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Physical Fitness Group of Students In Relation To Academic Achievement & Level of Different Adjustments

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Abstract – Physical education starts from very birth of a child. The very moment it comes into being, it begins to cry and move its limbs. Thus it is necessary for its very survival. The parents are its first physical instructors. It is they who instruct it how to work, run, jump or leap. Physical education is an integral part of general education and it's essential for human beings. It is not merely physical activities but it is the education of the body through the body. The role of education is very much important in the society of human beings in its varied dimensions to the life. The education has different aspects to carry with the educational schedule. The development and maintenance of various allied aspects to the education may prove very much important because they have their own purpose and identity to the concept of overall development of a child.

Key Words: Physical Education, Physical Activities

INTRODUCTION

Physical education, as it would be agreed to enable the students to achieve a state of physical, mental and social well beings. Furthermore, it has been a well estimated fact that participation in sports improves one's health. Physical fitness and work efficiency serves as a means of beneficial recreation strengthens social harmony and discipline. The need of every citizen irrespective to sex and age should therefore is to develop general standards of physical health, which would help them for participation in sports and shine. The modern changes in the philosophy of physical education and concept have created interest in sports, development of various techniques and tests in the field of sports. Today the stress is being placed by coaches and physical educators on the measurement of various physical characteristics, personality traits, level of adjustment, interests, attitudes, physiological factors effecting sports performances and differences in many such other factors related to sports participation. Presently coaches and physical educators have become more conscious and concerned about the psychological and sociological aspects of sports rather than merely physiological fitness and skill in the various activities. They realized that physiological and sociological characteristics of the participants contribute more towards their success than mere physical fitness. They further need to know more about principles of motor learning, patterns of growth and development, the role of emotional phenomena,

motivation for the peak performance, interpersonal relationship and character traits of the athletes. In this way adjustment and socialization through sports and physical education activities have almost been thought to be major objectives of physical education. It is also clear from the literature that factors like family, school, somato typing, peer groups, participation in different activities (group and individual) exert great influence towards developing the adjustment and shaping of individual personalities of the sportsmen. It has been pointed out in the literature that individual frustrations or failure to achieve the goal are one type of psycho-physical stimulus which effects the human behaviour which ultimately effects the individual's adjustment and maturity in various fields of life. In the present set up, the adjustment of the individuals especially the youth is totally disturbed which is expressed itself in the form of unrest, an awkwardness. It is completely undesirable behaviour towards the society like strikes, demonstrations, quarrels, scuffles, looting and even battles. These characteristics are even found in the modern sportsmen. In order to avoid failure frustrations, and ultimately, the disorganization of personal one needs either a changed mood of action which may result in the satisfaction of individual needs or to become modify for self-satisfaction is essential.

It is also proposed here that if we can understand real behaviour of a sportsman in an ordinary life, it is also possible to understand behaviour and achievement in

sports. Krall (1967) mentioned that there is a possibility that some discrete set of personality and adjustment factors which cause them to select and participate in sports. He feels that perhaps those people possessing the strongest and most "fortuitous" combination of these "salient" personality and adjustment factors tend to persist in sports and become successful and outstanding athletes. He further added that there seem to be no pattern which enhances entry initially into a particular sport through modification of existing ability or attraction of patterns of adjustment tend to persist and become successful athletes. Most of the theories and available views in the research literature, reflects that whatever may be an individual's motive, need, derive or an end of the sportsman, one must aspires for success, highest performance, maximum achievement, recognition and self-satisfaction, Thereby, it is noted that within every individual, there must exists at one time or another, the desire to reach upward, to surpass others, to become stronger, better and more courageous for maximum performance and recognition during the sports competitions. In continuation of the concept that the Government of India also emphasised on importance of physical education and sports in the National Policy for Education, 1986, in which they stated that, "Sports and physical education are an integral part of the learning process" and will be included in the evaluation of performance. A nation-wide infrastructure for physical education, sports and games will be built into the educational edifice,"

In National Education Policy - 1986, further reserved the detailed theme, regarding physical educational and sport for proper placing in the educational program for various levels of education. Keeping in view, the importance of physical education & sports along with physical fitness, the policy explained it as, "Sports and physical education are an integral part of the learning process and will be included in the evaluation of performance. A nationwide infrastructure for physical education, sports and games will be built into the education edifice." The infrastructure will consist of play fields, equipment, coaches and teachers of physical education as part of the school improvement program. Available open spaces in urban areas will be reserved for playgrounds, if necessary by legislation. Efforts will be made to establish sports institutions and hostel where specialized attention will be given to sports activities and sports- related studies along with normal education. Appropriate encouragement will be given to those talented in sports and games. Due stress will be laid on indigenous traditional games.

