

GENDER DIFFERENCE IN ACADEMIC PERFORMANCE OF ENGLISH MEDIUM HIGHER SECONDARY SCHOOL CHILDREN INVOLVED IN SPORTS

Adarsh Mishra* Dr. Rajkumar Sharma**

ABSTRACT

The aim of the present investigation was to investigate compare the academic performance of English medium higher secondary school male and female sportspersons in different school courses.. One hundred male and females sportspersons studying in 11th grade in different Public Schools of Bilaspur region were randomly selected to serve as the subjects for this study. The subjects were selected from amongst the male and female sportspersons who have taken part in different sports competitions during the session 2015-2016. The necessary permission from the principal of different public schools running in Bilaspur region was obtained by the researcher to collect academic record of 10th level examination from the concerned officer. Academic achievement record was based upon the previous achievement of each level male and female sportspersons in the form of total marks obtained in five subjects and its percentage at 10th level examination on prescribed Performa. Mean and SD, t- ratio and F-ratio were computed for the collected record of academic performance of male and female sportspersons by using SPSS 16.0 software. The results of the study revealed that Male and female sportspersons exhibited mean differences on academic performance in different school courses and total academic achievement. Female sportspersons were found better than male sportspersons in overall academic performance. Male and female sportspersons separately exhibited statistically significant difference . on academic performance in five school courses.

Keywords: Sportsperson, school children, Academic Performance, Gender

* Ph.D Scholar (Physical Education), Dr. C. V. Raman University, Kota Road Bilaspur (Chhattisgarh) India

** Selection Grade Coach (Gymnastics), Sport Authority of India, STC/NSTC Malhar Ashram, Rambagh, Tilak Path Road, Indore (M.P.) India 09229144090, Email- sharmagym59@yahoo.co.in

INTRODUCTION

In the present days, every individual feels the importance of educational values in their life. In the process of education, many people follow the concept of education. They think that literacy and theoretical knowledge is the only channel of education, where as, education includes the mental, physical, social, spiritual, intellectual and economical etc., dimension to the process of learning the education.

The participation in Sports contributes to building up self confidence, enhance intellectual level, personality development and outgoing tendency or extraversion as such proficiency leads to enhanced success in sports activities which is highly valued in one's group.

Academic Achievement refers to what and how an individual has learnt quantitatively and qualitatively after a period of instruction given. Academic excellence ensures the social development of not only the individual but also the culture with which he is closely related to. The need of high achievement is so important that it puts pressure on teachers, students and school so much so that whole education system seems to be revolving around academic performance of students.

Academic Achievement can be described as successful accomplishment or performance in particular subject area or course usually by reasons of skills, hard work, scores or descriptive commentary (Hawes, 1982).

Crow and Crow (1969) identified the academic achievement as the extent to which a learner is profiting from instructions in a given space of learning i.e., accomplishment is mirrored by the extent to which skill and knowledge has been communicated to him. It also signify

the knowledge gained and talent developed in the school subject, usually designated by test scores, commonly measured by examinations.

Differences in academic achievement continues to be one of the most complex and controversial issues in education today. In a competitive society where the level of achievement in high school has associated with it many important and lasting vocational and financial consequences for individuals, this point is of special significance for these concerned about the inequality of opportunity which has so often been demonstrated in competition may be if the courses are planned and geared according to the needs based on psychological appraisal of the student and training provided through specifically designed psychological inputs topping the affective domain, the problems of academic achievement could be tackled insightfully.

Similar to sports participation, educational performance has been outlined in a very wide range of how within the literature. According to Joel, Iderima, Osonwa and Kpolovie, (2014) educational performance is that the action of a student in terms of aggregates obtained in examination in specific subjects that protect a given educational programme. Adeyemi (2011) describes educational performance because the scholastic standing of a student at a given moment that would be explained in terms of the grades obtained in a various school courses, whiles drink (2011) outlined educational performance as a pedagogic word employed in crucial learners' success in formal education, that is measured through reports, examinations, researches and ratings with various factors or variables exerting influence.

