



IMPACT OF SPORTS AND EXTRA - CURRICULAR ACTIVITIES ON SELECTED PSYCHOLOGICAL VARIABLES OF SCHOOL BOYS IN THE NILGIRIS

Physical Education

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ABSTRACT

The purpose of the study was to examine the impact of Sports and Extra - Curricular Activities on selected psychological variables of School boys in the Nilgiris. To achieve the purpose of this study, forty school boys from the Nilgiris District, Tamil Nadu State, India were selected as subjects at random and their age ranged from 15 to 18 years. The study was formulated as a true random group design, consisting of a pre-test and post-test. The subjects were randomly assigned to two equal groups of twenty each and named as Group 'A' and Group 'B'. Group 'A' underwent sports with extracurricular activities and Group 'B' underwent no training. The experimental group had undergone training for six weeks on alternate days. The variables namely cognitive anxiety and self esteem the data were subjected to analysis of covariance technique. It was found that the sports activities group showed significant improvement on cognitive anxiety and self esteem among school boys. It was also found that the experimental group had shown significant improvement on cognitive anxiety and self esteem than the control group.

KEYWORDS

Sports with extracurricular Activities, Psychological Variables, School boys.

INTRODUCTION

Sports and Extracurricular activities can help your child be more physically active and alert developing creative skills and qualities. Most of the parents do not support sports and extracurricular activities. The parents are more worried about choosing the best curriculum, school etc, and arranging tuitions. Parents are not bothered about the stress, anxiety and the pressure that their children are going through either at class or at home. They feel involvement in extra- curricular activity is a waste of precious time. Some schools are really investing resources in extracurricular activities. The children who are involved in sports are healthier, fitter even in body weights and they are more confident, **Lakshmy, N (2015)**. But, the parents' main worry is extra-curricular activities distract them from academic studies. But, devoting quality time on extra-curricular activities only enhances the studies and would surely bring success in later life.

An extra-curricular activity provides children with opportunities to try new skills and assess their capabilities. Participating in sports and other extra-curricular activities enhance the students' grade averages, better attendance, lower dropout rates and discipline problems. Extracurricular activities such as singing, music, debate, dance, drama, social services strengthen the teaching and learning. Music lessons cause small increases in IQ. School sport participation helps the students in character development, sportsmanship, self - discipline and hard work and manages stress and anxiety, **Schellenberg, (2006)**. Physical exercise is helpful for the mind, and for the body. It emphasizes dedication, and leadership and unity among human beings. School based Extra-curricular activities such as art, music, drama, dance, martial arts cannot be learned at home by all the students. Actually, it promotes to build character and positive attitude towards children.

MATERIALS AND METHODS

For the purpose of this study, forty school boys from the Nilgiris district, Tamil Nadu State, India were selected as subjects at random and their age ranged from 15 to 18 years. The study was formulated as a true random group design, consisting of a pre-test and post-test. The subjects were randomly assigned to two equal groups of twenty each and named as Group 'A' and Group 'B'. Group 'A' underwent sports with extracurricular activities and Group 'B' underwent no training. The experimental group had undergone training for six weeks on alternate days. The variables namely- cognitive anxiety and self esteem the data were subjected to analysis of covariance technique.

TABLE - I
TRAINING PROGRAMME

S.No	Exercises	Repetition	Sets	Recovery
1	Plank Exercise	6	3	2-3 Mins
2	Half Squat Exercise			
3	High Knee Exercises			
4	Butt Kick Exercise			

5	Straight-Leg Bounds			
6	Short Sprints			
7	Stair Running			
8	Carioca			
9	Jumping Jack			
10	Abdominal Crunch			

RESULTS AND DISCUSSIONS

The results were presented in the following tables II to IV.