As the efforts has been made by Government of India and various states Government in respect to physical fitness programme under physical education and sports promotion campaign, because the educationists and planners are also of this opinion that somebody contains sound mind. So, various programmes may be initiated to maintain the concept.

The effect of physical fitness on fitness of mind may be positively revealed after going through comments and opinions of various educationists. The physical education and fitness programmes are also for various purposes for overall development of a child and also to protect from boredom during the educational tenure. The participation in physical fitness program may probably contribute for their academic excellence.

EXPLANATION AND DEFINITION OF TERMS USED

Physical fitness

Physical Fitness is a combination of qualities that enable a person to perform well in vigorous physical activities. So in other words we can say that physical fitness refers to maximal functional capacity of all systems of the body. Every time when we move, we are exercising and keeping our body tuned and in good running order. The human body is framed in such a way that in can bend, stretch, run, jump, climb, and do more tedious work. The body becomes stronger when it exerts more and the muscles involvement matters a lot in shaping a body. When we do any work or exercise, it helps improving over health and builds up our energy and stamina level.

Academic Achievement

The academic achievement is greatly known as the academic performance attained during the previous year in terms of the total marks obtained. The academic achievement is very important aspect and dimension, which require special attention to the student of various classes. The attachment of academic achievement is also lesson as the academic evaluation or assessment of the academic proficiency.

Adjustment

The review of literature on adjustment clearly indicates that the term adjustment has been defined in various ways. Psychologists, biologists, educationist, sociologists and other behavioural scientists have desired the term in their own ways. The dictionary meaning of adjustment is to fit, to make correspondence, to adopt or to accommodate, Adjustment means a person's interaction with his environment. Environment includes everything external to the person to which he is exposed. The behaviour of an individual in a situation depends upon his personal characteristics as well as the situation. Adjustment is dynamic rather than static in quality. A person changes with the change in his environment. It is believed to be a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. The direction of his efforts may be towards modifying his own behaviour and attitude or towards changing the environment or both. In other

sense adjustment is a state i.e. the condition of harmony arrived at by a person whom we call "well adjusted". Adjusted person is relatively efficient and happy.

REVIEW OF LITERATURE

Vickers (1977), Conducted the Study, The purpose of this study was to determine if relationships exist in fourth grade students between achievement in the performance of common sports skills and mathematics and reading achievement and the influence of selected physical and social factors on these relationships.

One hundred and ninety-seven students were randomly selected from thirty-three elementary schools in Utah Country. Each student was tested in broad jumping, performing a cartwheel, catching, punting, running, striking and throwing, and Sections I and II of the Peabody Individual Achievement Test. Pearson correlation coefficients were then drawn.

Although numerous statistically significant relationships were found, the correlation coefficients were generally low. Specific findings indicated that there was a relationship between the position of the child in the family and his level of achievement and that the influence of height and the socioeconomic factors on achievement was too low to be of practical value.

Collins (1978), purpose of this study was : (1) to assess the academic achievement of selected intercollegiate male athletes enrolled at the University of California, Los Angeles (UCLA), between academic years 1970-75, (2) to assess the university environment as perceived by selected athletes and selected male UCLA undergraduate, during 1976-77, (3) to assess the support services as perceived by selected athletes during 1976-77.

Pandey (1995), made a study on scholastic achievement of high school athletes. He found that there was no significant difference in scholastic attainment between those who participated in the athletic program and those who did not. Finch et al. did a study on athletics and achievement in high school. For 174 boys graduate in 1924-31 from the university High School of the University of Minnesota measures of intelligence. Extent of participation in athletics and scholarship was taken. It was concluded that (1) boys who engaged in more than one sport or who played on teams engaging in school athletic contest received mark, approximately equal to those received by boys of equal mental ability who were not members of such team or who took no part in sports. (2) There was a slight tendency for intelligence related and (3) there was no evidence that achievement varied with the sport in which pupils indulged.

Renwick (2010), the purpose of this research was to study and compare the academic achievement of current athletes to matched non-athletes and former athletes. Comparisons of the current athletes, within their sport teams and by their sex, were also conducted.

College transcripts were analyzed for a total of 1,033 subjects to determine the number of hours attempted and passed in Basic studies, major fields of study and overall, Accumulative and yearly GPAs, yearly and transfer credits, length of time in school and attrition rates were also calculated for each subject. The transcripts of all athletes were additionally analyzed to determine the extent of their academic achievement during their seasons of sport. When available, the high school GPAs and SAT scores were used in co-variant analyses

The results indicated no significant differences in the academic progress of current athletes and matched non-athletes. Current female athletes had significantly higher CPAs than their male counterparts. The current athletes on the various sports teams differed significantly in their patterns of course work, but showed no difference in their GPAs. Former athletes were scholastically superior to the current athletes on most variables studied.

