

# **CHAPTER – I**

## **INTRODUCTION**

UNICEF, the United Nations International Children's Emergency Fund and the World's biggest organization committed to children's rights, believes that access to and participation in sports is a critical part of any child's physical mental and social development. Physically active children tend to be healthier. Children who play sports regularly are likely to internalize core values that impact their daily lives and carry over into adulthood, including fair play, honesty, teamwork and respect for rules. In countries where children may have few opportunities to learn, to express themselves and to escape the perils of conflict, disease and poverty, sports can be an informal school.

Across the developing World, girls are traditionally given less opportunities to be active and to play alongside boys. And often the same girls who are kept off the playing field are the ones kept out of the classroom. Girls consistently face more obstacles than boys to get into and stay in school. Educating girls empowers them with essential information to contribute to more democratic societies and more economically progressive nations.

Fit people make a better sports World selecting hard-working individuals, monitoring academic progress cooperating with the academic faculty instilling academic pride and demanding more than the minimum Carlson (1993).

An athlete's grades must equal or exceed non-athlete's grades. Athletes must demonstrate better behavior than non athletes. Time commitments of athletes must

allow athletes to participate in sports but also concentrate on academics and other aspects of their education. The demands of the sport must be similar to academic course.

Institutions with strong academic and athletic programmes identified and emphasized standards of excellence students must demonstrate in behavior and academics to be able to participate in athletics.

If we expect our students to prosper academically, they must be healthy and fit. Health education programmes, stress management, peer pressure resistance to risky behavior and positive goal setting skills are to be given more importance. (Department of health and human services, 2006)

Physical activity has been promoted as lifelong positive health behavior in childhood, which can lay the foundation for overall health. However children's participation in physical activity declines with age. Physical fitness is another important factor related to health independent from physical activity (Baranowski and Morton ( 1991)

The mechanisms by which students may improve academic achievement as a result of increased physical activity through physical education include increased arousal and reduced boredom which may lead to increased attention span and concentration increased activity levels might also be related to increased self-esteem which could be expected to improve classroom behaviour as well as academic performance.

Participating in sport is one way that girls can develop physical competence. Girls learn to appreciate their bodies for what they can do instead of the perceived appearance by oneself or by others. In a sport environment girls learn to control their bodies and to rely on acquired physical skills participation in sport also helps girls trust and rely on themselves and teammates while working toward common goals. In a sense, participation in sport allows each girl to become her own personal cheerleader cheering on her physical self and what might be possible; not just standing on the sidelines, or in the bleachers, cheering others on (Nelson, 1994).

Involvement in athletics provides lessons in teamwork and leadership, the development of citizenship, and community involvement. Membership in sport also offers girls a greater pool of adult role models from where they can draw guidance and support (Murtaugh, 1988).

Girls find new friends in the sport setting, for girls this sense of friendship is essential, being like by other girls is sometimes more important than having others see them as smart or independent (Feldman and Elliott, 1990).

The academic ability is important for gaining sports knowledge. Sports are organized athletic activities played individually or in teams. Many people participate in sports as amateurs for personal enjoyment. The love of competition or as a healthful form of exercise most people play sports because they're talented in that hope of sport and they love to play this is most likely due to teachers putting stress on sports rather than the academics in which schools are based on.

Economic status is transmitted from parents to offspring. The perpetuation across generations of a family's social class or their position in the distribution of income is generally thought to reflect the combined effects of the genetic and cultural transmission of traits such as cognitive functioning that contribute to economic success as well as the inheritance of income enhancing group memberships and property. The superior education enjoyed by the children of higher families contributes to this process inheritance.

Economic status may be measured in discreet categories, by earnings, income an occupational prestige index or wealth (Bowles and Ginters, 2000) a person's income and well being (Juan and Lewis 2002). Therefore it is important to have a clear understanding of what benefits or hinders one's education attainment there are several topical areas that are most commonly linked to academic performance including student role performance factors, school factors, family factors and peer factors, studies have shown that school effort is an indicator of academic performance (Carbonaro and William 2005). High student effort leads to greater educational values which in turn indirectly affects student performance.

