

North Asian International Research Journal Consortium

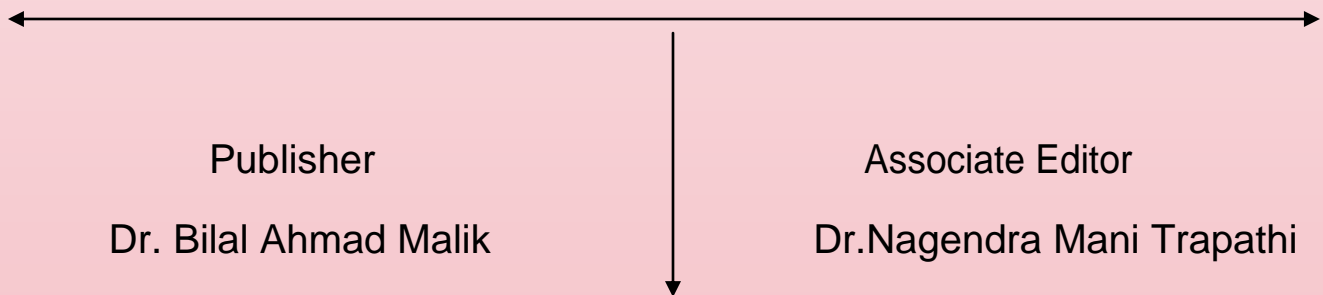
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EFFECT OF SPORTS ACTIVITIES ON INTELLIGENCE OF TEENAGE STUDENTS

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ABSTRACT

The present study based on the experimental research method, the investigator wanted to reveal the that the influence of the sports activities on the I.Q. levels of the higher secondary school students, the objectives of the study to know the level of I.Q. of the sample groups and to compare the data before the experiment and after the experiment in this study, the research hypothesis also states that there would be significance difference in I.Q. pre and post tests, and there would significance difference in boy and girl in their I.Q. level. One hundred students of the Hyderabad Karnataka are the sample of the study both boy and girls studying in the high schools in the region. I.Q. Skill Wechsler Intelligence Skill test is research tool for the present study, the research data is collected pre and post sports activities like, basketball, volleyball, cycling etc. The pre test means before sports activities, post test means after five weeks sports activities in this study. the aims of the study is to find out the effect of sports activities on the I.Q. levels of the students of higher secondary schools of Hyderabad Karnataka region. Statistical techniques like Mean, SD, t test are used in the present study to prove the research hypothesis.

Key word: Sports Psychology.

INTRODUCTION

Intelligence: An overview Intelligence is the potential for learning something, and technical skills learnt depend on the academic intelligence. However, psychologists don't entirely agree on the definition of intelligence. Wechsler (1958) defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his emotions."

Intelligence is basically individual's ability or abilities to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning and to overcome obstacles by careful thought (Neisser et al., 1996). Therefore, intelligence is a broad concept presumably generalizing across,

many domains of human functioning. It has to do with a person's number of ways to deal with tasks involving discriminations, abstractions and problem solving.

However, enormous researches have been endeavored to know the true nature of intelligence and recent researchers have made an opinion that intelligence of a person is a composite organization of abilities to learn, to grasp broad and subtle facts, especially abstract facts with alertness and accuracy. When psychologist began to think about intelligence, they focused attention on cognitive aspect such as memory and problem solving. Traditionally, intelligence was treated as predominantly a cognitive affair with little or no concern for emotional and motivational components of behaviour. Now with growing interest in concept like wisdom (Sternberg, 1990) attention is being paid to many neglected aspects of intelligence. Regarding the unitary and multifaceted characteristic of intelligence, psychologists often disagreed. As Spearman (1927) believed that performance on any cognitive task depended on a primary general factor (g) and one or more specific factors (s) relating to particular tasks. In contrast, other researchers believed that intelligence is composed of many separate abilities that operate more or less independently. According to this multifactor view, a given person can be high on some components of intelligence but low on others and vice versa. For instance, Thurston (1938) suggested that intelligence is composed of seven distinct primary mental abilities.

Another important modern theory of intelligence was proposed by Sternberg (1985) which is known as 'Triarchic theory of Intelligence'. This theory is an attempt to go against the psychometric approach to intelligence and take a more cognitive approach.

Sternberg defined intelligence as "a mental activity directed towards purposive adaptation to, selection and shaping of real-world environments relevant to one's life" (Sternberg, 1985). Sternberg's theory comprises three parts:

Similarly, Wechsler (1952) has also pointed out that the adaptation of the individual to the environment in which he lives is made both through cognitive and non cognitive elements. The non-cognitive aspects of intelligence are including the affective, personal and social factors, being essential for the individual's success in life (Rocco, 2001). He saw intelligent behaviour as a result of many non-intellective aspects of personality such as emotional states, and believed that such behavior represented a broad concept still inadequately measured. Wechsler further emphasized that the non intellective abilities are essential for predicting one's ability to succeed in life.

