



Sport activities on academic achievement of students in case of some selected preparatory schools of south Wollo zone, Amhara regional state, Ethiopia

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Abstract

A study was conducted to see whether or not sports activities had any impact on students' educational accomplishment in Tehuledere woreda preparatory schools. The taking part students (N=168) were chosen from two school districts. The participants' immediate pre-season grades in English, maths, physics, and biology were compared with their immediate postseason grades within the same courses. The variable quantity was taking part in inter-school sport activities and also the variable was the participants' postseason grades. The comparisons were conducted on a course-by-course and team-by-team basis. Results of knowledge analyses indicated that no vital variations were found between the students' pre-season and postseason grades, which recommend that taking part in inter-school sports activities didn't have an effect on the educational accomplishment for the taking part in high school students.

Keywords: postseason grade, preseason grade and inter school sport activities

Introduction

Sport participation is positively related to academic achievement but the relationship diverges when students are compared across sex and by parental education [1].

The role of sport participation for high school students in the educational process has been a topic of debate for decades. Critics observe that sport activities deflect time away from the classroom [2]. Supporters of high school sport programs

Argue that sport participation improves students' achievement motivation [3], improves students' grades, keeps them in school, raises their educational aspirations [2] helps them appreciate health, exercise and fitness, helps them learn about themselves and learn to handle adversity, and helps them experience team work and sportsmanship [4]. Whether high school sport programs benefit or negatively impact the academic achievement of student participants remains a topic of controversy. While the quantity of research literature in this field is growing, its uneven quality provides no evidence to afford a clear understanding of the nature on the issue [5]. To date, the educational consequences from participating school-sponsored sport activities for high school students are still not fully understood.

A number of researchers focused on the influences of sport participation on various psychosocial aspects of high school students. As the literature shows, one such benefit is that participation in sport activities could provide extrinsic rewards to students and help them form social bonds and relationships within school [6-9]. Furthermore, sport participation could also create intrinsic values for students, according to [10]: Highly active individuals were significantly more optimistic and experienced greater self-efficacy than those non-active or low-active people. Similar findings were also reported by [11, 12-14]. With respect to whether students' participation in sport

activities was beneficial to their academic goals, [15] reported that participation in too many activities produced diminishing returns. Participation in sports and other extracurricular activities was consistently beneficial, but participation in some activities had mixed or predominantly negative effects. With regard to the relationship between athletic participation and higher educational goals, [16] found an association between athletic participation and higher educational goals. Sport involvement was not necessarily detrimental to academic pursuits. Influence of sport involvement was particularly strong for boys who were not otherwise predisposed to attending college. Sport involvement tended to engender high-perceived peer status, which in turn stimulated a desire for further status acquisition through college attendance.

The impact of sport participation on girls' academic orientation was the focus of a number of studies [17]. Found that socioeconomic level and extent of activity involvement were factors contributing to most of the differences between groups, in which higher SES levels and higher levels of involvement were predictive of higher ACT scores. These findings were opposite to the notion that involvement only in athletics was detrimental to educational achievement for female students. SES levels and extent of extracurricular involvement were influential other than students' participation categories on females' academic achievement. In another study, [8] analyzed survey data on participation in sports as related to educational expectations among high school girls. They focused on athletic participation and serious involvement in music as socialization experiences within the school context. The researchers found a positive relationship between both types of extracurricular participation and educational expectations.

A number of researchers studied the effects of high school sport participation on African-American male students, and

presented mixed findings. Sport participation seemed to have positive effects on their educational [6], self-esteem [6], college enrollment and graduation [6], competitive orientation [18], and adult earnings [19]. For this group of students, sport participation had mixed effects on their grades [6]. In addition, [6] conducted a study of the impact of participation in sport activities on academic resilience among African-American 8th grade male students. Their analyses indicated that sport participation for these students was positively related to their aspirations to enroll in college preparatory programs in high school, to have definite plans to complete high school and enter college. Both interscholastic and intramural sport participants derived social status advantages (i.e., popularity and sense of importance) among their schoolmates, which were directly related to their involvement in sports. They were less likely to be involved in school-related social misconduct problems, more likely to look forward to their core curriculum classes, and less likely to be judged by their teachers as not giving full effort in their class work.

For black female high school athletes, the literature presents a different picture. With respect to their participation in sport activities, we see mixed findings on their educational aspirations (Hanks, [20] reported similar findings on the impact of suburban high school students' participating in sport activities on their academic achievement.