A consensus on whether or not a student participating in extra curricular activities such as sports or clubs will have a positive effect on academic performance has not been reached from a theoretical point of view. Extracurricular activities are viewed, as boosting academic performance James Coleman's multiple role theory posits that extra curricular activities provided additional complimentary roles for a student that benefits the student academically because the added role of athlete for example increases self-esteem and overall participation which can boost grades.

The leading crowd theory hypothesized that participating in activities outside of class raises one's status and creates bonds with teachers and therefore enhances academic performance (David 2005).

## **1.1 Education**

Education in modern sense is a 'comprehensive' and all pervading influence that starts from one's primary group and extends formally over 'secondary' and 'tertiary' stages in an individuals' life. Education, be it informal or formal, touches the personality of the whole individual. Thus the holistic concept of education includes the 'Body, Mind and Spirit' of a person, usually referred to as the 'psycho-physical unity' of an individual. A great leader of our nation, Gandhi (1937) affirmed that 'Education is an all-round drawing out of the best in body, mind and spirit'.

Education carries out its function through the school as a special environment. It directs guides and contracts the innate impulses of the child, helps in the process of growth, unfolds what is within. It prepares the individual for the responsibilities of adult life, disciplines the mind, reorganizes and re-constructs human experiences. In the year 1980, the national council of educational research and training expressed that education of the youth will remain incomplete unless their needs and aspiration for participation in the fitness programmes and sports are adequately attended to.

### **1.1.1 Aims and objectives of education**

The aim of education is to equip a man in such a way that he can lead a successful and contented life. In view of this aim, the modern educational institutions are expected to impart education in such a way that the students may be able to solve

their problems, be able to lead successful life and while behaving as good citizens, be able to enjoy life fully.

The 'taxonomy of educational objectives', a method of classifying more exactly the many objectives of education into types and their meanings, was developed by Bloom (1956). According to this method, the objective of education falls into three broad categories or 'domains'. They are (1) Cognitive (2) Affective (3) Psychomotor.

A. Cognitive -- The area might be thought of as factual, for it includes the gaining of knowledge and its use by the person. It is the area of intellectual abilities and skills.

B. Affective – This area involves our attitudes and values, or how we feel about things, the quality of our character, and our appreciations and interests. While most education has traditionally been in the cognitive domain, the affective domain is being increasingly emphasized in the educational process.

C. Psychomotor – Bloom (1956) also refers to this area as the motor skill area, which gives a clear indication of the meaning of the term, for it is concerned within the development of the motor skills of the student.

### **1.1.2 Physical Education**

Physical education is an inevitable part of education concerned with the physical, mental and social growth; development and adjustment of the individual through guided instruction and participation in sports, rhythms, gymnastics and related activities thus the various unique needs of the learner are served.

### **1.1.3 Place of physical education in education**

Physical education reflects the same kind of concern for what happens to the whole person. Physical education relies very heavily on how to think and act through activity, creatively and the experimental method, in a way helps us in achieving the aim of education. There is no conflict however regarding the place of physical education as a discipline in the educational programme. The development of a discipline is putting the field of physical education on a more academic footing and is also raising the standards of education that the field requires.

If proper care is taken, then in some fields', a physical education programme can even prove to be more needful than similar educational efforts because, the approach of physical education is more affirmative and also works with people who are physically handicapped or mentally liable to participate in the regular academic programme through practical experience which are considered more effective than theoretical class room or theoretical experiences.

'Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it.' - Plato

### **1.1.4 Contribution of physical education**

A physical education programme has a special significance to contribute the goals of education. The significance of the programme is based on biological, sociological and psychological necessities. A well planned and administered physical education programme in the light of the prescribed objectives can easily lead to the accomplishment of our aim because this includes interesting and satisfying activities.

The need for physical education programme has become all the more important, because we are now living in a rapidly changing condition of life.