Academic performance variables were measured in quantitative and qualitative multiform i.e. Grade point averages, Graduation and Progression Rates, American College Tests (ACT) scores, Student Assessment Test (SAT) scores, qualitative assessments of teachers' reports on students, different subject examinations and regular evaluation tests have appeared in the literature indicating the student academic performance (Joel et. al., 2014; Sitkowski, 2008; Kobrin, Patterson, Shaw, Mattern, & Barbuti, 2008; Beem, 2006).

As such various studies are conducted to seek out factors that influence educational performance. a number of the factors mentioned in recent literature embody category class attendance, age, learning designs or preferences, gender, class size, entry qualification, family financial gain, extracurricular activities, peers influence and course assessment, education of parents (Mlambo, 2011; Jayanthi, Balakrishnan, Ching, Latiff & Nasirudeen, 2014; Ali, Haider, Munir, Khan & Ahmed, 2013).

Studies reviewed on gender variations concerning academic performance of athletes exploitation completely different measures seem to follow an identical pattern of females outperforming males on most of the academic performance measures

In case of GPA as the measure of academic performance in a investigation, Amos (2013) indicated that female student-athletes had slightly higher mean GPA compared to male student-athletes. Dilley-Knoles, Burnett and Peak (2010) also reported similar findings in a research when female student-athletes achieved a higher GPA than male student-athletes at a particular institution. Covington, Simons and Van Rhee (1999) also stated that female student-athletes were superior to male student-athletes

in college GPA. Miranda, Scott, Paskus, Petr and McArdle (2008) noted that within some selected sports the average GPA for female student-athletes was considerably higher than that for male student-athletes. Georgakis, Wilson and Ferguson (2014) reported that a higher percentage of male student-athletes failed in their academic work compared to female student-athletes. Nokoe (2011) found out contrarily that there were gender differences with boys performing better than girls.

An investigation conducted by Milton and Gottschalk (2010) stated the significant differences in the academic performance between male and female student-athletes. The female student-athletes were found to have significantly higher cumulative GPA than male student-athletes. A research conducted by Bucknell University Committee on Athletics (2005) reported Contrarily that the male and female athletes did not differ significantly in cumulative GPA. Gyasi, Nartey and Coker (2011) reported that there were no statistically significant differences between male and female students' performances

The findings of the current study seems to go against the general trend of female athletes performing better academically compared to male athletes. Reasons by Coakley (2008), Harrison and Lawrence (2004) and Rische (2003) that male athletes are under immense pressure from the competitive nature of their sports compared to female athletes, hence their inability to perform as well as their females academically appears not to hold when it comes to male athletes in the University of Cape Coast, Ghana. Male athletes in Ghana may have found a way of dealing with the pressures that come with their competitive sports, hence their ability to perform just as well as their female counterparts academically.

Rishe (2003); Harrison and Lawrence (2004) and Coakley (2008) indicated that the female athletes performing better academically compared to male athletes which was discovered in the current studies. Because, the male athletes are under huge pressure from the competitive natural deposition of their sports compared to female athletes. Hence, male athletes have an inability to perform as well as their females academically.

The aim of the present investigation was to investigate compare the academic performance of English medium higher secondary school male and female sportspersons in different school courses..

METHODOLOGY

Selection of Subjects:

One hundred (Males=50, Females=50) sportspersons studying in 11th grade in different Public Schools of Bilaspur region were randomly selected to serve as the subjects for this study.

The subjects were selected from amongst the male and female sportspersons who have taken part in different sports competitions during the session 2015-2016.

Instrumentation

The necessary permission from the principal of different public schools running in Bilaspur region was obtained by the researcher to collect academic record of 10th level examination from the concerned officer. Academic achievement record was based upon the previous achievement of each level male and female sportspersons in the form of total marks obtained in five subjects and its percentage at 10th level examination on prescribed Performa.

