

# Academic achievement and parenting among sports and non-sports females students

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**ABSTRACT:** This study was conducted with an aim of academic achievement and parenting among sports and non-sports females students. To achieve the objective 400 female students were recruited through non-probability purposive sampling technique for this study. Further two categories were made sports and non-sports with a sample size of 200 students in each. The variables selected for the study were Social competence and emotional intelligence. To compare the academic achievement and parenting descriptive statistics technique and t-test was used. Level of significance was set at 0.05. Comparison between sports and non-sports group have been made in BELOW presented table. Table score reads that sports group has performed better in terms of academic achievement. However the non-sports group performed slightly better than sports group but that much difference is not sufficient for the claim to be right and to reject null hypothesis at 0.05 level of significance.

**Key Words:**

## INTRODUCTION

Parenting is the procedure of endorsing and supporting the physical, emotional, social, financial, and intellectual progress of a child from infancy to maturity. Parenting discusses the aspects of raising a child aside from the biological relationship. The word 'Parenting', from its root, is more concerned with the activity of development and educating than who does it. In modern parlance, however, 'parent' denotes the biological relationship of a mother or father to a child. We qualify it by such words as 'adoptive' or 'foster' parent surrogates' or 'cares' to keep the biological relationship distinct. On the other hand, the verb 'to parent' (or more commonly; 'parenting') denotes a process, an activity and an interaction, usually by grownups with children, but not necessarily or exclusively their own. 'Usually' is an important qualification because there are also 'parental children' or young cares who engage in parenting activities with their disabled or otherwise needy parents, or younger siblings (Barnett and Parker, 1998). According to Morrison, 1978 "parenting is the process of developing and utilizing the knowledge and skill appropriate to planning for creating, giving birth to, rearing and/or providing care for offspring". According to Spera, (2005), "parenting practice are defined as specific behaviour that parents use to socialize their children," while parenting style is "is the emotional climate in which parents raise their children".

Parenting styles are notable from parenting practices; in a way that parenting applies are directed towards particular goal say encouraging academic achievement. (Darling and Steinberg, 1993) also hypothesized that parenting style alters the union between parenting practices and adolescent behaviour. Parenting style indicates a common pattern of parenting and the emotional climate in which the parents' behaviour are conveyed, in contrast to parenting practice, parenting style refers to parent-child interactions in general, whereas parenting practices are related to particular behaviours, and are observed in things like food rules (Darling and Steinberg, 1993). Thus, parenting practices operate in the context of parent style, parent style are classified according to two dimensions of parental behaviour: 'strictness' or parental control and involvement or parental warmth and acceptance (Maccoby and Martin, 1983).

Parenting patterns can be pigeon-holed according to the levels of parental needs i.e. control, supervision and maturity demands and responsiveness i.e. warmth, acceptance and involvement (Maccoby and Martin, 2003). Parenting styles are repeatedly been offered as a three-category structure which is; authoritarian, authoritative, and permissive parenting patterns (Dornbusch et al., 1997). A dictatorial parent demands respect from the child and tries to mold and control the child's habits with an available set of standards. In brief, a tolerant parent tends to offer as much freedom as the child wants, not trying any form of orthodoxy as long as the child's physical wellbeing is not at risk. An authoritative parent, on the other hand, values both the child's autonomy and open communication with the child. An authoritative parent enforces rules and standards using commands and sanctions when necessary (Baumrind, 1993).

In a study conductedout by Park, Chiang and Ju (2010) on Asian offspring. Asian children performed educationally better in American schools which revealed thatAsian American parents whostick tototraditional Asian values usually utilized parenting behaviorsthatareincongruent with their children’s level ofacculturation which is the process ofadjustment totheattitudes, values, and behaviorsofthe foremost cultureofthe host country. Berry etal. (1996). Studied found thattraditional Asian parents reinforced the valueof unquestioning obediencto parents. The concept advisedthat children should rankfamily obligations over personal interests.

METHODOLOGY

For the present study the sample was selected by using non-probability sampling technique in which quota sampling and convenient sampling method was used. The sample was consisting of at least 400 students (N=400). The sample will be collected from the government and government aided schools of Chandigarh. 200 sports girl students and 200 non-sports girl students. The age of the student will be range from 16 to 19 years. The student who participated in senior/ junior school national in their respective game as per SGFI. The student who do not take part in any kind of sports activity or participated at school national level or its equivalent.The necessary data will be collected by administrating the tests for the chosen variables. Before the administration of the tests, the subjects will be briefed on the objectives and requirements of the various variables that will be tested. The investigator will explain each statement to make familiar with subject and the testing procedure. In order to maintain uniformity in the conduct of the test in the selected school, a set of instructions as per test procedure will be circulated to the teacher who will be assisting in this collection of data.