METHOD

The present study is to find out the effect of sports activities on the intelligence of high school students, the investigator need to know that the influence of sports activities on the I.Q. level of the high school students of Hyderabad Karnataka region. The study based on the experimental research method. The intension of the study to know the I.Q. of the both sample groups and compare the data of I.Q. levels of the ample groups, the investigator took the I.Q. data from the sample than the given five weeks sports activities to the same sample of the study.

OBJECTIVES OF THE STUDY

- ✚ To find out the effect of the sports activities on the I.Q. level of the sample
- ✚ To find out the difference among the girls and boys sample groups.
- ✚ To know the or compare the I.Q. levels before and after the sports activities.
- ✚ To find the significance difference among the sample sub group.

HYPOTHESIS OF THE STUDY

- ✚ There would be positive effect of sports activities on the I.Q. level of teenage students
- ✚ There would be significance difference among girls and boys in their I.Q. levels.

RESEARCH VARIABLES

Independent variable – Sports activities

Dependent variable - Intelligence (I.Q.)

SAMPLE OF THE STUDY

The study consist of one hundred high school students both boys and girls in equal number, the sample the investigator was measured the fifty boys and fifty girls I.Q. level that after the sports activities again the investigator was measured the I.Q. levels of the both the sample groups of the research study, sample of the was selected on the random sampling method, sample were taken voluntarily in this present study.

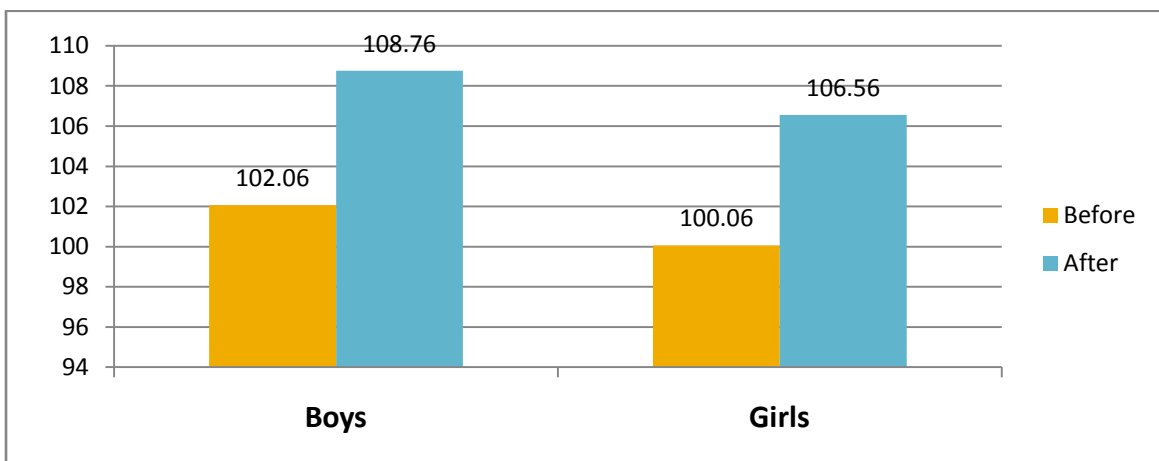
TOOL

I.Q. Skill (Wechsler Intelligence Skill): The Wechsler Intelligence Scale for Children (WISC), developed by David Wechsler, is an individually administered intelligence test for children between the ages of 6 and 16 inclusive that can be completed without reading or writing. The WISC takes 65-80 minutes to administer and generates an IQ score which represents a child's general cognitive ability.

Table No 1- shows mean, SD, t values of both boys and girls of Hyderabad Karnataka.

Groups	N	Boys		Girls	
		Mean	SD	Mean	SD
Before activities	50	102.96	6.04	100.60	4.21
After the activities	50	108.76	5.31	106.56	6.56
t-Values		3.808**		4.418*	

*Significance at 0.05 level**



The table and graph No 1. showing that the there is significant effect of sports activities like, basketball, volleyball, cycling, etc, having positive influence on the I.Q. levels of the higher secondary students of Hyderabad

Karnataka region. The results of the study are showing that the sports activities on the I.Q. level of the high school level student. The mean scores are showing the significance difference among the boys and girls students of the sample group. The statistical t values are showing the significance difference before and after the influence of sports activities on the I.Q. level of the students.

This study showing the need and the importance of the sports activities the school education. The physical activities are strongly related to the psyche of the human beings, many researchers also supporting this issue.

CONCLUSION OF THE STUDY

- ❖ There is positive effect of sports activities on the I.Q. level of the student
- ❖ There is significance difference in I.Q. level among boys and girls sample groups.
- ❖ There is need to develop the innovative sports activities which boost intelligence in higher secondary school students.

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