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## COMPARISON OF ACADEMIC PERFORMANCES AND SPORTS PARTICIPATION ATTITUDE BETWEEN PHYSICAL EDUCATION AND NON-PHYSICAL EDUCATION GRADUATES

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### ABSTRACT

Aim of the study was to assess and compare the academic performances and sports participation attitude of physical education and non-physical education graduates. Total 60 graduate female students were selected in the study. Out of 60 students 32 were physical education graduates and 28 non-physical education graduates. To find out the difference in academic performance and sports participation attitude between physical education and non-physical education graduates "ANOVA" test was employed. Result of the present study depicted insignificant ( $p > 0.05$ ) difference in academic performance between physical education and non-physical education graduates. In contrast, statistically significant ( $p < 0.05$ ) difference is validated in sports participation attitude between physical education graduates and non-physical education graduates. In conclusion, physical education graduates showed greater sports participation attitude.



**KEYWORDS:** academic performance, sports participation attitude, physical education.

### INTRODUCTION

Academic performance of students has been a topic of debate for years. Sports participation helps students achieving academic grades and enhances their academic aspirations during high school and higher education (Vanessa; 2002). Participation in sports activities improves cognitive function, academic performance and behavior in school (Suffolk University Law Review; 2006). Sports participation are extremely beneficial to students. It facilitate gaining transferable skills namely self-motivation, discipline and time management that may not be available from the classroom alone.

On one hand it is presumed that participation in sports activities negatively affects the academic performance of the students. The Educationists and social scientists have been working since long to determine the relationship between sports and education. The research reveals a positive impact of sports and physical activities on education. Participation in physical activity at morning hours improves the brain cells formation and enhances the intellectual development of its participants (Kareem et.al.; 2012).

Physical activity and sports plays crucial role on school attendance and academic achievement (Long et al.; 2002). Further, high degree of positive relationship is witnessed in between attendance

and academic performance namely skill acquisition, knowledge and understanding, behaviour, personal development (Schagen; 1996).

Several research (Shephard; 1997; Sallis, et al.; 1999; Miller, et al; 2005 ) propounded that the academic outcomes are directly proportional to time spent in sports activities. Broh (2002) depicted that sports activities improve the working capacity of crucial body systems. Sports activities not only leave a positive impact on mood, but also increase mental alertness (Hills; 1998,) and it is quite apparent that physically and mentally alert students always perform better, achieve more (Taras; 2005) and like to remain present in their classes. It has been noticed that sportsmen/women show better results in Math, English (Broh; 2002), and science subjects (Nelson; 2006) particularly. It has been seen that participation in sports activity increases students' overall interest and commitment to schooling. Their contacts with teacher and parents is better. Their attitude towards schooling is more positive (Crain, Trent & Braddock; 1992).

Exercise increases blood and oxygen flow to the brain which reduces the stress and improves the mood. High intensity physical activity and proper nutrition promotes brain density and behavior (Blakemore; 2003; Putnam; 2001; Ratey; 2001.). This better growth of neural density positively affects future academic achievement and current behavior. Sports persons become healthier, independent, motivated, discipline, focused in class and in their training. Sports participation is positively correlated with the improvement of mental processes that leads to academic achievement such as concentration, memory and goal-directed behavior (Rosewater; 2009).

## METHODOLOGY

Total 60 graduate female students were selected in the study. Out of 60 students 32 were physical education graduates and 28 non-physical education graduates. The age of the students were ranged from 18 to 28 years. All the subjects were selected randomly after their informed consent. The academic performance was assessed with the help of separate score sheet addressing dimensions of academic performance and sports participation attitude were assessed with the help of sports participation questionnaire.

## Statistical Procedure

To find out the difference of academic performance between physical education and non-physical education graduates "ANOVA" test was employed at 0.05 level of significance.

## Results

**Table 1: Showing the characteristics of Academic Performance between physical education and non-physical education graduates**

Physical Education Graduates		Non-Physical Education Graduates		ANOVA	
Mean $\pm$ S.E	SD	Mean $\pm$ S.E	SD	F-value	p-value
71.03 $\pm$ 0.88	4.97	70.69 $\pm$ 0.85	4.50	0.08	NS

Table 1 shows the characteristics of Academic performance between physical education and non-physical education graduates. The Mean  $\pm$  S.E of physical education and non-physical education were 71.03  $\pm$  0.88 and 70.69  $\pm$  0.85 respectively. The comparative statistics (ANOVAs) showed insignificant differences ( $p > 0.05$ ) between the group. Both the groups showed similar Performance in Academic activity.

**Table 2: Showing the characteristics of sports participation attitude between physical education and non-physical education graduates**

Physical Education Graduates		Non-Physical Education Graduates		ANOVA	
Mean $\pm$ S.E	SD	Mean $\pm$ S.E	SD	F-value	p-value
93.09 $\pm$ 0.72	4.07	90.61 $\pm$ 0.75	4.17	4.70	<0.05

Table2 shows the characteristics of sports participation attitude between physical education and non-physical education graduates. The Mean  $\pm$  S.E of physical education and non-physical education were 93.09 $\pm$  0.72 and 90.61 $\pm$  0.75 respectively. The comparative statistics (ANOVAs) showed significant differences (  $p < 0.05$ ) between the group. Physical education graduates showed higher participation attitude as compare to that of non-physical education graduates.

## CONCLUSIONS

Result of the study depicted that there is insignificant difference in academic performances between physical education and non-physical education graduates. In contrast, statistically significant difference was validated in sports participation attitude between the studied groups. Result clearly indicates that physical education graduates showed higher attitude toward participation in sports.

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