of the test**

Result of pre-test and post- test	sample	correlation	M	St dev	St err m	%95 confident interval of difference		t	df	Sig
						lower	upper			
Total balance	60	.714	-5.30000	7.1835	.9274	-7.1557	-3.4443	-5.715	59	.000
Balance of girls	30	.872	-4.2233	4.9667	.9068	-6.0879	-2.3787	-4.669	29	.000
Balance of boys	30	.607	-6.3667	8.8297	1.6121	-9.6637	3.0696	-3.949	29	.000

With supporting table and figure 1 realized that post- test balance for each group girls and boys is more than pre-test balance in each group. And pre- test balance in girls is more than boys, but post-test balance in boys is more than girls.

### **Research findings**

At the base of research findings, summarized that group games have meaningful effects on balance of girls and boys educable mentally retarded.

### **Debate and resulting**

In the base of research findings, recognized that in collection of result from 1-3 hypothesis, firm in group games have meaning influence on balance of girls and boys educable mentally retarded. Brown and colleagues (2010) use of training methods in base of mixture games with containing founding position, knowing fit method for personal that have sense or intelligence in firm [1]. Red and colleagues (2004) observation top correlation among balance and bodily activities [5]. Katiker and colleagues (2002) find meaning relationship between, influence of 6 month exercises on balance in 7 age girls [4]. Massion (2006) show that sport and bodily activities help to learning motor and sense skills [4]. Result of all up findings, have conformity with accounted, result of 3 hypothesis, also mixture games with containing founding position, bodily activities and sport and motor training can be influences factories on motor growth and balance.

### **Applicational proposed from this research**

Results show that to enter for group games on the balance (equilibrium) of educable mentally retarded students, were effective .then proposed to compileaimly programs in training education organization for educable mentally retarded students for reinforcement those of balance.

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