The purpose of the study was to investigate whether Tehuledere woreda preparatory schools students' participation in inter school sport activities had any impact on their academic achievement. Specifically, this study investigated whether there was a difference between the participating students' immediate pre-season grades and their immediate postseason grades in English, math, physics, and biology.

Methods

Participants

The participants (N=225) were selected from Two Preparatory schools. They played various sports: basketball, football and volleyball. There are 15 teams totally. The specific numbers of the students on the teams are listed in Table 1 of the paper. The two schools were located in the south Wollo zone of Amhara regional state, Ethiopia.

Procedure and Design

The entire sports group was fashioned at the start of the varsity year; long before the data assortment of this study

began, the investigator collected the present data that was accessible throughout the post sports season amount. The investigator didn't have any influence on the students, the teams, or their several grades. Because of realistic difficulties, convenience samples were used for the study. The participants' immediate pre-season grades in English, maths, physics, and biology were compared with their immediate postseason grades within the same courses. During this study, taking part in inter school sports activities was treated because of the variable quantity, and also the participants' postseason grades within the same four subject areas were treated because of the variable quantity. The grade records were already in those students. The investigator didn't influence what grades every student received and just collected accessible connected preparatory school records for analysis.

The comparisons were conducted via a Dependent t-Test and a Pearson r checks on a course-by-course and team-by-team basis with accessible knowledge. With every team, solely the unremarkable taken courses by those taking part students were used for analysis. This was as a result of not each student on an equivalent team was taking an equivalent course. They took some courses along and additionally took some completely different courses. The grades for those completely different courses couldn't be used for comparison functions, as a result of during this case; the number of students taking an equivalent course from an equivalent team was too little for statistical analysis.

Result

Results from data analyses indicated that no systematic significant variations were found between the participating students' pre-season and postseason academic grades, or the students didn't succeed less at the end of the sports-season (See Table 1). The results conjointly showed that within the comparisons of team academic records, no vital variations were found; but, for individual students, we have a tendency to saw a slightly different picture: a very little variety of students achieved slightly lower grades at the tip of the sport season, and a number of other students received higher grades in some courses. Therefore the no-difference pattern didn't apply to any or all individual students on all those groups, only to the overwhelming majority of the participating students. Exceptions were conjointly found: Four groups showed higher postseason grades in many courses;

Table 1: Dependent t Test Results for All Teams

Team	Subjects	Pearson r Test			Dependent t Test			
		R	P	Group Mean (pre - post season)	Mean of Paired diff.	t	df	P
1	English	.25	.42	80-80	8.33	.31	11	.97
	Physics	.64	.02	81.7-87.6	-5.9	-2.84	11	.01
	Math	.55	.06	77.41-77.25	.16	.37	11	.97
	Biology	.66	.01	88.33-89.41	-1.08	-.56	11	.58
2	Biology	.92	.02	80.2-86.2	-6	-2.3	4	.07
	English	.30	.51	82.7-83.2	-.57	-1.07	6	.91
	Math	.98	.000	79-72.4	6.5	3.89	6	.008
3	Physics	.88	.000	82.84-82.92	-7.69E	-.041	25	.96
	Math	.96	.000	78.51-75.63	-2.89	2.41	26	.023
4	English	.67	.006	73.9-78.6	-4.8	-1.44	14	.17

