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Comparative study of the students of high and low academic achievements groups in learning batting skills in cricket

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Abstract

Purpose: Programs of Physical Education in Schools not only have to make the existence of this relatively new field justifiable but also attempt to make palpable contributions to the attainment of the objectives of education. The purpose of this study was to compare the high and low academic achievements of students in the performance of batting skill learning.

Methodology: The study was to see their effect on front foot defense, front foot drive, back foot defense, and back foot drive. A total of thirty male students from Lakshmibai National Institute of Physical Education aged, ranging from 17 to 25 years were treated as subjects. Treatment was given on the LNIPE Cricket ground. To compare the batting skill learning ability of subjects with high and low academic achievement groups the analysis of co-variance was applied. This study indicated no significant difference between the high and low academic achievement groups. These insignificant differences might be because it's not necessary that one who possesses high academic achievement got some achievements ii' learning skills because the skill related to the coordination function of the body and mind.

Keywords: Academic achievements, batting skill, front foot, back foot drive and defense, coordination, body, mind

Introduction

School physical education programs must not only justify the presence of this relatively young discipline but also make a genuine effort to contribute to achieving educational goals. The core of physical education is the acquisition of desirable skills. Physical educators achieve their goals by developing capacities and then practicing them. When competencies are performed well enough to encourage continued engagement in physical activities, even insufficient proficiency can be used as a disincentive. The physical advantages come from physically demanding activities; the social benefits come from team sports and group activities and the social and private rewards come from mastering any acceptable activity. In fact. Skill in physical activities is essential for a well-integrated personality. To evaluate the status and progress in the acquisition of skills. Therefore is an important phase of measurement in physical education.

Due to the highly technical nature of the present-day world, the demands placed on the physical resources of men have been reduced considerably. At the same time, mental or intellectual resources are being called upon in an ever-increasing proportion.

What needs to be established before it is too late, is whether a healthy psyche can exist without a healthy source and still permit the use of terms like whole some life and abundant living, etc.

Although the human brain in a jar is not and cannot be termed as a human being without man's existence, will be reduced. If the source is entirely neglected and all the attention is given to the psyche alone. The relationship between intellectual and physical functions was also explored by many psychologists. It seemed logical to some of the early psychologists, to determine whether basic measures were in some way predictive of the so-called other intellectual functions. They were aided in their search by Karl Pearson, a young student of Gallons, and others who began to develop and refine basic statistical tools.

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Observing the obvious motor coordination of many retarded children, these easily experimented psychologists sought to determine whether basic motor sensory measures could predict the degree of academic and cognitive abilities possessed by the individual at several points along with the scale of intelligence.

Methods

The subjects for this study were selected from the L.N.I.P.E. College of Gwalior. A total of thirty, ten from each category (Le. 10 for the low academic achievement group 10 for the high academic achievement group, and 10 for the control group). The age of the students was ranging from 17 to 25 years. The classify the students into low and high achievement groups the following criterion was followed. The students greater than $M + o$ were considered a high academic achievement group. The students less than $M - a$ was considered a low academic achievement group.

Three cricket experts analyzed the batting skill performance, which served as the criteria for testing the study's premise. 40 marks were used for judging, with 10 points assigned for each category: Front foot drive, back foot drive, front foot defense, and back foot drive. By delivering the appropriate tests for each variable, the data were gathered. The L.N.I.P.E. Students of Gwalior were given the exams. To guarantee the validity of the data gathered, every participant will receive a sufficient amount of trials to complete the corresponding tests for every variable. Before the commencement of the experimental treatments, the data were gathered. (Pre-Test) and after the training session is over (Post-Tests).

All the subjects were assembled at the ground of L.N.I.P.E. Gwalior and were briefed on the objectives and the requirements of the practice. The two experimental groups

(A and B) administered Batting practice and the group did not participate in any kind of practice except the regular scheme program. Both the experimental groups also participated in a regular scheme program. The training was carried out for six weeks. Thrice a week excluding the time consumed for conducting per test and post-test. The practice for each group was demonstrated separately by the scholar. Each performed their respective practices sufficient and required recovery was provided between the sets. Various drills were used for the training schedule i.e.

1. Hanging ball practice
2. Shadow practice
3. Manual ball feeding practice.

Discussion of findings

The present study indicates no significant difference between the high and low academic achievement groups. These insignificant differences might be because one who possesses high academic achievement doesn't need to get the same achievement in learning skills. After all, the skill is related to the coordination function of the body and the mind.

The hypothesis that the high and low academic achievement groups will not exhibit significant differences in the overall results in composing the batting skill learning of college students was accepted because high and low academic achievement groups exhibited no significant difference in front foot defense, front foot drive, back foot defense and back foot drive in the overall results in comparing the batting skill learning of college students.

The significance of the mean difference between the pre-test and post-test scores in each of the criterion variables among the groups was analyzed by the analysis of covariance. The level of significance chosen was 0.05 level.

Table 1: Analysis of variance of the means of two experimental groups and control group in back foot defense

	H.A.A.G.	L.A.A.G.	Control Group	Sources of variance	DF	Sum of Squarer	F-Ratio
Pre-test	6.30	6.20	5.60	A	2.867	2	1.433
				W	38.10	27	1.411
Post-test	7.30	7.30	6.50	A	4.267	2	2.133
				W	20.70	27	0.767
Adjusted Post-test means	7.129	7.193	6.779	A	0.929	2	0.465
				W	4.945	26	0.190

N= 30, A = Among Means Variance, W = Within the group variance.

Conclusion

The analysis of co-variance for front foot defense, front foot find back foot defense and back foot drive indicated that the resulted in F-ratio in the case of the we test means were riot found significant. The post-test means of all three variables were not found significant. The value of adjusted post-test means of front foot defense, front foot drive, back foot defense, and back foot drive (1.265. 2.396. 2.443. 1.241) was not found highly significant at a 0.05 level of confidence.

This is concluded in the present study that there is no significant difference between the high and low academic achievement groups.

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