

ACADEMIC ACHIEVEMENT OF PLAYERS AND NON - PLAYERS AT SECONDARY SCHOOL LEVEL

*Dr. Harmeet Anand

**Kulwinder Singh

Abstract

The present study was undertaken to study the academic achievement of players and non-players at secondary school level. A total sample of 160 players and non-players from schools of Ludhiana district was taken. The objectives of the study were: to study the academic achievement of players; to study the academic achievement of non-players; to compare the academic achievement of players and non-players; to compare the academic achievement of male players and male non-players; to compare the academic achievement of female players and female non-players; to compare the academic achievement of male players and female players; to compare the academic achievement of male non-players and female non-players. Detail marks sheet of 10th class board examination was used for measuring academic achievement of students. The t-test was employed for finding significant differences in means. It was found that there exists no significant difference in the mean scores of academic achievement of players and non-players. There exists no significant difference in the mean scores of academic achievement of male players and male non-players. There exists no significant difference in the mean scores of academic achievement of female players and female non-players. There exists a significant difference in the mean scores of academic achievement of male players and female players. There exists a significant difference in the mean scores of academic achievement of male non-players and female non-players.

Keywords : *Players, Non-Players, Academic Achievement.*

Sports have seen the dawn of the day in almost all civilizations of the world as indigenous modes of physical endeavor, healthy social interaction, a potential medium of entertainment and forming an integral part of life; whether as active participants or passive spectators. Sports and physical activities, understood with educational value, is a recent innovation. Sports education or physical education plays a significant role in all round development of the child through games and sports. Regular physical exercise has a positive influence on health. Adolescence, no doubt, is the most important period of human life but at the same time it is the most critical period of an individual's development. Adolescence is the phase of development and adjustment, being the traditional period between childhood and adulthood. According to Chamber's 21st Century Dictionary (1999), "Adolescence is said to be of a young person at the stage of development between adulthood and childhood or between puberty and adulthood." In this rapidly changing world and with growing advancement in science and technology, the place of education has become so vital that every parent today sets high goals to educate his/her child.

Modern society is achievement oriented. Academic achievement is the point and center of education growth and development. It is the most important goal of

education. Academic achievement is the core of a wider term i.e. educational growth, which means growth in all aspects. The assessment of academic achievement has been largely confined to the evaluation in terms of information, knowledge, and understanding. **According to Oxford Advanced Learner's Dictionary (2000)**, "Achievement is a thing somebody has done successfully, especially using his/her effort and skills". **According to Subramanyam (2008)** "Education achievement is usually defined in three ways; the grades the students earn in school, their performance and standardized tests of academic achievement or the number of years of schooling completed". Chaudhari (2010) carried out a study entitled, "The Academic Achievement of Tribal Students of Ashram School of Surat District". The findings of the study revealed that the academic achievement of tribal students of Ashram schools of Surat district was found average in Gujarati, Hindi, Social Science and Mathematics, while below average in English and Science & Technology. So there was a need to find out the reason behind their different levels of achievement in different subjects. Sadanandan and Lourdasamy (2011) conducted a study entitled, "Parental Influence on Academic Achievement of Higher Secondary Students". The investigators found a significant relationship between scholastic performance of students and parental influence though there was no significant

relationship between scholastic performance of students and their parenting, family and school relationship. Sharma et al. (2011) conducted a study on prediction of different streams in academic achievement through verbal and non-verbal intelligence tests. A sample of 200 boys and girls of +1 class from different schools of Shimla was tested on SPM and GMAT together with their scores on different subjects. SPM was found to be the best correlate of mathematics and science subjects, whereas GMAT correlated best with language and social sciences irrespective of gender. An interesting observation was the superiority of males on SPM, mathematics and science i.e. the practical mechanical aspect of generalability and female's dominance on GMAT, language and social sciences i.e. the verbal-educational aspect of generalability. Sutherman and Vasanthi (2011) designed a study on study habits and academic achievement of XI standard students in Palani educational district. From the study it was observed that the mean scores of girls' study habits and their academic achievement are more than boys. This may be due to the hard work and sincerity of girls when compared to boys.

OBJECTIVES OF THE STUDY

- To study and compare the academic achievement of players and non-players.

- To compare the academic achievement of male players and male non-players.
- To compare the academic achievement of female players and female non-players.
- To compare the academic achievement of male players and female players.
- To compare the academic achievement of male non-players and female non-players.

METHODOLOGY

Measures : In the present study, the marks obtained by the students of 10+1 in their previous annual examination were taken as the basis of academic achievement scores. The details of marks were obtained from the office records.

Sample : The present study was confined to 160 secondary school students (80 players and 80 non-players). The sample was taken from the schools of Ludhiana district only.

Design : The descriptive survey method was used to conduct the present study.

Results and discussion :

To investigate the significance of difference between the means of academic achievement of players and non-players at secondary school level on the basis of gender 't' test was employed.

Table 1 : Significance of the Difference between Mean Scores of Academic Achievement of Players and Non-Players

S.No.	Group	N	M	S.D	SEM	t-value
1.	Players	80	64.09	12.42	1.39	0.01
2.	Non-Players	80	64.11	12.09	1.35	

This revealed that no significant difference exists between mean scores of academic achievement of players and non-players.

Hence the H_0 : There exists no significant difference in academic achievement of players and non-players is not rejected.