TABLE - II

Descriptive Analysis 't' Ratio Of Selected Psychological variables of sports with extra curricular activities group

Sl.No	Variables	Pre Test Mean	Post Test Mean	SD (±)	Adjusted Mean	't' Ratio
1	Cognitive Anxiety	50.05	41.35	6.96	41.57	5.59*
2	Self esteem	15.00	19.10	1.52	19.13	12.08*

The above table documents the pre & post tests means, standard deviations and adjusted mean values of sports with extra-curricular activities group on selected variables. The obtained't' ratios were 5.59 and 12.08 for Cognitive Anxiety and self esteem respectively. The obtained't' ratios on the selected variables were found to be greater than the required table value of 2.09 at 0.05 level of significance for 19 degrees of freedom. So it was found to be significant.

TABLE - III

Descriptive Analysis Of't' Ratio Of Selected Psychological Variables Of Control Group

Sl.No	Variables	Pre Test Mean	Post Test Mean	SD (±)	Adjusted Mean	't' Ratio
1	Cognitive Anxiety	50.40	50.10	5.73	50.09	0.23
2	Self esteem	15.05	15.10	1.31	15.09	0.17

The above table documents the pre & post tests means, standard deviations and adjusted mean values of control group on selected variables. The obtained't' ratios were 0.23 and 0.17 for cognitive anxiety and self esteem respectively. The obtained't' ratios on the selected variables were found to be lesser than the required table value of 2.09 at 0.05 level of significance for 19 degrees of freedom. So it was found to be insignificant.

TABLE - IV

Computation Of Analysis Of Covariance Of Both The Groups On Selected Psychological Variables AMONG SCHOOL BOYS

Sl. No	Skills	Source of Variance	Sum of Squares	df	Mean Square	F
1	Cognitive Anxiety	BG	804.38	1	268.12	12.45*
		WG	1615.18	37	11.57	

2	Self esteem	BG	167.23	1	52.74	33.51*
		WG	124.76	37	0.52	

* Significant at 0.05 level

*F 0.05 (1,27) = 4.11

In table-IV the results of analysis of covariance on cognitive anxiety and self esteem were 12.45 and 33.51 was greater than the required value 4.11 at 0.05 level of confidence. Since the observed 'F' value was greater than the table 'F' value on all selected variables, there exists significant difference among the groups.

Figure I: Showing the mean values of sports with extra curricular activities and control groups on cognitive anxiety among School boys.

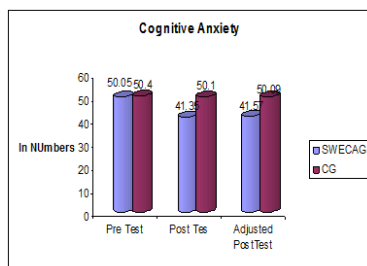
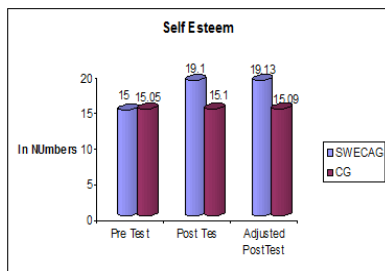


Figure II: Showing the mean values of sports with extra curricular activities and control groups on self esteem among School boys.



DISCUSSIONS AND CONCLUSIONS

In case of psychological variables i.e. cognitive anxiety and self esteem the results between pre and post (6 weeks) test has been found significantly higher in experimental group in comparison to control group. The findings of the present study have strongly indicated that sports with extra curricular activities of six weeks have significant effect on selected psychological variables i.e. cognitive anxiety and self esteem of school boys. Hence the hypothesis earlier set that sports with extracurricular activities programme would have had significant effect on selected psychological variables in light of the same the hypothesis was accepted.

From the analysis of data, the following conclusions were drawn.

1. It was found that the sports with extracurricular activities group showed significant improvement cognitive anxiety and self esteem among school boys.
2. It was also found that the experimental group has shown significant improvement on cognitive anxiety and self esteem than the control group.

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