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A comparative study of physical fitness and adjustment of male and female athlete from Shopian district (J&K)

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Abstract

The discussion of the literature with respect to those findings indicated that there were a number of possible explanations for those findings. The explanations include self-image, motivation to graduate to play college sports, and physiological aspects of participation in sports. In terms of self-image, the 93 perception of ability among athletes was a proposed driver for the increase in academic results moving from in season to off season academic performance. It was certainly interesting that the entire difference was attributable to the difference in male GPA, which is discussed later in this section. In addition to the self-image and perception of ability aspects, another possible explanation for the increase in academic performance during the sports season could revolve around a drive to complete high school in order to attend college and possibly play sports in that arena.

There was some evidence found to support this claim in addition to some that showed the overall results are mixed. Specifically, it was reported in the results section that boys' basketball players experienced a significant reduction in GPA when switching to the off-season whereas boys' cross country had no such difference. Given that basketball is one of the sports in which the perception of the ability to join the professional ranks is greatest, it would follow that there could be an increased attention to studies during the season for that sport. Other data, like those specifically relating to football appear to provide a counterpoint. If that were the case, then it would also be expected that football players' GPA scores would follow the same pattern since football can also lead to dreams of professional achievement. In addition to the self-image and dedication to the sport aspect of the increased academic performance during seasonal performance, there could also be a physiological aspect of improved brain function during periods of regular physical activity. The academic gains of male football players were less than that of female football players. These comparisons only represented comparisons between boys. As would be expected according to the findings of question one, that boys experienced significant academic differences while girls did not, when individual male sports were compared with individual female sports and there were significant comparisons, the academic gains of boys were greater than that of the girls. 96 This study adds to the literature by providing an initial investigation into the variation in GPA score differences among various high school athletic endeavors.

Keywords: physical fitness, male and female athlete, GPA etc

Introduction

Sports have turned into a noteworthy business and fascination for the schools in Shopian. The print, radio, TV, web, and silver screen media have added to the dangerous prevalence of both expert and students in Schools of Shopian. A huge amount of money is spent on the multiplying proficient and School sports industry. It is not shocking, accordingly, that the ubiquity of expert and school sports has been reflected in the games projects in Schools of Shopian.

The weight to win and the appeal of monetary profit have dependably been a piece of the expert positions, and also the school sports scene. Games are the major business and a lucrative wellspring of income for some schools. It is not unordinary to find that mentors in our significant school make significantly more wage than tenured scholastic educators. The weight to win is felt by most school mentors and athletic executives. It is in this manner not astounding that a contention has created between the scholastic and athletic groups on huge numbers of the country's school grounds. Thus, it is conceivable that athletic groups in secondary schools have built up a negative notoriety regarding scholastic execution. While various specialists concentrated athletic investment and scholarly execution in school (Ferris

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and Finster, 2004; Gaston-Gayles, 2005), Few reviews tended to the connection amongst scholastics and athletic cooperation at the secondary school level. Additionally, these reviews have concentrated on the examination of non-competitors to competitors; concerning an assortment of ward factors Yiannakis and Melnick (2001).

Sports are the activities involving powers and skills, competition, strategy, and (or) chance, and engaged in for the enjoyment, satisfaction and (or) personal gain (such as income) of the participant, and (or) others (e.g., spectators), including organized and recreational sports, as well as sports as entertainments (Speers and Swanson, 2013).

In Schools sports and physical education are the activities that can provide fun and enjoyment. However they have different purposes. Sporting programs are basically for children who are keen on specializing in one or more sports. On the other hand physical education programs are designed for every child off all abilities and interests with a foundation of movement experiences that will eventually lead to active and healthy lifestyle.

Sports activities or physical education is an educational process that aims at the improvement of human performance through the medium of physical activities selected to realize this outcomes. Physical education is the education of personality and the complementary factor of general education.

Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well-being, the attainment of knowledge, and the growth of positive attitudes toward physical activity.