Table 2 : Significance of the Difference between Mean Scores of Academic Achievement of Male Players and Male Non-Players

S.No.	Group	N	M	S.D	SEM	t-value
1.	Male Players	40	59.60	10.48	1.66	0.70
2.	Male Non-Players	40	61.30	11.39	1.80	

This revealed that no significant difference exists between mean scores of academic achievement of male players and male non-players.

Hence the H_0 : There exists no significant difference in academic achievement of male players and male non-players is not rejected.

Table 3 : Significance of the Difference between Mean Scores of Academic Achievement of Female Players and Female Non-Players

S.No.	Group	N	M	S.D	SEM	t-value
1.	Female Players	40	68.58	12.71	2.01	0.59
2.	Female Non-Players	40	66.93	12.25	1.94	

This revealed that no significant difference exists between mean scores of academic achievement of female players and female non-players.

Hence the Ho: There exists no significant difference in academic achievement of female players and female non-players is not rejected.

Table 4 : Significance of the Difference between Mean Scores of Academic Achievement of Male Players and Female Players

S.No.	Group	N	M	S.D	SEM	t-value
1.	Male Players	40	59.60	10.48	1.66	3.45**
2.	Female Players	40	68.58	12.71	2.01	

**significant at 0.01 level

As the mean score of female players is higher than that of male players, therefore, it may be said that the female players possess significantly higher academic achievement than

their male counterparts. Hence the Ho : There exists no significant difference in academic achievement of male players and female players is rejected.

Table 5 : Significance of the Difference between Mean Scores of Academic Achievement of Male Non-Players and Female Non-Players

S.No.	Group	N	M	S.D	SEM	t-value
1.	Male Non-Players	40	61.30	11.39	1.80	2.13**
2.	Female Non-Players	40	66.93	12.25	1.94	

**significant at 0.01 level

As the mean score of female non-players is higher than that of male non-players, therefore, it may be said that the female non-players possess significantly higher academic achievement than their male counterparts. Hence the Ho: There exists no significant difference in academic achievement of male non-players and female non-players is rejected.

scores of academic achievement of male non-players and female non-players. As the mean score of female non-players is higher than that of male non-players, therefore, it may be said that the female non-players possess significantly higher academic achievement than their male counterparts.

MAJOR CONCLUSIONS

- There exists no significant difference in the mean scores of academic achievement of players and non-players.
- There exists no significant difference in the mean scores of academic achievement of male players and male non-players.
- There exists no significant difference in the mean scores of academic achievement of female players and female non-players.
- There exists a significant difference in the mean scores of academic achievement of male players and female players. As the mean score of female players is higher than that of male players, therefore, it may be said that the female players possess significantly higher academic achievement than their male counterparts.
- There exists a significant difference in the mean

EDUCATIONAL IMPLICATIONS

Present study reported that female players possess significantly higher academic achievement than their male counterparts. Similarly, female non-players possess significantly higher academic achievement than the male non-players. These results indicate that female players and female non-players are more serious and concerned towards academic field than their male counterparts. Hence male players and male non-players should be directed towards studies and academic achievement through various counseling techniques. So, teachers and parents should pay more attention towards male players and male non-players.

The competitive stress and physical load of sportsmen have left nothing in balance to go for studies. Moreover, they too devote a lot of time to prepare for a competition in sports training; whereas in the classroom the teachers go along with their study work. The players are also as much the students as are the non-players. They also want

to get promotions in examinations, though they do not hope to stand first or get distinction in studies as most of their time is utilized in playing and practicing the sports activities. But they have to compete with other students in the academic field also because they have the same academic syllabi and curricula as other non-playing students have. Besides improving their skills in their athletics and playing activities, they have to study and appear in the same type of examinations. Hence this is highlighted from the study that in order to understand whether the sportsmen are really interested in studies or not, such kind of investigations needs to be conducted.

REFERENCES

- Chaudhari, P. (2010). The academic achievement of tribal students of ashram schools of Surat district. *Journal of Indian Education*, 36(2), 5-46.
- Dakshinamurthy, K. (2010). Effect of teachers' personality, attitude towards profession and teaching effectiveness on academic achievement of students. *Edutracks*, 9(9) 34-39.
- Fatima, I., Ghayas, S. and Adil, A. (2012). Impact of achievement goals, sociability and gender on academic achievement of university students. *Journal of the Indian Academy of Applied Psychology*, 38(2), 374-384.
- Harish, G. C. (2011). Impact of integrated critical thinking skills on achievement in mathematics of secondary school students. *Edutracks*, 10(8), 28-30.
- Hemamalini, H.C. (2011). Anxiety and academic achievement of high school students of Mysore city. . *Journal of Community Guidance & Research*, 28, (1), 94-98.
- Sadanandam, M. & Lourdasamy, V. (2011). Parental influence on academic achievement of higher secondary students. *Edutracks*, 11, (1), 33-39.
- Shrama, A., Thakur, K.S., Sharma, P. & Malhotra, D. (2011). Prediction of different streams in academic achievement through verbal and non-verbal intelligence tests. *Journal of Community Guidance and Research*, 28, (1), 48-55.
- Sutherman, S. & Vasanthi, A. (2011). Study habits and academic achievement of 9th standard students in Palani educational district. *Edutracks*, 10, (11), 39-42.

