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IMPACT OF SPORTS PARTICIPATION ON ACADEMIC ACHIEVEMENT
AND SOCIO-PSYCHOLOGICAL DEVELOPMENT OF BUNDELKHAND
REGION SCHOOLS



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Short Profile

Badam Singh is a Research Scholar at Singhania University in Pachheri Bari, Jhunjhunu (Raj.), India. He Has Completed M.A., L.L.B., B.P.Ed., M.P.Ed. and Ph.D.



ABSTRACT:

The present study has been undertaken to know the impact of sports participation on academic achievement and socio-psychological development of bundelkhand region schools. The subjects for this study were exclusively school children studying in VIII to XI of U.P. Board Schools & Public Schools of Bundelkhand region. Further the subjects were selected randomly from U.P. Board Schools & Public Schools of Bundelkhand region. On the basis of the findings, it was

concluded that participation in sports can help student build discipline, set goals, organize time, and develop self confidence. Sports participation has an impact on academic achievements and socio-psychological developments. It extends the learning of social competence by teaching children to cooperate with their team members as well as with opponents. Sports participation contributes to develop social skills, adaptability, maturity, motivation, leadership, self-control, cognitive, etc. Sportsperson are less prone to emotional and behavioral problems like guilt, isolation, depression etc compare to non-sportsperson. Sports participation is a fun way to learn values and lessons that will last for life time. The study shows that sports participation has implications on social and moral development. It has a positive effect on the students.

KEYWORDS

Sports, Academic Achievement, Schools.

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INTRODUCTION

History is sated with diagram of people throughout the world who can consider physical power and strong and healthy bodies, the vita- ling radiant for survival and power. Aristotle said, " The body is the temple of soul and to reach harmony of body, mind and spirit the body must be physically fit." John wrote, " A sound mind in a sound body is a short but full description of a happy state in this world, he that has these two, has little more to wish for." "Sport derives its root meaning from 'disport' meaning to divert oneself. It carried the original implication of people diverting their attention from the rigors and pressures of everyday life". (Edwards, 1973) Today, however, sport is often anything but diversion to its active and passive participants. Sport can be defined in many ways and from different viewpoints or distinctive perspectives. As definitions are mere tools, serving or assisting to specify some level of precision and characteristics, the following have been selected to demonstrate sports activity as a part of our social world: "Sport is viewed as a game occurrence." (Hart & Birell, 1981) Sport is a diversion, amusement or recreation; a pleasant pastime which can be pursued in the open air as hunting, fishing, skiing, or trekking. (Zeigler, 1984) "Informal sport is free in that participation is totally voluntary. (Chu, 1982).

Today, education system in India can be divided into many stages:-

Pre- Primary - It consists of children of 3-5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage student is given knowledge about school life and is taught to read and write some basic words.

Primary - It includes children of the age group of 6-11 years studying in classes from first to fifth.

Middle - It consists of children studying in classes from sixth to eighth.

Secondary - it includes students studying in classes ninth and tenth.

Higher Secondary - Includes students studying in eleventh and twelfth classes.

Undergraduate - Here, a student goes through higher education, which is completed in college. This course may vary according to the curriculum pursued by the student. For medical student this stage is of four and a half years plus one year of compulsory internship, while a simple graduate degree can be attained in three years.

Postgraduate - After completing graduation a student may opt for post graduation to further add to his qualifications.

EDUCATION GOVERNING BODIES

The Central Board of Secondary Education (CBSE): This is the main governing body of education system in India. It has control over the central education system. It conducts exam and looks after the functioning of schools accredited to central education system.

The Council of Indian School Certificate Examination (CISCE): It is a board for Anglo Indian Studies in India. It conducts two examinations 'Indian Certificate of Secondary Education' and 'Indian School Certificate'. Indian Certificate of secondary education is a k-10 examination for those Indian students who have just completed class 10th and Indian school certificate is a k-12 public examination

conducted for those studying in class 12th.

The State Government Boards: Apart from CBSE and CISCE each state in India has its own State Board of education, which looks after the educational issues.