‘Physical fitness is not only one of the most important keys to a healthy body, it is the basic of dynamic and creative intellectual activity’. – John F.Kennedy

Physical fitness is just like the trunk of a tree, which furnishes circulation and nutrition to the branches and permits the synthesis of usable types of energy, the various limbs and foliage are representatives of the many tasks of life which must be maintained effectively. Physical fitness is an important factor that determines the performance level of the individual. When people are physically fit they look better, feel better, work better, sleep better, think better and resist disease and tension more easily.

Physical fitness is a vital biological need, the neglect of which handicaps the total effectiveness of the individual’. Mental achievement, personal social status, organic soundness, fat reduction and motor athletic abilities are directly related to the physical development of children. Cooper (1997) pointed out that intelligence and skill could function at the peak of their capacity only when the body was healthy and strong. Physical fitness is the basis of all dynamic and creative intellectual activity.

Physical fitness is related to scholastic achievement. Students, who are physically fit, tend to get better grades than those who are not. One needs physical exercise to supplement one’s academic training. If the body is physically fit, it will increase the chances of scholastic success. Regular exercise plays a vital role in



achieving more brain power. It reduces the stress and washes the brain with fresh oxygen and increases the production of growth agents for nerve cells. Grissom (2005)

There is a positive relationship between physical fitness and academic achievement. Adequate level of physical fitness should be developed early in life and then continuously maintained through regular participation in well designed activity programme to promote the total well being of an individual. Children should be motivated to participate in sports and games are important means of achieving physical fitness. It is physical fitness that contributes for the participation and attainment of high level of success in competitive sport.

Sports encourages co-operation, solidarity and mutual understanding and can thus develop an all-round personality which helps people to play a full part in the society in which they live and can contribute to the struggle against all forms of exclusion. Greater awareness must be created among the parents, teachers, public about the importance of physical education and sports and their participation.

Qualities of desirable citizenship, worthy home membership and other social qualities can be acquired through a planned programme of physical education and sports. Williams (1964) is stressing the point that even though physical education seeks to educate through physical means, by working with physical activities, it influences all areas of educational development, including the physical, mental, emotional and social growth of an individual.

Physical education and sports, by developing physical strength, character and skills for vocational pursuits and by providing opportunities for leisure time activity

can be active partner in the field of education. In western countries, physical education and sports are not only regarded as an essential professional qualification but also considered as utility factors for development of the nation.

“A sound mind in a sound body”, positively promotes the development of “a sound heart”, which builds the character of a person. While the body is being improved physically, the mind is learning and expanding. This mind-body holistic approach includes an emphasis on all three domains: the psychomotor, the cognitive and the affective. It brings about improvements in mind and body, and the whole person benefits in day to day life.

The combination of intellectual work and competitive sport brought out the best in students. Great achievement depends on good diet and nutrition, right body posture, the purity of the air one breathes, the cleanliness of the body, the daily devotion and careful selection of activity. As Nietzsche advised: “greatness can only be achieved by taking care of the little things, the things we take for granted and think nothing about”. He also advises, the younger generation “not to allow a feeling of helplessness in a potentially hostile World and not just day dream or talk of what one is going to do. But just do it”.

Physical movements of the body are vital for normal brain development (Wolfsont, 2002). Relaxation is a deliberate method used to free the mind from anxiety, draining out tensions and making the mind concentrate on positive things, on giving positive signals to the body.

## 1.2 Sports personality

According to Mayer (2007), Personality is the organized, developing system within the individual that represents the collective action of that individual's major psychological subsystems. According to Witmer and Kotinsky (1952), Personality is a complex phenomenon which refers to the whole person, the thinking, feeling, acting of a human being who for the most part conceives himself as an individual, distinctly different from other individuals and objects. The human personality refers to the uniqueness of expressions of characteristics in an individual within the social context. Personality is not an isolated phenomenon. A person is considered a personality only when he is compared with one or more people.

