

A comparative study of scholastic performance among adolescence girl athletes

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Abstract

A researcher likes to have taken for granted the outstanding achievements of athletes experience in school. More probably, most of us have done and realized that athlete's success in school is an effect of their dedication, time management skills, discipline, organizational abilities and other qualities which they have obtained through regular participation in play. There are two types of play, i.e., with physical activity (outdoor game) and without physical activity (indoor game). This study validates the play-type participation and scholastic performance. The 64 adolescence girl athletes (16 of each game) were randomly selected from different schools in Jalgaon district. The exam result of academic year 2016-17 was considered as a scholastic performance indicator.

On the basis of collected data following results was found, i.e. there was no significant difference found in the scholastic performance among adolescence girl athletes of Jalgaon district. The scholastic performance of Football, Basketball, Gymnastics and Chess adolescence girl athletes is decreased by 7.2375%, 6.3375%, 1.1501% and 2.6375% respectively. Though the results shows the regression of scholastic performance of girl athletes, past researches was proved that there was a significant development in learning among athletes. It may due to the limitations of this study, i.e. it's not a preplanned study, scholastic performance was considered as a learning developmental indicator, and non-athletes was not included in data collection. It's a scope to do long term and preplanned study with appropriate psychological tool for accessing development in learning among athletes.

Keywords: outdoor game, indoor game, scholastic performance

Introduction

A researcher likes to have taken for granted the outstanding achievements of athletes experience in school. More probably, most of us have done and realized that athlete's success in school is an effect of their dedication, time management skills, discipline, organizational abilities and other qualities which they have obtained through regular participation in play. However, has it ever occurred that there is another factor, possibly far greater in its influence, which affects athletes to success in school, particularly in their ability to learn?

This study is to validate the direct result of play-type participation to development of neurological pathways in athletes. There are two types of play, i.e., with physical activity (outdoor game) and without physical activity (indoor game). This study validates the play-type participation and scholastic performance.

Objectives

1. To find out the scholastic performance among adolescence girl athletes of Jalgaon district.
2. To compare the scholastic performance among adolescence outdoor game girl athletes and indoor game girl athletes of Jalgaon district.
3. To compare the scholastic performance among adolescence outdoor game girl athletes and indoor game girl athletes of Jalgaon district.

Hypothesis

- H₀-01: The research scholar hypothesizes that there will be No significant difference in the scholastic performance among adolescence girl athletes of Jalgaon district.
- H₀-02: There will be no significant difference in the scholastic performance among adolescence outdoor game girl athletes of Jalgaon district.
- H₀-03: There will be no significant difference in the scholastic performance among adolescence indoor game girl athletes of Jalgaon district.
- H₀-04: There will be no significant difference between scholastic performance among adolescence outdoor game girl athletes and indoor game girl athletes of Jalgaon district.

Methodology

The population of the study was the all adolescence girl athletes of Jalgaon district. The samples of the study were randomly select from different schools in Jalgaon district. In all, 64 subjects were assessed for this study. The exam result of adolescence girl athletes in academic year 2016-17 was considered as a scholastic performance indicator.

Variables

- **Independent Variables:** Type of play.
- **Dependent Variables:** Scholastic Performance.

Statistical Methods

To analyze the collected data the scores are arranged according to the comparison and in sequential order so as to find out the

statistical values. The F-test and t-test was selected for comparing, analyzing and interpretation of numerical values.

Results

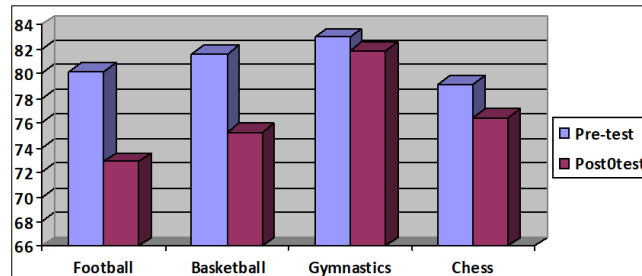


Fig 1

Anova

Table 1

		Sum of Squares	df	Mean Square	F	Sig.
Pre-test	Between Groups	137.778	3	45.926	.518	.672
	Within Groups	5322.181	60	88.703		
	Total	5459.959	63			
Post-test	Between Groups	682.279	3	227.426	1.735	.169
	Within Groups	7866.351	60	131.106		
	Total	8548.630	63			

Table 2

	Football Pre-test	Football Post-test	Basketball Pre-test	Basketball Post-test	Gymnastics Pre-test	Gymnastics Post-test	Chess Pre-test	Chess Post-test
Mean	80.1188	72.8813	81.6375	75.3000	82.9563	81.8062	79.1000	76.4625
SD	7.87335	13.90612	11.98854	14.64413	7.15136	7.15136	7.03515	8.09015

On the basis of collected data following results was found that, the scholastic performance of Football, Basketball, Gymnastics and Chess adolescence girl athletes is decreased by 7.2375%, 6.3375%, 1.1501% and 2.6375% respectively. The result of F-test was found no significant, so that t-test was not applied on data (Subasini 2008, p.52) [6].

Discussions

The hypothesis was accepted as, there was no significant difference found in the scholastic performance among school going girl athletes of Jalgaon district. The scholastic performance of Football, Basketball, Gymnastics and Chess girl athletes is same.

Though the results shows the regression of scholastic performance of girl athletes, past researches was proved that there was a significant development in learning among athletes. It may due to the limitations of this study, i.e. it's not a preplanned study, scholastic performance was considered as a learning developmental indicator, and non-athletes was not included in data collection. It's a scope to do long term and preplanned study with appropriate psychological tool for accessing development in learning among athletes.

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