	Math	.76	.001	81.86-79.06	2.8	1.68	14	.11
	Physics	.79	.000	77.7-81.2	-1.47	-.76	14	.45
5	English	-.25	.34	90.93-92.67	1.26	.73	14	.47
6	English	.20	.45	90.93-92.67	-1.73	-1.16	14	.26
7	English	.59	.000	82-84.95	-2.95	-2.3	42	.02
8	English	.69	.01	83.54-83.54	.0	.0	10	1.00
	Math	.93	.000	83.18-84.09	-.9	.96	10	.35
	Physics	.91	.000	83.27-82.81	-.45	.71	10	.65
	Biology	.81	.002	83.45-84.18	-.73	.45	10	.65
9	English	.85	.000	84.46-87.03	-2.57	-2.56	27	.01
	Math	.93	.000	85-87.1	-2.1	-3.4	27	.002
	Physics	.83	.000	84.75-86.32	-1.51	-.69	27	.01
	Biology	.80	.000	86.75-85.25	1.5	1.45	27	.15
10	English	.87	.000	7939-80.92	-1.0	-.71	13	.48
	Math	.34	.23	80.28-81.42	-1.1	-.5	13	.62
	Physics	.96	.000	80-80.7	-.78	-1.19	13	.25
	Biology	.93	.000	81.57-80.57	1.0	1.13	13	.27
11	English	.7	.05	82.62-84.06	-2.0	-.93	7	.37
	Math	.92	.001	82.87-80-75	2.1	1.22	7	.26
	Physics	.8	.015	82.25-82.87	-.62	.30	7	.76
	Biology	.95	.000	82.87-84	-1.12	-.98	7	.35
12	English	.81	.048	86.3-87.6	-1.3	.92	5	.38
	Math	.99	.000	88.3-89.3	-1.0	-1.01	5	.34
	Physics	.89	.017	86-88.83	-2.8	-1.9	5	.10
	Biology	.98	.001	88.1-89.3	-1.1	-1.3	5	.23
13	English	.88	.001	92.77-93.88	-1.1	.85	8	.42
	Math	.84	.004	92.44-93.66	-1.2	1.1	8	.28
	Physics	.68	.044	92.44-93.11	-.6	-.5	8	.62
	Biology	.93	.000	92.66-92.11	-.55	-.7	8	.49
14	English	.92	.002	88.85-88.4	.42	.34	6	.74
	Math	.96	.001	88-86.7	1.28	.98	6	.36
	Physics	.95	.001	88.57-88.71	-.14	-.15	6	.88
	Biology	.74	.055	88.28-88.85	-.57	.36	6	.73
15	English	.94	.000	82.4-84.1	-1.6	-1.58	8	.15
	Math	.91	.000	81.1-84.8	-3.7	-2.6	8	.03
	Physics	.87	.002	82.3-84.8	-2.5	-1.3	8	.20
	Biology	.90	.001	83.3-83.1	-.22	.16	8	.87

Discussion

Inter-school sports activities are with school students for many years. High school students who participate in sports activities pay a major quantity of their time in those activities. Whether or not involving in those activities has an effect on the students' learning has been debated among educators and oldsters for years. This study analyzed some empirical information to ascertain whether or not enjoying sports had any impact on preparatory school students' learning outcomes. The study used a design that compared the distinction between a constant cluster of students' pre-season grades and their postseason grades. The variable during this study was participating in varied sports activities; the dependent variable was the taking part students' postseason accomplishment in four school subject areas. This was a causal-comparative study with associate degree AB style. Though typically speaking, a solid cause-effect relationship is tough to ascertain with this kind of study and style, the results of this study do offer some empirical proof from a unique analysis perspective. The info obtained during this study already existed before the study began. The grades of constant students from the pre-season and also the postseason amount was provided by their academics with no input or influence from the researcher: None of the academics of these taking part students knew

something regarding this study, nor did those students had any plan regarding this project. It is to be discerned that the results of the study were from 2 preceding faculties within the Amhara region. Typically speaking, taking part in school-sponsored sports activities failed to build any changes on the taking part students' learning outcomes. Because of the information indicated, their grades remained primarily unchanged in each season. Or rather, their taking part in sports activities failed to appear to own any impact on their educational learning. However, the proof isn't adequate to warrant any definitive conclusion on this impact issue. Any studies square measure required for a much better understanding of the problem With relevance to why deflecting time away for sports activities failed to have an effect on those students 'learning, some letter of the alphabet academics offered associate degree explanation: They believed that this was as a result of throughout the in-season time, the taking part students organized time higher and used time a lot of expeditiously, with or while not facilitate from their coaches or letter of the alphabet academics. Much better use of your time by this cluster of Gymnasium students could also be one reason why their participation in sports activities failed to have an effect on their educational learning. That these schools demanded that the scholars are insensible

educational standing to remain on the game groups could also be another excuse for the students to own achieved the immediate postseason learning outcomes. However, these reasons want conjointly to be verified by any analysis.

Conclusion

The data analyses appear to point that for the overwhelming majority of the participating preparatory school students, enjoying sports didn't have any impact on their academic achievements. For people who did get lower grades at the tip of the sports season, the distinction between the pre-and postseason grades was small: more or less two to three points. Supported the proof of the study, it's tentatively all over that for the participating preparatory school students, their pre-season grades weren't found to be considerably completely different from their post-season grades.

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