According to Woodworth and Schlosberg (1954), personality trait is some particular quality of behaviour such as cheerfulness and self reliance that characterizes the individual in a wide range of his activities and is fairly consistent over a period of time. Personality expresses the complexity and inter-dependence of relationship formed between the individual and his environment. All individuals are dynamic. Environment is also dynamic. Thus, personality is also dynamic in nature. Guilford (1959), defined "Trait is any distinguishable relatively enduring way in which one individual differs from others". Carlson (1992) explains that the elements which go to make up an individual's personality are known as trait.

Sport is one of the elements in personality development. It is a medium that provides an opportunity for fullest self expression, freedom and pleasure. It is also a creative activity. Moreover play is refreshing and rejuvenating. It is helpful in developing the habit of sharing co-operation, mixing with others, and being assertive,

which is a leadership quality, helpful for the sports person to excel in studies and the job where she fits in. It was early in life that one should develop a high standard of good behavior, hard work and high achievements.

### **1.3 Leadership**

Leadership is a process, which involves a lot of give and take, caring and sharing. A leader can be an example to lead from the front. Whomsoever he leads, and a true leader begets the total trust and confidence of his followers, it is difficult to characterize this mutuality and reciprocity. An effective administrator should coordinate the resources, technologies and the processes for the efficient production or outcome.

### **1.4 Cultural differences and school factors**

Other factors that have been found to impede parental involvement include cultural differences, school size and home-school communication. The educational social and family differences in adolescents entering middle school can contribute to levels of parental involvement and academic achievement. Parents from diverse social and cultural backgrounds approach schools with different educational expectations for their children and different views on parental involvement in school and act at home. Secondary schools are generally larger than elementary schools and house many more students because of the increased size, middle school can be intimidating to parents especially those who speak little English or who had negative experiences attending school due to the size and complexity of middle schools consistent communication with student families can be difficult. Schools must implement programmes that can

bridge the gap between home and school by including parents in every aspect of learning.

### **1.5 Partnership**

Schools cannot educate children alone. School initiated family and community partnerships are an essential factor of successful schools. School, family and community partnership aid in decreasing the achievement gap. One of the responsibilities outlined in the no child left beyond act in that schools need to work jointly with families and communities to achieve an effective partnership policy. Bryan(2005) family centered partnerships and extra curricular enrichment partnership programmes are most beneficial in improving academic achievement and resiliency. Extra curricular enrichment partnerships programmes include tutoring, mentoring and after school programmes, family-centered partnerships include parent education programmes and family outreach to parents has also shown increase in students performance. Effective outreach programmes included meeting face-to-face, sending materials home and keeping in touch about progress. By implementing programmes into the school system and community that increase parental involvement, students' development and academic achievement.

### **1.6 Teacher support and student achievement**

Students who are taught by effective teachers for several years in a row will experience the benefits throughout the rest of their school careers and beyond. With the most effective teacher, students show achievement gains significantly higher than those of students with the least effective teachers. We can reasonably hypothesize that

more experienced teachers will exceed the effectiveness of recently inducted beginning teachers.

### **1.7 Physical activity**

For girls, it's important to begin a regular routine of healthy exercise as early as possible to help them perform at their best. However, such activity is a means of improving more than just the body through building muscle strength and endurance. In fact, many studies are now showing that children who are physically active also perform better in the classroom. (Barber, Eccles and Stone 2001; Eccles and Barber 1999 and Marsh 1992) Over the past decade, the positives of physical education are helping students and teachers to feel good about taking a break from the usual classroom environment and get moving.

With the dangers of sedentary lifestyles becoming more apparent, it's no wonder that exercise is being championed for all school-age students. There is more to academic performance than just book learning. The amount of exercise pupils receive in school can create positive habits that serve to compliment academic achievement. Promoting physical health in childhood can only serve to benefit our youth with the outcome of healthier bodies accompanied by brighter minds.