Objectives of the study

- To comparative the physical fitness and adjustment of male and female athlete from shopian district (j&k)

Methodology

The reason for this semi trial study was to decide if taking an interest in school-supported wearing exercises affects the scholastic execution of secondary school sophomores and youngsters. Keeping in mind the end goal to decide if taking an interest in donning occasions affect the understudy's scholastic execution, the specialist gathered existing information amid the game season time frame, where the members' quick review point normal (GPA) was ascertained. These were then contrasted with their quick postseason GPA with see whether there was a noteworthy distinction between the scores got amid and subsequent to taking an interest in brandishing exercises.

In this review, taking an interest in school-supported game exercises was dealt with as the free factor, and the members' GPAs were dealt with as the reliance variable. With the accessible information, the examinations were directed by means of combined t-tests and investigation of difference (ANOVA).

The rest of this section, thusly, presents the exploration techniques and hypothetical structure that was utilized as a part of request to decide if there was a contrast between the GPA scores of understudies that take an interest in school-supported brandishing exercises and the scores of understudies who don't. This incorporates a depiction of the examination plan that was utilized as a part of the review, the exploration inquiries and speculations that were be tended to, the objective populace of this review, and the factual investigation that was actualized keeping in mind the end goal to address the targets of this review.

Research is a systematic investigation resulting in some formal record of procedures and the report of procedures and the report of conclusions and results. Research has been defined as “a formal systematic and scientific method of analysis”. Research has proved to be an essential and powerful tool in leading the human race towards progress. There would have been very little progress if not no progress in the world but for a systematic research Endeavour. Research has originally drawn its spirit and pattern from the Physical Sciences-wherein constant efforts were made to understand the physical world around us. Research marks the use of rigorous and structured type of analysis of observed phenomena. The secret of cultural development has been research, pushing back the area of discovering new truths, which in turn lead to better ways of doing things and better products and conveniences to live and enjoy life at large.

Every activity which may be very individual has a desirable speed of performance that is combined with a maximal level of useable strength (Ellis *et al* 2008, Rushall and Pyke 2000). This is important when considering power in regards to performance. Sporting industries is expanding and growing rapidly since from last few decades worldwide. More & more people are participating in sport and recreational activities throughout a wide spectrum of sporting activities. Indian sports goods retail industry had shown positive significant growth since past few years. The sports goods manufacturers are manufacturing more value-added products rather than the traditional sports products manufactured, resulting they had significantly benefited to sustain global challenges from this highly competitive and fastest growing speed of this sector. Use of latest technology by sports goods manufacturers benefited them to lower the cost of product also various incentives received from Government time to time has helped this industry to gain significantly. Sports goods retailers have to improve with time, with various organizations competitively vying for people interested in participating in sports & recreational activities.

Analysis and finding of the study

To decide if taking part in school-supported donning occasions significantly affected GPA scores for the understudies that took part, a combined t-test was utilized. Additionally incorporated into the investigation was an examination of whether the sort of game the understudy took an interest in affected the distinction in GPA scores. To address this question an ANOVA was executed where the distinction in GPA scores was the needy variable and the sort of game the understudy took an interest in was the free factor. This part is consequently partitioned into three areas. The principal segment displays the clear measurements for every one of the factors in the review. This incorporates recurrence dispersions for the review, sexual orientation and sort of game took an interest in, where the recurrence and percent of events are introduced. Also, rundown insights which incorporate the mean and standard deviation of the GPA scores will introduced in the engaging measurements segment.

The second area of this section then exhibits the consequences of the matched t-test for the distinction in GPA scores amid and in the wake of partaking in school-supported brandishing occasions. This investigation will incorporate matched t-test comes about for the joined dataset and also combined t-test scores for male and female understudies.

The third segment then displays the aftereffects of the ANOVA directed to decide if there was a distinction in the games played by the understudies as to the distinction in GPA

scores. Results will first be introduced for the joined dataset (male and female together) and afterward comes about for every sexual orientation independently will be displayed. This is done since female and male understudies took an interest in some extraordinary wearing exercises all through the school year (i.e. field hockey for females and football for guys).

