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Sports Involvement and Achievement of the Students in Vellore
Region

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Abstract

Although there are several educational benefits resulting from participation in sports arts and science college students do not always experience the positive outcomes that other populations share. The purpose of this causal study is to investigate the effect of sports participation on the academic achievement of arts and science college students in Vellore region. The sample consisted of 60 students. Descriptive statistics were collected and analysed. The study sought to determine if there was a statistically significant disparity academic achievement of students. Results indicate that there is highly significance between the academic achievement (CGPA) and Sports involvement. Findings suggest that participation in sports should continue to be an area of focus for educational stakeholders as it relates to academic achievement. Recommendations for future research are provided.

Keywords: Sports, Education, Achievement, Arts and Science, Academic.

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Background of the Study

Scholars have found out that the factors and forces that help to create and explain the basic relationship or association between sports and academics are far more complex and multifaceted than sports idealists have often believed or assumed. The relationship between sports involvement and academic success is not, for the most part, a direct, causal one. It can, in fact, vary dramatically depending upon type of sport, level of participation, the background of the student-athletes involved, school characteristics, and the relationship between the sport program and the academic curriculum. Indeed, for some groups under certain conditions, sports participation can be detrimental, functioning as a risk factor for academic achievement.

Many students are covered into sports as children by their parents, to get involved and find a passion or hobby in life. Some high school students specifically are looking forward to their school's intramurals where they have the chance to showcase their skills in playing their sports. There are also some students who spend their time to their training out of school in their desired sport. However, athletes spend their time for training but forget their academic responsibilities. On the contrary, studies are recognizing the positives of athletic involvement, such as increasing of time management and acknowledged that the positive outcomes may outweigh negative outcomes.

Statement of the problem

This study examines if there is a relationship between sports participation and academic achievement. The researcher is also interested to know whether these

correlations are positive and negative in nature and to provide the strength of the correlation. This study determines whether there is a significant relationship between sport participation and academic achievement. In order to focus the research, the following question was addressed:

1. Is there any relationship between the sports participation and academic achievement?

Significance of the study

The study between the relationship of sport participation and academic achievement can be a learning paradigm in the secondary level to enhance the students' knowledge about the said topic. This will help also the student-athlete to have self-awareness because when you commit to both academics and a sport, you must realize that you don't spare yourself a lot of time for anything else. The contributions of this study would be of interest to student-athletes, sport officials, and even teachers. This study leads to awareness for student-athletes a dual participation in sports and academic, to which my study would be significant.

Review of Literature:

According to Hartmann (2008), the ability to play sports does not make someone a natural athlete. Moreover, it is referred to as an "empty form" by John MacAloon, a tool whose social influence depends on how it is used. Sports can be harmful to academic performance and results if it is not used or handled properly. According to Marsh and Kleitman's findings from 2002, students valued the engagement of student-athletes. Marsh and Kleitman looked at how extracurricular activities affected high school and postsecondary outcomes in their research.

Their research concentrated more explicitly on pupils' rising academic achievement and involvement levels.

Athletes had better GPAs than non-athletes, but non-athletes were able to raise their GPAs more quickly than their athlete counterparts, according to Hauser and Lueptow (1978). Recent research on who participates in athletics and how that participation affects academics was examined by NASBE in 2004. Kristijansson (2009) concentrated on how students' physical exercise affected their academic performance. These researchers discovered that when pupils' levels of activity grew, so did their academic achievement. Extracurricular activities, according to Eccles et al. (2003), improve academic achievement. According to their research, students who participated in athletics had a higher chance of seeing their GPA rise during their senior year of high school.

Marsh and Kleitman (2002) discovered a strong correlation between extracurricular activities at school and improved grades as well as other academic results. According to Hauser and Lueptow's (1978) research, students who participated in athletics all the way through their senior year had a higher GPA of 2.54 than non-participants, who had a GPA of 2.31. According to Hartman (2008), giving too much importance to sports could "distract attention and concern from the core academic curriculum and educational objective of the school" and become "a time and energy drain for student-athletes."

Objectives of the study:

1. To identify the academic involvement of arts and science college sports students in Vellore division.
2. To examine the impact of the sports involvement and academic performance.

Methodology:

Research Design: Descriptive research and analytical research had been used in this study.

Sampling Design:

- **Sampling Techniques:** Simple random sampling
- **Sample Frame:** The study covers only the sports students studying in arts and science colleges in Vellore divisions only.
- **Sample Unit** : 500
- **Sample Size** : 60

Sources of data: Structured questionnaire had been prepared for the primary data collection from the sports students and direct interview method had been used to collect the information and secondary data had been used to write the review and other relevant sources have been utilised for this study.

Period of study: The data have been collected from the sports students from January 2023 to March 2023.

Variables identified:

Dependent Variable: CGPA

Independent Variables:

Father involvement, mother involvement, course teacher and physical director.

Techniques were adopted: Percentage analysis and Multiple

Regression Model have been adopted in this study.

Results and Discussion:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.291 ^a	.085	.018	1.75262

a. Predictors: (Constant), Physical Director, Mother, Father, Course teacher

b. Dependent Variable: CGPA

The above table shows the multiple regression model summary and overall fit statistics.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.640	4	3.910	1.273	.292 ^b
	Residual	168.943	55	3.072		
	Total	184.583	59			

a. Dependent Variable: CGPA

b. Predictors: (Constant), Physical director involvement, Mother involvement, Father involvement, Course teacher involvement

The above ANOVA output table shows that F-test value is 1.273. The linear regression's F-test has the null hypothesis that the model explains zero variance in the dependent variable (also called $R^2 = 0$).

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.926	1.160		2.523	.015
	Father	.134	.319	.055	.421	.675
	Mother	.552	.269	.269	2.051	.045
	Course Teacher	-.177	.160	-.148	-1.108	.273
	Physical director	-.188	.301	-.083	-.623	.536

a. Dependent Variable: CGPA

Multiple Regression Model:

- $Y = 2.926 + 0.134$ (Father Involvement) $+ 0.552$ (Mother Involvement) $- 0.177$ (Course Teacher) $- 0.188$ (Physical Director)
- As researcher found that the adjusted R^2 of this model is 0.018

with $R^2 = 0.085$. This inferred that the linear regression explains only 29 % of the variance in the data.

- The F – test is highly significant; thus, researcher has inferred that the model explains a significant amount of the variance in CGPA of the

students (dependent variable).

Recommendations and Conclusions:

Arts and Sciences college's policy makers should give consideration to the academic and training schedules of the student-athletes by giving them a priority on the enlistment process for the student-

athletes to find academic schedule that suits to their time to have enough preparation and recovery after long and tiring day of training schedule and competitions. An important segment of the students education is live engagement in sports. It is not a surprise to the teachers, parents and college personnel to raise the question whether the sports involvement is affecting the educational standard or academic involvement of the student community. The result of this study reveals the negative impact of the sports and education involvement of the students at college level. The male students positively associated with the higher level of academic achievement and they are to earn money from the group events.

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