When schools cut physical education programmes students can spend more time in the classroom, they may be missing a golden opportunity to promote learning. An essential component of a comprehensive school health programme is physical activity. The significance of physical activity on a person's well being and general health was acknowledged. Regular physical activity and fitness topped the list of

recommendations needed for a healthy lifestyle. Increasing the levels of physical activity was one of the most "emphatic recommendations" to improve a person's health, that quality health and physical education programmes would emphasize lifelong physical activity.

School programmes can equip students with the information needed to lead healthier lives through physical activity. Furthermore, schools may greatly influence the student by providing regular opportunities for physical activity within the school day. There are many ways in which schools can implement programmes to ensure that students have opportunities for physical activity. School leaders have been encouraged to ensure that students are allowed the opportunity to play at recess and receive physical education instruction on a daily basis.

### **1.7.1 Benefits of physical activity**

Girls receiving additional physical activity tend to show improved attributes such as increased brain function and nourishment, higher energy/concentration levels, changes in body build affecting self esteem, increased self-esteem and better behavior which may all support cognitive learning. (Shephard, 1997)

Improved brain attributes associated with regular physical activity consist of increased cerebral blood flow, changes in hormone levels, enhanced nutrient intake, and greater arousal. Regular exercise can improve cognitive function and increase levels of substances in the brain responsible for maintaining the health of neurons. Brain function may also indirectly benefit from physical activity due to increased energy generation as well as from time outside of the classroom / away from studying;

the increased energy levels and time outside of the classroom may give relief from boredom resulting in higher attention levels during classroom instruction.(Linder 1999).

## **1.8 School environment**

A student education outcome and academic success is greatly influenced by the type of school that they attend school factors include school structure, school composition and school climate the school one attends is the institutional environment that sets the parameters of a student's learning experience. Depending on the environment a school can either open or close the doors that lead to academic achievement.

### **1.8.1 The impact of schools on physical activity**

Today, obesity is one of the most pressing health concerns for our children. More than one-third of children and teens, approximately 25 million kids, are overweight or obese-and physical inactivity is a leading contributor to the epidemic. The surgeon general recommends children should engage in 60 minutes of moderate activity most days of the week, yet estimates show that only 3.8 percent of elementary schools provide daily physical education (PE). Schools serve as an excellent venue to provide students with the opportunity for daily physical activity, to teach the importance of regular physical activity for health, and to build skills that support active lifestyles. Unfortunately, most children get little or no regular physical activity while in school.



- Sacrificing physical education for classroom time does not improve academic performance.
- Kids who are physically active and fit are likely to have stronger academic performance.
- Activity breaks can improve cognitive performance and classroom behaviour.
- Short activity breaks during the school day can improve students' concentration skills and classroom behaviour.
- Students whose time in PE or school-based physical activity was increased maintained or improved their grades and scores on academics.

### **1.9 Family background**

Family background is the key to a student's life and outside school is the most important influence on student learning and includes factors such as socio economic status. The environment at home is a primary socialization agent and influences a child's interest in school and aspirations for the future. The socio-economic status of a child is most commonly determined by combining parents educational level, occupational status and income level (Jaynes, 2002) studies have repeatedly found that socio economic status affects students outcome Baharuding and Luster (1998) mothers who are more educated and have higher self esteem have children who receive higher test scores (Eamon, 2005) smaller family size has been linked with higher academic achievement. Majoribanks, (1996)

### **1.10 Academic standard**

Academic standards specify what students should know and be able to do what they might be asked to do to give evidence of standards and how well they must perform. They include content performance and proficiency standards.

Standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, educators and citizens to know what students should have learned at a given point in time. The absence of standards has consequences similar to lack of goals in any pursuit, without clear goals students, may be unmotivated and confused.

### **1.11 Academic achievement**

Students need motivation to learn the strength of one's motivation to act depends on the importance attached to the goal in question and one's judgment about its achievability motivational strength also depends on one's judgment about how successful a particular behavior will be in moving toward goal achievement.

Education, occupational status and income are the most widely used indicators of socio economic status. Though moderately correlated each of these measures can capture distinctive aspects of social position, and they are not interchangeable income has been used widely as a measure of socio economic status with the most typical income based measured over some period of time such as a month calendar year or the 12 month period preceding measurement.