SELECTION OF SUBJECTS

The subjects for this study were exclusively school children studying in VIII to XI of U.P. Board Schools & Public Schools of Bundelkhand region. Further the subjects were selected randomly from U.P. Board Schools & Public Schools of Bundelkhand region. The selection of subjects from the schools was made only after identifying the schools which have regular sports and physical education program as a part of curriculum.

For the purpose of the study, sample considered were those students who practiced regularly or underwent training as part of preparation for competition and also participated in the competitions regularly.

On the criterion, to select subjects as sports person, preliminary survey or interview was conducted. In this matter confidence and assistance of school authority, physical education teachers or sport teachers etc who were basically looking after the school sports program was ascertained.

SELECTION OF VARIABLES

S.No.	Selected Variables	Selected Tests
1.	Academic Achievement	a) Class test b) Terminal Grading c) Annual Test
2.	Sports Participation	Grading by Physical education teachers/coaches
3.	Socio-psychological	Multi-dimensional Assessment of development. Personality Series (MDAPS) questionnaire.

- a. Adaptability
- b. Boldness
- c. Competition
- d. Creativity
- e. Enthusiasm
- f. Excitability/Motivation
- g. General ability
- h. Guilt proneness
- i. Individualism
- j. Innovation

- k. Leadership
- l. Maturity
- m. Mental Health
- n. Morality
- o. Self control
- p. Sensitivity
- q. Self sufficiency/ Shrewdness
- r. Social Warmth
- s. Tension

DESCRIPTION AND ADMINISTRATION OF QUESTIONNAIRE

The Questionnaire was administered to each subject. The Research Scholar visited various schools of U.P. Board Schools & Public Schools of Bundelkhand personally and met all the Subjects to collect the data. The scholar Explained clearly in English and Hindi language about the purpose of the study along with how the questionnaire has to be completed (filled-up). The scholar also took help from Physical education teacher and Coaches to explain the purpose personally to the subjects. After ensuring that the subjects had clearly understood the procedure of fill-up the statement, they were asked to record their response in the Multi-dimensional Assessment of Personality Series (MDAPS) Questionnaire. Total of two hundred (200) questionnaires were administered among hundred (100) sports participants and one hundred (100) to non- sports participants.

COLLECTION OF DATA

The data were collected as per plan; data of academic Achievement were the percentage or class ranking in terminal and annual exams/ tests. Sports participation data were criterion score given by concerned Physical education teachers and coaches as grading. Data of socio-psychological development variables were obtained from Multi-dimensional Assessment of Personality Series (MDAPS) test for 19 parameters.

RESULTS

Table: MEAN DIFFERENCE OF ADAPTABILITY SCORES BETWEEN SPORTS PERSON AND NON SPORTS PERSON

	N	Mean	S.D.	df	t
Sports person	100	6.57	2.31	198	7.21*
Non Sports Person	100	4.52	1.64		

*Significant at 0.05

It is evident that t value 7.21 is significant at 0.05. Table no. 2 revealed that mean score of adaptability between sports & non-sports persons does differ significantly. Therefore level of activity of

an individual do influence adaptability trait of child's personality. Thus, the hypothesis that there will be significant difference in the mean score is accepted. It may be therefore concluded that participation in physical activity and sports have a positive influence on adaptability trait which is an important dimension of personality index.

CONCLUSIONS

On the basis of the findings of the study the following conclusions may be drawn:

1. Participation in sports can help student build discipline, set goals, organize time, and develop self confidence.
2. Sports participation has an impact on academic achievements and socio-psychological developments.
3. It extends the learning of social competence by teaching children to cooperate with their team members as well as with opponents.
4. Sports participation contributes to develop social skills, adaptability, maturity, motivation, leadership, self-control, cognitive, etc.
5. Sportsperson are less prone to emotional and behavioral problems like guilt, isolation, depression etc compare to non-sportsperson.
6. Sports participation is a fun way to learn values and lessons that will last for life time.
7. The study shows that sports participation has implications on social and moral development. It has a positive effect on the students.

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