RESULTS AND DISCUSSION

Mean and SD, t- ratio and F- ratio were computed for the collected record of academic performance of male and female sportspersons by using SPSS 16.0 software and data pertaining to this, has been presented in Table 1 to 6.

TABLE 1
DESCRIPTIVE STATISTICS OF MALE AND FEMALE SPORTSPERSONS WITH REGARD ACADEMIC PERFORMANCE IN DIFFERENT SCHOOL COURSES

		Male Sportsperson		Female Sportsperson	
S.NO.	School Courses	Mean	SD	Mean	SD
1	English	62.18	13.71	65.30	12.86
2	Hindi	74.72	14.98	79.16	10.76
3	Math	65.26	16.78	63.26	15.34
4	Social Studies	65.65	18.25	66.65	15.81
5	Social Science	73.56	16.33	71.71	14.86
6	Total Academic Performance	338.21	77.16	344.70	65.62

The mean scores of academic performance in various school courses of male and female sportspersons studying in different

public schools of Bilaspur region have been depicted in figures 1 and 2.

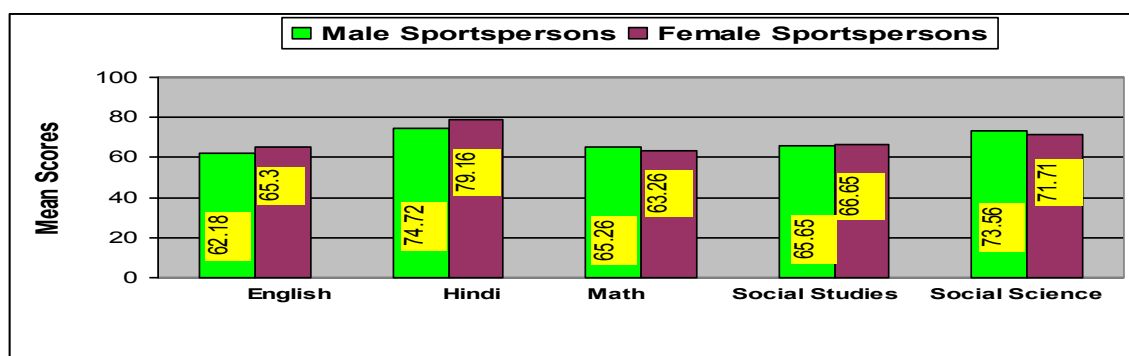


Figure:1-Mean Scores of Male and Female Sportspersons on Academic performance in five different School Courses.

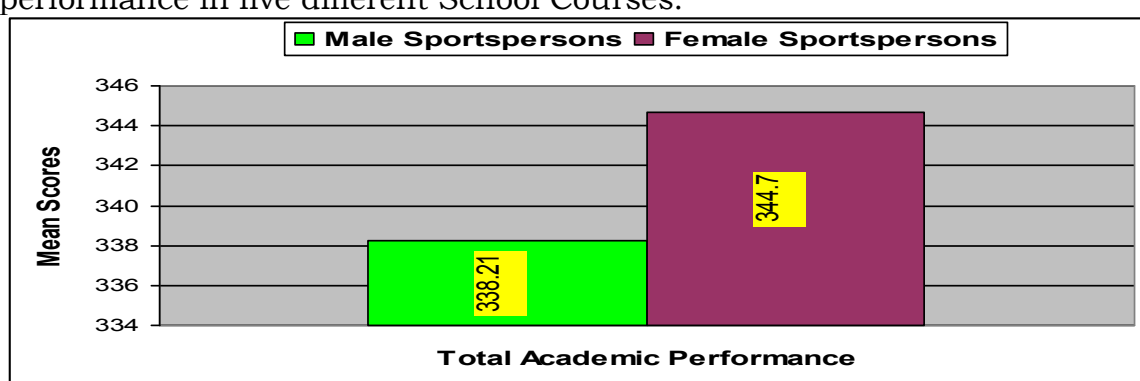


Figure:2-Mean Scores of Male and Female Sportspersons on Over All Academic performance