In assessing socio economic status and more particularly economic status measuring variables other than house hold income may be useful, for example, assets such as inherited wealth, savings, employment benefits or ownership of homes or motor vehicles Berkman and Kawachi (2000) while income represents a flow of resources over some period of time income and wealth are positively correlated but they are not interchangeable as shown by the example of an elderly person with a modest fixed income but substantial accumulated wealth.

### **1.12 Status in different societies**

Status refers to the relative rank that an individual holds this includes attendant, rights, duties and life style in a social hierarchy based upon honor or prestige .Status has two different types that come along with it achieved and ascribed the word status refers to social stratification on a vertical scale.

In modern societies occupation is usually thought of as the main determinant of status, but other memberships or affiliations (such as ethnic group, religion, gender, voluntary associations) can have influence. Status can be achieved through education, occupation and marital status.

#### **1.12.1 Socio economic status**

Income is by no means the only way to support consumption in old age. As financial assets can be rundown and real assets can also be used to generate liquidity (reverse mortgages, equity lines etc.,) also, social and family support may be used to meet important requirements near the end of the life-cycle, such as nursing and long term care.

However, social scientist and economists have always shown a keen interest in income, for instance in their studies of economic inequality and poverty, and in most health surveys containing questions on economic and social well-being, the only measure of access to economic resources is income. Indeed, income is an most important component of any measure of access to economic resources.

Poverty as a concept has historically played a key role in the shaping of social policy. Poverty or 'social inclusion' have well-understood, if vague, connotations; the appeal and attraction of the terms are due to their significance to social engagement. We are interested in poverty because we are concerned about the poor. Poverty is the most commonly defined in advance countries as the situation in which an individual is unable to participate fully in what is socially accepted as the life of the community. If every thing that matters could be obtained in markets, then the idea of 'participating fully' could be approximated as possessing a minimum level of income.

### **1.12.2 Income & status**

Tamil Nadu is the fifth largest economy and the seventh most populous state in India. With the third-highest human development index amongst 28 Indian states, it is well on track to meet the major millennium development goals. The state has a relatively high poverty head count of about 20% and intra-state disparities exist in the progress toward the attainment of the millennium development goals. A fiscal crisis that peaked in 1999/00-2000/01 and slowdown in economic growth since the late 1990s threaten the prospects for sustained poverty reduction. Repeat droughts and growing water shortages heighten the importance of structural transformation that would reduce the vulnerability of the economy. But in this decade Tamil Nadu finds

appropriate policies and investments in: improving the efficiency of water use; increasing the effectiveness of public expenditure and agricultural extension and spurring the development of agricultural markets of critical importance is the sequencing and prioritization of reforms and careful management of trade-offs in reform gains, costs, and risks.

Status inconsistency is a situation when an individual's social positions have both positive and negative influences on their social status. For example, a teacher has a positive social image (respect, prestige) which increases his status but may earn little money which simultaneously decreases his status in contrast a drug dealer may have low social position though have a high income.

Economic status occurs when one's position in the stratification structure is based on their economic status in the World this is based on income, education and occupation also that must be taken into consideration. Inherited wealth, savings, occupational benefits and ownerships of home or vehicles will increase economic status of an individual.

### **1.12.3 Calculation of socio- economic status**

The preferred method for determining socio economic status is to obtain individual data on educational occupational and economic attainment such as income level, educational achievement occupation status and employment status. Individual data are generally obtained either directly by means of participant surveys or as part of educational registration procedures.

Socio economic status is a measure of an individual's or group's standing in the community. It usually relates to the income, occupation, educational attainment and wealth of an individual or a group.

Socio economic status plays a large part in influencing the choice of schools. The higher the socio economic status the greater is the diversity of school types.