By and large, it was found that there were huge contrasts in mean GPA scores crosswise over different games. The discoveries in Chapter Four demonstrated that there were 22 critical contrasts among the different games evaluated in this review. As it were, there was confirmation given in this review, notwithstanding that examined in the writing over that the particular game in which an understudy competitor took an interest could give measurably huge contrasts as for GPA contrasted with different games. The combined understudy results were examined through a minimum huge contrasts philosophy. In view of the examination, it seems, by all accounts, to be the situation that the understudies who took an interest in young men cross-country and football experienced critical decreases in their GPA scores present season when thought about on different understudies in different games. These discoveries match with the general confirmation that guys experienced factually critical decreases in GPA scores post-season though females did not, by and large, experience

such decays. The following segment will answer the exploration questions given the data gave in this area and the examination led in Chapter Four.

Descriptive Statistics

Displayed in Table 1 are the qualities of every one of the understudies in the review. In light of these outcomes it was found that over portion of the understudies that took an interest in brandishing occasions were male understudies (59.8%). Each review level of students of XII class in S.D. School were similarly spoken to in this review with 50.2% of the understudies being in the tenth review while the staying 49.8% were in the eleventh grade. It was found that the game that had the most astounding recurrence of members was football (21.3%), which is a male game. This is then trailed by field hockey (13.3%), which is principally a female game Table 1. Summary statistics for the GPA scores are presented in Table 2. It was found that the GPA score during the sporting season was higher on average than the GPA score after the sporting season was finished. This is because the average GPA score during the sporting season was equal to 2.87 (SD = .69) whereas the average GPA after the sporting season has finished was equal to 2.82 (SD = .74).

Table 5.1: Descriptive Statistics for the Gender, Grade and Sport Type of Students in the Study

		Frequency	Percent	
Gender	Female	100	40.2	
	Male	149	59.8	
Grade	10	125	50.2	
	11	124	49.8	
Sport	Boys swimming	11	4.4	
	Boys basketball	8	3.2	
	Boys cross country	15	6.0	
	Boys soccer	29	11.6	
	Cross Country	6	2.4	
	Field Hockey	33	13.3	
	Football	53	21.3	
			Frequency	Percent
		Girls basketball	4	1.6
	Girls indoor track	7	2.8	
	Girls soccer	15	6.0	
	Girls swimming	14	5.6	
	Girls tennis	8	3.2	
	Girls volley ball	13	5.2	
	Male golf	8	3.2	
	Male Indoor track	7	2.8	
	Male wrestling	18	7.2	

Table 5.2: Summary Statistics for GPA Scores during and After Sporting Season

	N	Min	Max	M	SD
GPA After Sporting Season	249	.24	4.00	2.82	.74
GPA During Sporting Season	249	.52	4.00	2.87	.69

The GPA scores during and after the sporting season were then broken down by gender to examine the changes in GPA scores (Table 3). It was found that, female students that participated in sporting events actually had a higher GPA score after the sporting season was finished (M = 3.13, SD = .53) compared to during the sporting season (M = 3.10, SD = .57). Alternatively, male students were found to have a higher GPA score during the sporting season (M = 2.71, SD = .72) compared to after the sporting season was finished (M = 2.62, SD = .78).

Table 5.3: Summary Statistics for GPA Scores by Gender

Sex		GPA After Sporting	GPA During Sporting
		Season	Season
Female	M	3.13	3.10
	SD	.53	.57
Male	M	2.62	2.71
	SD	.78	.72

5.3 Paired T-Test Results

The first sets of results that are presented are for the overall difference in GPA scores for male and female students combined. These results are presented in Table 4, where it was found that there was a significant difference between the GPA scores during and after participating in school-sponsored sporting events ($t(248) = 1.98, p < .05$). This indicates that, overall, participating in school-sponsored sporting events does increase the GPA scores for the students. In fact, it was determined from the model that on average students would score .04 units higher on average on their GPA scores during the sporting season compared to after the sporting season has finished.