TABLE 2
SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF MALE AND FEMALE SPORTSPERSONS ON ACADEMIC PERFORMANCE IN DIFFERENT SCHOOL COURSES

School Courses	Sex	M	MD	σ DM	t-ratio
English	Male	62.18	3.12	2.65	1.17
	Female	65.30			
Hindi	Male	74.72	4.44	2.60	1.70*
	Female	79.16			
Math	Male	65.26	2.00	3.21	0.62
	Female	63.26			
Social Studies	Male	65.65	1.00	3.41	0.29
	Female	66.65			
Social Science	Male	73.56	1.85	3.12	0.59
	Female	71.71			
Total Academic Achievement	Male	338.21	6.49	14.32	0.45
	Female	344.70			

Significant at .05 level, $t_{.05(98)}=1.98$.

It is quite obvious from Table 2, that statistically significant differences were not found between male and female sportspersons on academic

performance in five different school courses and total academic achievement, as the obtained t-values of 1.17, 1.70, 0.62, 0.29, 0.59, and

0.45 respectively were higher than the required $t_{.05(98)}=1.98$.

TABLE 3

ANALYSIS OF VARIANCE ON ACADEMIC PERFORMANCE IN VARIOUS SCHOOL COURSES OF MALE CHILDREN

Source of Variance	df	Sum of Squares	Mean Square	F-Value
Between groups	4	6129.96	1532.49	5.92*
Within groups	245	63388.03	258.73	

*Significant at .05 level

$F_{.05(4,245)}=2.42$

It is evident from table 3, that the significant difference was found among male sportspersons in various school courses, as the obtained F-values of 5.92 was higher than the required $F_{.05(4,495)}=2.40$

As the F-ratio on various school courses was found to be significant

among male sportspersons, the Scheffe's Test of Post-hoc Comparison was applied to find out the significance of difference between ordered paired means of male sportspersons in various school courses and data pertaining to this, has been presented in table 4.

TABLE 4

SIGNIFICANCE OF DIFFERENCES BETWEEN ORDERED PAIRED MEANS OF ACADEMIC PERFORMANCE OF MALE CHILDREN IN VARIOUS SCHOOL COURSES

English	Hindi	Math	Social Studies	Social Science	MD	C.I.
62.18	74.72	-	-	-	12.54*	10.01
62.18	-	65.26	-	-	3.08	
62.18	-	-	65.65	-	3.47	
62.18	-	-	-	73.56	11.38*	
-	74.72	65.26	-	-	9.46	
-	74.72	-	65.65	-	9.07	
-	74.72	-	-	73.56	1.16	
-	-	65.26	65.65	-	0.39	
-	-	65.26	-	73.56	8.30	
-	-	-	65.65	73.56	7.91	

*Significant at .05 level

The data in table 4 clearly indicates that mean differences between English – Hindi course followed by Social science were found statistically significant among male children, as the obtained mean differences of 12.54 and 11.38 respectively were higher than the confidence interval of 10.01. The significant differences were not observed among male children in

various school courses between English – Math followed by Social studies; between Hindi-Math followed by Social studies and Social science; between Math – Social studies followed by Social Science and between Social Studies-Social Science, as the obtained paired mean differences of 3.08, 3.47, 9.46, 9.07, 1.16, 0.39, 8.30 and 7.91 were lesser than the confidence interval of 10.01.

TABLE 5
ANALYSIS OF VARIANCE ON ACADEMIC PERFORMANCE IN VARIOUS SCHOOL COURSES OF FEMALE CHILDREN

Source of Variance	df	Sum of Squares	Mean Square	F-Value
Between groups	4	8124.83	2031.21	10.29*
Within group	245	48380.01	197.47	

*Significant at .05 level

F .05(4,245) =2.42

It is evident from table 5, that the significant difference was found among female sportspersons in various school courses, as the obtained F-values of 10.29 was much higher than the required F .05(4,495) =2.40.