### **1.13 School system enrolments**

Government schools enroll greater proportions of students from low socio-economic backgrounds and the majority of government school students are from the lower half of the socio economic spectrum the fact that government schools are free or at least have minimal fees allows even the poorest student to enroll. Catholic schools with their relatively low fees also allow students from low socio-economic backgrounds to enroll.

In contrast the type of school chosen by the most affluent families tends to be independent schools. The bulk of independent school enrolments is from high socio-economic backgrounds.

### **1.14 National sports policy 2001**

In terms of the national sports policy 2001 the central government in conjunction with the state government the Olympic association (IOA) and the national sports federation will concertedly pursue the twin objectives of "broad-basing" of sports and achieving excellence in sports at the national and international levels. Sports activities in which the country has potential strength and competitive

advantage need to be vigorously promoted towards this end sports and physical education would be integrated more effectively with the education curriculum.

While the broad-basing of sports will primarily remain a responsibility of the state government the union government will actively supplement their efforts in this direction and for tapping the talent including the rural and tribal areas. The union government and sports authority of India (SAI) in association with the Indian Olympic association and the national sports federation will focus specific attention on the objective of achieving excellence of the national and international levels.

#### **1.15 Broad basing of sports**

Considering the key role of sports in national life and for inculcating national pride in the younger generation the objective of broad basing that is globalization or mass participation in sports assumes special significance. It is imperative to ensure that the educational institutions, schools and colleges in both rural and urban areas are fully associated with this programme. Efforts will be made to promote and encourage women's participation in sports.

#### **1.16 Integration with education**

The integration of sports and physical education with the educational curriculum, making it a compulsory subject of learning up to the secondary school level and incorporation the same in the evaluation system of the student will be actively pursued. A national fitness programme would be introduced in all schools in the country and steps initiated to augment the availability of infrastructure including play fields/ sports equipment and action taken to provide physical education teachers

in educational institutions through inter-alia the training of selected teachers in these disciplines. An appropriate inter-school competition structure would be introduced at the national, state and district levels.

### **1.17 Infrastructure development**

The availability of adequate sports facilities throughout the country is basic to the development and broad basing of sports in addition to the union and state governments the sustained involvements of other agencies including education institutions, local bodies, sports federations associations, clubs and industrial undertakings will be enlisted in the creation, utilization and proper maintenance of the sports infrastructure while existing play fields and stadia both in rural and urban areas will be maintained for sports purposes. The introduction of suitable legislation may be considered for providing open areas to promote sports activities. Steps would be taken to evolve low cost functional and environment friendly designs in this regard. Efforts will also be made to optimally utilize the available infrastructure manpower and special coaching camps organized during the vacations to provide intensive training to talented sports persons even as they perused their academic work.

### **1.18 Excellence in sports**

The union government would focus attention on achieving excellence in sports at the national and international levels various sports disciplines will be prioritized on the basis of proven potential popularity and international performances particular emphasis will be placed on the development of such priority disciplines and the prioritization reviewed from time to time the IOA and the state government would



also accord high priority to such disciplines in planning the development of various disciplines timely steps may be taken to find out the existing and emerging talents centers of excellence, will be setup to identify and train outstanding sports persons including sports academies where young and talented sports persons will be groomed to achieve higher levels of performance in the international sports arena.

### **1.19 Effects of peer groups and student achievement**

The peer group composition of schools is undeniably important in the minds of parents as well as policy makers at the local, state and federal level. Residential location decisions of families, various state and federal laws and court interpretations of school district policies frequently have an implicit if not explicit peer groups. Component peer group effects have played a prominent role in a number of policy debates including ability tracking, antipoverty programmes in both rural and urban areas and school desecration. The role of peers also has entered increasingly into theoretical analyses of school choice starting from the observation that many people express concern about other students a variety of analyses. Benobou and Roland (1993), Caucutt and Elizabeth (2002), de Bartolome and Charles (1990), and Epple and Romano (1998) have examined the equilibrium properties of choice and peer group effects on student achievement.