Table 5.4: Results for Paired t-test Between GPA Scores During and After Sporting Season

Difference	Difference	SD	SE	t	df	p
GPA During Sporting Season - GPA After Sporting Season	.04	.35	.02	1.98	248	.049

The next set of results presented is for the differences in GPA scores for female students (Table 5). It was found that there was not a statistically significant difference between the GPA scores during the sporting season and after the sporting season was finished for female students ($t(99) = -1.06, p > .05$). This indicated that a female student participating in a school-sponsored sporting activity did not have an impact on their

GPA scores.

Table 5.5: Results for Paired t-test Between GPA Scores During and After Sporting Season for Female Students

Source	SS	df	MS	F	Sig.	η^2
Sport	3.974	15	.265	2.288	.005	.128
Error	26.980	233	.116			
Total	31.443	249				

R Squared = .128 (Adjusted R Squared = .072)

Difference	Difference	SD	SE	t	df	p
GPA During Sporting Season - GPA After Sporting Season	-.03	.30	.03	-1.06	99	.292

The results for paired t-test for the male students are presented in Table 6. It was found that there was a significant difference between the GPA scores during and after participating in school-sponsored sporting events for male students [$t(148) = 3.12, p < .05$]. This indicates that for male students that participate in school-sponsored sporting activities, they will have an increase in their GPA scores compared to after the sporting season is complete. In fact, it was determined from the model that on average male students would score .10 units higher on their GPA scores during the sporting season compared to after the sporting season has finished.

Table 5.6: Results for Paired t-test Between GPA Scores During and After Sporting Season for Male Students

Difference	Difference	SD	SE	t	df	p
GPA During Sporting Season - GPA After Sporting Season	.10	.37	.03	3.12	148	.002

With a specific end goal to address the above speculation three examinations were executed. These incorporated an ANOVA for the total dataset, where male and female understudies are consolidated, an ANOVA for just the female understudies and after that an ANOVA for just the male understudies in the review. The underlying discoveries introduced are for the total dataset of male and female understudies joined.

Summary and Conclusion

For the matched t-test examinations it was found that by and large there was a huge contrast in the GPA scores amid and after the wearing season was finished. Truth be told, it was found that the GPA scores diminish after the brandishing season has been finished. This gives prove that taking an interest in wearing exercises do affect the GPA scores for understudies. Upon further investigation, the matched t-test was led for every sexual orientation exclusively since it was found in the enlightening measurements that every sex changed in various ways. For the male understudies it was found that there was a critical contrast in GPA scores amid

and after the brandishing season where a noteworthy abatement in the GPA would happen after the wearing season was finished. Then again, there was not a huge contrast for female understudies as far as an adjustment in GPA scores. This showed albeit by and large there was a critical distinction in the GPA scores, this general contrast could be credited to the noteworthy change in male scores contrasted with female scores.

With respect to the ANOVA comes about, it was found that, generally, the kind of game the understudy partook in significantly affected the distinction in GPA scores. Actually, contingent upon the kind of game the individual took an interest in there would be a noteworthy change in GPA scores. By and by, these were surveyed by taking a gander at the male and female understudies separately. Like what was found for the combined t-test, the games the male understudies took an interest in significantly affected the adjustment in GPA scores though the games the female understudies partook in did not. This by and by gave confirm that the centrality in the general model could be credited to the adjustment in the male GPA scores since specific games were found to have a more noteworthy change in GPA scores after the finish of the brandishing season.

Conclusion

There were two research questions that were proposed in this study. They are presented below with the answers to those questions respectively.

1. Are there any effects of participation in athletics on academic performance among high school sophomores and juniors? Based on the above discussion and the statistical analysis conducted in Chapter Four, it was determined that enough evidence was presented to reject the null hypothesis of no significant difference. The findings of this study indicate that there was a statistically significant difference present in the seasonal performance of sophomores and juniors with respect to their GPA scores.