Results

Table-1  
Descriptive statistics of non-sports group.

	N	Mean	Median	Mode	Std.Deviation	Skewness	Kurtosis
Parenting	200	270.78	268.50	274.00	28.65	0.63	1.72
Academic achievement	200	64.72	64.00	68.00	8.31	0.69	1.23

Table-2  
Descriptive statistics of sports group.

	N	Mean	Median	Mode	Std.Deviation	Skewness	Kurtosis
Parenting	200	266.42	273.00	284.00	23.08	-0.85	2.09
Academic achievement	200	66.65	66.50	68.00	9.05	0.45	1.23

Likewise non-sports group a separate descriptive statistics table had been prepared for the sports group. These tables (1 & 2) can provide a rough picture about the nature of data and spread of scores.

Table 3  
Comparison of academic achievement between non-sports and sports group.

Group		N	Mean	Std. Deviation	t-value	p-value
Academic Achievement	Non-Sports	200	64.72	8.31	2.226	.027*
	Sports	200	66.65	9.05		

Figure-3  
Graphical representation of academic achievement

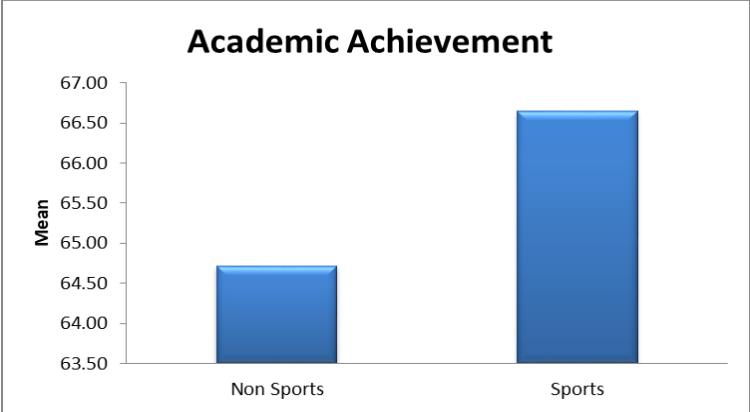
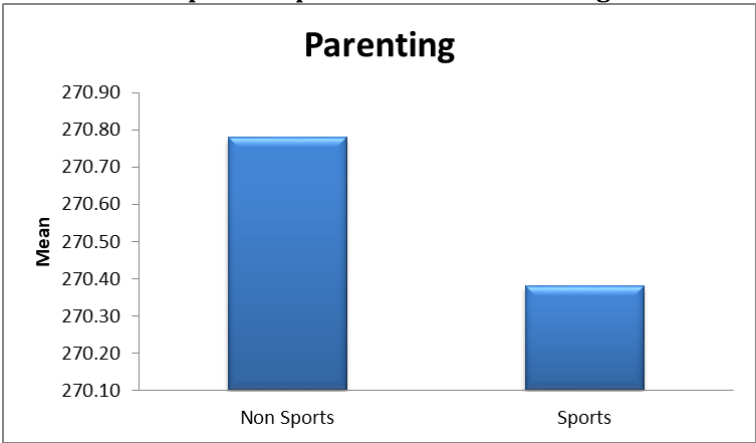


Table 4  
Comparison of Parenting between non-sports and sports group.

Group		N	Mean	Std. Deviation	t-value	p-value
Parenting	Non-Sports	200	270.78	28.65	.154	.878
	Sports	200	270.38	23.08		

Figure-4  
Graphical representation of Parenting



CONCLUSION

Table-3 reveals the mean score comparison made between Non-sports and sports students. The dependent variable selected for this analysis was Academic achievement. The sports and non-sports individuals scored different from each other in case of academic achievement. If we closely scrutinize the table 5 we can find that sports group’s mean is higher than the non-sports group. The result of the study suggests that non-sports and sports groups are different from each other significantly because the p-value associated with the test statistic is 0.27 which is less than the selected level of significance 0.05. Within the purview of this dataset it can be inferred that Sports group performed better than non-sports group in case of academic achievement.

With reference to table-4 it can be inferred that the mean score of Non-sports and sports group does not differs from each other significantly on Parenting variable. Parenting is the only independent variable where sports and non-sports groups do not differs from each-other. When analysis was done on present data then it was found that sports and non-sports groups do not differ from each other as the p-value (.878) associated with this test statistics is more than 0.05 (maximum level of error tolerance). However the non-sports group performed slight better than sports group but that much difference is not sufficient for the claim to be right and to reject null hypothesis at 0.05 level of significance. The future of the child is very much determined by the parenting style of parents. Thus the proper care should be taken care by parents while nurturing their child.

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