Hyatt (1983), the purpose of this study was to survey, using a written questionnaire, junior colleges in Region XIV (NJCAA) and to analyze the academic success of student athletes in basketball over four semesters. The central question was: Do athletes identified as non-predictors succeed academically? Success was defined as achieving a 2.0 GPA; the requirement for transfer to a senior college.

The conclusions revealed that there are nine freshmen and five sophomores per team, with 85% on scholarship and 72% native Texans. Fifty-five percent were black, 37% were non-predictors upon entry and the mean HSGPA and ACT scores were below the national average. The overall GPA was 2.40, with only one college failing to achieve a 2.00, and the predictors outscored non-predictors in all ten colleges. Four percent of the non-predictors existed as predictors and 78% of the predictors existed as non-predictors, however the blacks dropped from 62% non-predictors upon entry and the Caucasians from 7% non-predictors upon entry. Eight of the ten colleges produced 50% or better predictors. These conclusions are a reflection on the open door policy of the nation's junior colleges.

The main drawback of this baseline study on junior college student athletes was the lack of non-athletic control groups. Future studies should incorporate control groups in investigating the other regions of the NJCAA, as well as the other major junior college

sports. Additional variables such as skill levels and course loads should be examined as well as longitudinal studies over several semesters and changing team personnel. Follow up studies should look at the success of junior college student athletes at the senior college level. With the expansion of women's athletics at the junior college level, female student athletes should also be included in future investigations.

RESULT & DISCUSSION :

Table-1

Academic achievement between high and low fitness groups

Variable	Group	N	Mean	S.D.	t-vale
Academic achievement	High Fitness	140	325.221	50.21	0.56
	Low Fitness	160	321.975	49.50	

Significant at 0.05 level (t value 1.645 > 0.56)

The mean difference of level of academic achievement between high and low fitness groups is found to be 3.246 and t-value is found to be 0.56, which is not significant at 0.05 level of significance. Hence, there is no significant difference in level of academic achievement between high and low fitness groups. Thus, the null hypothesis is accepted, i.e. there will be no significant difference between high & low fitness groups in relation to their level of academic achievement.

Table-2

Level of emotional adjustment between high and low fitness groups

Variable	Group	N	Mean	S.D.	t-vale
Emotional adjustment	High Fitness	140	16.843	2.79	1.18
	Low Fitness	160	16.85	2.78	

Significant at 0.05 level (t value 1.645 > 01.18)

The mean difference of level of emotional adjustment between high and low fitness groups is found to be 0.007 and t-value is found to be 1.18, which is not significant at 0.05 level of significance. Hence, there is no significant difference in level of emotional adjustment between high and low fitness groups. Thus, the null hypothesis is accepted, i.e. there will be no significant difference between high and low fitness groups in relation to their level of emotional adjustment.

Table-3

Level of social adjustment between high and low fitness groups

Variable	Group	N	Mean	S.D.	t-vale
Social adjustment	High Fitness	140	13.836	2.79	0.17
	Low Fitness	160	13.781	2.78	

Significant at 0.05 level (t value 1.645 > 0.17)

The mean difference of level of social adjustment between high and low fitness groups is found to be 0.055 and t-value is found to be 0.17, which is not significant at 0.05 level of significance. Hence, there is no significant difference in level of social adjustment between high and low fitness groups. Thus, the null hypothesis is accepted, i.e. there will be no significant difference between high and low fitness groups in relation to their level of social adjustment.

Table-4

Level of educational adjustment between high and low fitness groups

Variable	Group	N	Mean	S.D.	t-vale
Educational adjustment	High Fitness	140	16.329	2.74	0.10
	Low Fitness	160	15.975	2.78	

Significant at 0.05 level (t value 1.645 > 0.10)

The mean difference of level of social adjustment between high and low fitness groups is found to be 0.055 and t-value is found to be 0.10, which is not significant at 0.05 level of significance. Hence, there is no significant difference in level of educational adjustment between high and low fitness groups. Thus, the null hypothesis is accepted, i.e. there will be no significant difference between high and low fitness groups in relation to their educational adjustment.

Table-5

Level of total adjustment between high and low fitness groups

Variable	Group	N	Mean	S.D.	t-vale
Total adjustment	High Fitness	140	46.950	6.05	1.07
	Low Fitness	160	46.181	6.29	

Significant at 0.05 level (t value 1.645 > 1.07)

The mean difference of level of total adjustment between high and low fitness groups is found to be 0.769 and t-value is found to be 1.07, which is not significant at 0.05 level of significance. Hence, there is no significant difference in level of educational adjustment between high and low fitness groups. Thus, the null hypothesis is accepted, i.e. there will be no significant difference between high and low fitness groups in relation to their total adjustment.

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