The discussion of the literature with respect to those findings indicated that there were a number of possible explanations for those findings. The explanations include self-image, motivation to graduate to play college sports, and physiological aspects of participation in sports. In terms of self-image, the 93 perception of ability among athletes was a proposed driver for the increase in academic results moving from in season to off season academic performance. It was certainly interesting that the entire difference was attributable to the difference in male GPA, which is discussed later in this section. In addition to the self-image and perception of ability aspects, another possible explanation for the increase in academic performance during the sports season could revolve around a drive to complete high school in order to attend college and possibly play sports in that arena.

There was some evidence found to support this claim in addition to some that showed the overall results are mixed. Specifically, it was reported in the results section that boys' basketball players experienced a significant reduction in GPA when switching to the off-season whereas boys' cross country had no such difference. Given that basketball is one of the sports in which the perception of the ability to join the professional ranks is greatest, it would follow that there could be an increased attention to studies during the season for that sport. Other data, like those specifically relating to football appear to provide a counterpoint. If that were the case, then it

would also be expected that football players' GPA scores would follow the same pattern since football can also lead to dreams of professional achievement. In addition to the self-image and dedication to the sport aspect of the increased academic performance during seasonal performance, there could also be a physiological aspect of improved brain function during periods of regular physical activity.

This proposed explanation is difficult to defend in light of the data. It would have to be the case that this increase in improved brain function during periods of regular physical activity only occurred with respect to very specific activities and only occurred in a select 94 sample of the overall population. For instance, it would be difficult to believe, similar to above, that boys' basketball players' brains responded so differently than those of boys' football players. Why would football players' brains be any less susceptible to the increase in function due to an increase in physical activity than basketball players' brains? Even more interesting is why should males' brains be affected on average very differently than females' brains? As will be discussed, the significant difference in seasonal academic performance between the genders also provides evidence that the physiological aspect, if true, would have to meet very specific rather than general population criteria. The findings of this study also indicated that there were significant differences between males and females with respect to GPA. The author was surprised to see that the girls' grade point averages were higher in general than the boys. Even though the girls' grade point averages were higher, athletic activity did not show a positive effect on academic performance. This additional finding provides evidence that support aspects of the literature for males in terms of increased academic performance.

However, the findings for females did not provide such statistical evidence. It is also interesting to note that in all of the studies reviewed in the literature, a given finding for males coincided with that for females. This study, however, found that the entire positive statistically significant relationship between athletic participation and GPA scores is attributable to the difference in male academic performance. This study adds to the literature by providing further evidence in support of theories that assert that athletics have a positive impact on academic performance for boys. The results for girls were inconclusive in that not enough evidence was found to 95 reject the null hypothesis of no significant difference in academic performance in terms of GPA scores.

2. Are there any significant differences in GPA between the different types of sports that students participate in? In addition to investigating the overall significant difference in GPA scores in terms of athletic participation, the relationship among academic performance and type of athletic sport was also researched for this study. The findings for this research question were also positive. Specifically, there were 22 significant differences found between the academic performances of athletes in some sports when compared with others. Table 9 lists the relationships between individual sports as they relate to changes in GPA. Students participating in boys' basketball, according to this study, had lower improvements in GPA than did students participating in boys cross-country, football, and golf. Boys participating in cross-country on the other hand had greater academic increases than did boys participating in soccer, hockey, basketball, soccer, swimming, Athletes, indoor track, and wrestling.

The academic gains of male football players were less than that of female football players. These comparisons only represented comparisons between boys. As would be expected according to the findings of question one, that boys experienced significant academic differences while girls did not, when individual male sports were compared with individual female sports and there were significant comparisons, the academic gains of boys were greater than that of the girls. 96 This study adds to the literature by providing an initial investigation into the variation in GPA score differences among various high school athletic endeavors.

Questions. Definitions were given for key terms of the review and the impediments were examined.

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