



## REVIEW OF RESEARCH

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### COMPARATIVE STUDY OF THE STUDENTS OF HIGH AND LOW ACADEMIC ACHIEVEMENTS GROUPS IN LEARNING BATTING SKILLS IN CRICKET



#### ABSTRACT:

*Programmes of Physical Education in Schools not only have to make the existence of this relatively new field justifiable but also attempt to make palpable contributions to the attainment of the objectives of education. The purpose of this study was to compare the high and low academic achievements students in performance of batting skill learning.*

*The study was seeing their effect on front-foot defence, front foot drive, back foot defence, back foot drive. A total thirty male students from Lakshmbai National Institute of physical Education age, range between 17 to 25 year were treated as subjects. Treatment were given on LNIPE Cricket ground. To compare the batting skill learning ability of subjects high and low academic achievements groups the analysis of co-variance were applied. This study indicated that there is no significant difference between the high and low academic achievement groups. This insignificant differences might be because its not necessary that one who posses high academic achievement got the some achievements in learning skills because the skill related with the co-ordination function of the body and mind.*

**KEYWORDS:** *Academic achievements, batting skill, front foot, backfoot drive and defence, co-ordination, body, mind.*

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#### INTRODUCTION :

Programmes of physical education in schools not only have to make the existence of this relatively new field justifiable, but also attempt to make palpable contributions to the attainment of the objectives of education. The learning of desirable skills is the very foundation of physical education. It is through the development of skills and subsequent practice in them that physical educators realize their objectives. Accomplished performance in skills provides incentives for their continuance without sufficient skill for satisfactory participation in physical activities. The physical benefits are derived from vigorous activities, social values of group activities and team sport, the personal and social competence from skill in any socially accepted activity.

In fact, skill in physical activities is essential for the well integrated personality. To evaluate the status and progress in the acquisition of skills, therefore, is an important phase of measurement in physical education. Due to high technical nature of the present day world, the demands placed on the physical resources of men have been reduced considerably. Whereas the mental or intellectual resources are being called upon in an ever increasing proportion. What needs to be established before it is too late, is whether a healthy psyche can exist without a healthy source and still permit the use of terms like whole some life and abundant living etc. Although human brain in a jar is not and cannot be termed as human being without man's existence, will be reduced to. If source is entirely neglected and all the attention

given to psyche alone. Relationship between intellectual and physical functions were also explored by many psychologist. It seemed logical to some of the early psychologists, to determine whether basic measure were in some way predictive of the so-called other intellectual functions. They were aided in their search by Karl Pearson, a young student of Galtones, and other who began to develop and refine basic statistical tools. Observing the obvious motor in co-ordination to many retarded children, these easily experimented psychologists sought to determine whether basic motor sensory measures could predict the degree to academic and cognitive abilities possessed by the individual at several points along with the scale of intelligence.

## METHODS

The subjects for this study were selected from the L.N.I.P.E. College of Gwalior. A total thirty, ten from each category (i.e. 10 for low academic achievement group 10 from high academic achievement group and 10 for control group). The age of the students was ranging from 17 to 25 years. The classify the students in low and high achievement groups the following criterion was followed. The students greater than  $M+\sigma$  were considered as a high academic achievement group. The students less than  $M-\sigma$  were considered as a low academic achievement group. The criterion measure which was chosen for the testing of hypothesis of this study was the performance of batting skill which was judged by the panel of three experts of cricket. Judging was done out of 40 marks, i.e. 10 marks each for frontfoot defence, frontfoot drive, backfoot defence and backfoot drive. The data were collected for each variable administering their respective tests. The tests were administered to L.N.I.P.E. Students of Gwalior City. To ensure that the data collected were reliable each subject will be given sufficient number of trials to perform the respective tests for each variable. The data were collected before the starting of experimental treatments. (Pre test) and at the end of training period (Post tests). All the subjects were assembled at the ground of L.N.I.P.E. Gwaiior and were briefed on objectives arid requirements of the practice. The two experimental groups (A and B) administered Batting practice and group did not participate in any kind of practice except the regular scheme programme. Both the experimental groups also participated in regular scheme programme. The training were carried out for a period of six weeks. Thrice a week excluding the time consumed for conducting per test and post test. The practice for each group demonstrated separately by the scholar. Each performed their respective practices sufficient and required recovery was provided between the set. Various drills were used for training schedule i.e. 1. Hanging ball practice 2. Shadow practice 3. Manual ball feeding practice.

## DISCUSSION OF FINDINGS

Present study indicator's that there is no significant difference between the high and low academic achievement groups. This insignificant differences might be because its not necessary that one who posses high academic achievement got the same achievement in learning skills because the skill related with the co-ordination function of the body arid mind. The hypothesis that the high and low academic achievement group will not exhibit a significant differences in the over all results in composing the batting skill learning of college students way excepted because high and low academic achievement groups exhibited a no significant difference in frontfoot defence, frontfoot drive, backfoot defence and backfoot drive in the over all results in comparing the batting skill learning of college students. The significance of mean difference between the pre-test and post test scores in each of the criterion variables among the groups were analyzed by the analysis of covariance. The level of significance chosen was .05 level.

**Table**  
**Analysis of Variance of the means of Two Experimental Groups and Control Group in Backfoot Defence**

	H.A.A.G.	L.A.A.G.	Control Group	Sources of variance		Df	Sum of Squarer	F-Ratio
				A	W			
Pre-test	6.30	6.20	5.60	A	2.867	2	1.433	1.016
				W	38.10	27	1.411	
Post test	7.30	7.30	6.50	A	4.267	2	2.133	2.783
				W	20.70	27	0.767	
Adjusted Post-test means	7.129	7.193	6.779	A	.929	2	.465	2.443
				W	4.945	26	.190	

N= 30, A = Among means variance, W = with in the group variance,

### CONCLUSION

The analysis of co-variance for frontfoot defence, frontfoot find backfoot defece and backfoot drive indicated that the resulted F-ratio in case of the we-test means were riot found significant. The post test means of all the three variables were not found significant. The value of adjusted post test means of frontfoot defence, frontfoot drive, backfoot defence and backfoot drive (1.265. 2.396. 2.443. 1.241) was not found highly significant at .05 level of confidence. This is concluded in the present study that there is no significant difference among the high and low academic achievement groups.

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