

COMPERISION OF COMMUNITY INVOLVEMENT BETWEEN ACADEMIC AND SPORTS ACHIEVEMENT GROUPS

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ABSTRACT

The purpose of this study comperision of community involvement between academic and sports achievement groups, The study was delimited to academic and sports achievement group. The study was delimited to asses individuals, families and communities that devote their time and energy to bettering society, data contain remedy selected - 20 students who got more than 60% in high school board examination but not have any sports achievement at any level and 20 other students who got more than 40% of marks in high school board examination but also having sports achievements at different levels as the subject for this study. The sports achievement group more frequently involved in community activities, Conclusion sports develop the attitude in the child for community involvement which is very necessary for the proper growth and development of the child.

KEY WORDS:Transparency, Staunton, Responsiveness, Mentored.

INTRODUCTION

The term “citizen sector” applies to the realm of activity that brings the power of private citizens to bear on important public issues. Implicit in the idea of a vibrant citizen sector are vibrant citizens—individuals, families and communities that devote their time and energy to public causes. They attend town meetings, monitor elections, volunteer at schools, and contribute to bettering society. The rise and spread of democracy has made the citizen sector not only possible, but absolutely necessary. Through their civic engagement, citizens help society grow; they hold their government to standards of accountability, transparency, and responsiveness. This emerging sector has been growing at an unprecedented rate over the last three decades and is reorganizing the way the work of society gets done.

METHODOLOGY

For the purpose of this study the researcher randomly selected 20 students who got more than 60% in high school board examination but not have any sports achievement at any level and 20 other students who got more than 40% of marks in high school board examination but also having sports achievements at different levels as the subject for this study. To determine the intensity of community involvement of the subjects the researcher selected community

involvement scale constructed by Norm Staunton comprises of 24 items. The questionnaire was distributed to the subjects and the responses were recorded. The independent t-test was applied to find out significant difference between both the groups.

RESULTS

TABLE - 1

COMPARISON OF PRE AND POST TEST MEANS FOR COMMUNITY INVOLVEMENT BETWEEN ACADEMIC AND SPORTS ACHIEVEMENT GROUPS

Tests	Mean	S.D.	Difference Between Means	Obtained t - ratio	Table t -ratio
AAG	41.65				
		12.03	39.65	8.67	2.04
SAG	81.30				

* Significant at 0.05 level of confidence

The findings indicated that there was a significant difference between academic and sports achievement groups in relation to community involvement. The sports achievement group more frequently involved in community activities in comparison to academic achievement group and it may be due to the frequent exposure of the subjects to the other sports groups, sports players and community persons due to the different sports activities and different level of sports competitions.

CONCLUSION

Within the limitations of present study, the following conclusion may be drawn that sports develops the attitude in the child for community involvement which is very necessary for the proper growth and development of the child.

COMMUNITY INVOLVEMENT QUESTIONNAIRE

For all question, 1 represents Strongly agree; 2 Agree; 3 Neutral; 4 Disagree; 5 Strongly Disagree

1. I am active in community groups.
1 2 3 4 5
2. I consider myself involved in the community.
1 2 3 4 5
3. My peers value my contributions to group settings.
1 2 3 4 5
4. I enjoy working with others.
1 2 3 4 5
5. I have important responsibilities to others around me.
1 2 3 4 5
6. Much of my time is spent working with community groups.
1 2 3 4 5
7. I value the contributions that community groups make to the community.
1 2 3 4 5
8. I voluntarily spend 5 hours a week at meeting of civic or social organization.
1 2 3 4 5
9. I have a leadership role in a community organization.
1 2 3 4 5
10. I can make a positive difference to the community around me.
1 2 3 4 5
11. I go out of my way to help others.
1 2 3 4 5
12. I often have difficulty finding time to participate in all I wish I could.

- | | | | | | |
|-----|--|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 13. | I am a member of a team. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 14. | I would like to have a leadership role in a local club or group. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 15. | Other members of my community are important to me. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 16. | I like participating in group activities. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 17. | I have gained skills from my participation in an extracurricular activity. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 18. | Many of my friends are in the same organization as I. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 19. | I have made new friends as a result of participation in community groups. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 20. | My community is important. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 21. | I have received recognition for my contributions to the community. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 22. | I have received an award from a local organization. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 23. | I have mentored someone. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 24. | Someone has mentored me. | | | | |
| | 1 | 2 | 3 | 4 | 5 |

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