As the F-ratio on various school courses was found to be significant

among female sportspersons, the Scheffe's Test of Post-hoc Comparison was applied to find out the significance of difference between ordered paired means of female sportspersons in various school courses and data pertaining to this, has been presented in table 6

TABLE 6
SIGNIFICANCE OF DIFFERENCES BETWEEN ORDERED PAIRED MEANS OF ACADEMIC PERFORMANCE OF FEMALE CHILDREN IN VARIOUS SCHOOL COURSES

English	Hindi	Math	Social Studies	Social Science	MD	C.I.
65.30	79.16	-	-	-	13.86*	8.74
65.30	-	63.26	-	-	2.04	
65.30	-	-	66.65	-	1.35	
65.30	-	-	-	71.71	6.41	
-	79.16	63.26	-	-	15.90*	
-	79.16	-	66.65	-	12.51*	
-	79.16	-	-	71.71	7.45	
-	-	63.26	66.65	-	3.39	
-	-	63.26	-	71.71	8.45	
-	-	-	66.65	71.71	5.06	

*Significant at .05 level

The data in table 6 clearly indicates that mean differences between English – Hindi course: between Hindi-Math followed by Social studies were found statistically significant among female children , as the obtained mean differences of 13.86, 15.90 and 12.51 respectively were higher than the confidence interval of 8.74. The significant differences were not observed among female children in

various school courses between English – Math followed by Social studies and Social science; between Hindi- Social science; between Math – Social studies followed by Social Science and between Social Studies-Social Science, as the obtained paired mean differences of 2.04, 1.35, 6.41, 7.45,3.39,8.45 and 5.06 were lesser than the confidence interval.

DISCUSSION

Descriptive statistics for academic performance in five school courses separately and over all academic performance were computed for male and female sportspersons. The results of the study indicated that female sportspersons were performed better than their male counter parts in overall academic performance. This was supported by Rishe (2003); Harrison and Lawrence (2004) and Coakley (2008); Amos (2013); Dilley-Knoles, Burnett and Peak (2010); Covington, Simons and Van Rheenen (1999); Miranda, Scott, Paskus, Petr and McArdle (2008); Georgakis, Wilson and Ferguson (2014).

When the male and female sportsperson were compared together in five school courses separately and over all academic performance, statistically significant differences were not observed in any corner of academic performance. Many researchers like NCCA, 1999; Covington, Simons & Van-Rheenen, 1999; Gohl, 2001; Scott, Paskus, Miranda, Petr & McArdle, 2008; Dilley-Knoles, Burnett & Peak, 2010; Kyei, Apam & Nokoe, 2011; Rishe, 2012; ; Amos, 2013; University of Central Florida, 2013 and Georgakis, Wilson & Ferguson, 2014 had reported contradiction in the findings of the current study that the male and female athletes and students in general exhibited significant differences in their academic performance.

When the male sportspersons taken separately had significant differences in different school courses, which showed dissimilarity in their educational performance. It may be due to variations in mental, physical, social, spiritual, intellectual and economical etc., dimension to the process of learning the education. The female sportspersons taken separately expressed significant differences in their different school courses, which

may be due variation in class attendance, learning designs or preferences, gender, class size, entry qualification, family financial gain, extracurricular activities, peers influence and course assessment, education of parents.

CONCLUSIONS

1. Male and female sportspersons exhibited mean differences on academic performance in different school courses and total academic achievement,
2. Male sportspersons achieved lower in English, Hindi social studies and total academic achievement and higher in math and social science than female counter parts.
- 3.. Female sportspersons were found better than male sportspersons in overall academic performance.
4. Male and female sportspersons separately exhibited statistically significant difference . on academic performance in five school courses.

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