### **1.20 Parental involvement**

Many educators tend to think of parental involvement as being high only in ways readily apparent to them, such as attendance at Parents Teacher Association meetings and school functions acting as chaperones on field trips communicating

directly with School staff to advocate for their children, etc., such thinking leads many educators to believe that parents who do not participate in these visible means of support don't care about their children's education these children can then be thought of as being "at-risk" which can lead to the students being treated marginally and relegated to lower trail courses. Aurbach (2007)

Parental involvement in student tracking has been shown to have a strong positive effect on student placement, yet most parents are unaware of the placement process itself and its significance. Galassi and Akos (2007).

Students will more likely to stay involved in after school programmes in which they and their parents were involved in the planning of the recreational and cultural activities. Fashola (1998).

The highest correlations between parental involvement and academic performance occur when parents expect their children to do well and when their parenting style is supportive yet firm the smallest effect size on parental involvement toward academic achievement was participation in school functions. This result was substantially smaller than all other types of parental involvement Jeynes (2005).

### **1.21 Statement of the problem**

The purpose of the study was to investigate the correlation among sports performance, academic achievement and economic status of school girl students.

### **1.22 Hypotheses**

1. There would be significant relationship between sports performance and academic achievements.
2. There would be significant relationship between economic status and academic achievements.
3. There would be significant relationship between sports performance and economic status.
4. There would be significant economic status contribution in the relationship between sports performance and academic achievements while controlling economic status.
5. There would be significant sports performance contribution in the relationship between economic status and academic achievements while controlling sports performance.

### **1.23 Significance of the study**

1. The study will have a great significance because it will provide an opportunity to the physical education teachers and parents that participation on sports does not affect students' studies.
2. Students also will be eager to attend sports activities without any fear of academic performance.
3. This study will create awareness among general public and that the outstanding and promising sports persons excel in academic pursuit also.

### **1.24 Limitations**

1. Certain factors like study habits, life style, daily routine and the environmental factors which may have an effect on the result of this study will not be taken into consideration while interpreting the results.
2. The randomly selected subjects are hailed from different family backgrounds and their different life styles, food habits, adaptability to climatic atmospheric fluctuations are beyond control. Hence, these factors which may have influenced the study will be accepted as limitations.
3. No attempt will be made to control atmosphere and climatic conditions and influence on the study will consider as a limitation.

### **1.25 Delimitations**

The following delimitations were taken into consideration during this study.

1. The study was delimited to 400 girl students of the age group from 16 to 18 years which is considered to be adequate for the study.
2. The 400 subjects will be selected from 16 schools of 25 students each based on their performance for the smooth conduct of the study.
3. Three year percentage of marks and interscholastic certificates will be fixed as criteria which is very important for any student. Hence, the investigator will consider them for her study.

## **1.26 Definition of terms**

Important terms that are frequently used in this investigation are defined below:

### **1.26.1 Sports**

A sport is an activity that is governed by a set of rules or customs and often engaged in competitively. Sports commonly refer to activities where the physical capabilities of the competitor are the sole or primary determiner of the outcome (winning or loosing) but the term is also used to include activities such as mind sport and motor sports where mental acuity or equipment qualities are major factors.

### **1.26.2 Games**

A game is structured or semi-structured usually undertaken for enjoyment and sometimes also used as an educational tool. A game is a simulation of operations that often involves less or more teams, usually in a competitive environment, using rules data and procedure designed to depict an actual or assumed real life situation.

### **1.26.3 Physical fitness**

According to Clarke (1979) “Physical fitness is defined as the ability to carry out daily tasks with vigor and alertness without undue fatigue with ample energy to enjoy leisure time pursuit and to meet unforeseen emergencies”.

#### **1.26.4 Sports performance**

The students are those who have played for their school in the interscholastic competition and above that may be district level or state level or national level of participation.

#### **1.26.5 Academic achievements**

Academic achievement is evaluated through the percentage of the marks secured in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> standards.

#### **1.26.6 Socio economic status**

Socio-economic status in terms of primary education and characteristics is determined through vocation, income and wealth, home and its location, education activities and association.