



ORIGINAL RESEARCH PAPER

Economics

Role of Games and Sports in Personality Development of Students at School Level

KEY WORDS: Games and Sports , Personality Development , Sportsmanship Spirits

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ABSTRACT

Games and sports play an important role in physical, psychological development and social well-being of a child. Playing sports inculcate values like discipline, responsibility, self confidence, sacrifice, and accountability. Children learn how to get along with their peers and interact positively with their coaches and elders. It builds sportsmanship spirits in them, whether they win or lose. These qualities are elements of a developed personality. Present study focused on difference between personality development of player and ordinary students.

Introduction:

Games and sports are an integral part of a student's life. A student needs to study hard to be successful in competitive examinations as well as he needs play games and sports to enjoy the health and vigor of life. Student's participation in sports is helpful for good health and life satisfaction at a critical juncture in adolescent development. Sports team participation enhance school connectedness, social support and bonding among friends and teammates.

Sports help students to combat anxiety, depression and stress and trains to accept defeat gracefully and move one. They learn that winning and losing are parts of life, one should not feel depressed and dishearten on losing, but move on and strive more for the next time. The children who play sports get more chance of meeting and interacting with people of similar interests and make new friends, this boosts their confidence. Sports inculcate the spirits of sportsmanship and sharing. Children playing together as a team share and celebrate their victory together. Players are less likely to become selfish when they grow up; they are caring and readily to work as a team and get along better with others. This has a positive effect on a child's psychology and behavior and helping in development of personality

.The present approach for games and sports in most of the schools and colleges is most unsatisfactory. It is optional for the students and as a matter-of-fact very few take part in school or college games. The training for different branches of games and sports should be given in a scientific way under a good coach and the suitability to any particular branch of sports should be determined on the ability and interest of the student

Objective of Study:

- Finding of personality development value of male non player students.
- Finding of personality development value of male player students.
- Finding of personality development value of female non player students.
- Finding of personality development value of female player students

Hypothesis:

1. There is no significant difference between personality development value of male non player and male player students.
2. There is no significant difference between personality development value of female non player and female player students.

Methodology:

Descriptive survey method was applied for present study. 600 students of class 6-12 were selected as sample. They were categorized as player and non player students. Sample was tested for their personality using self prepared test paper. After getting feedback, data was tabulated and comparatively analyzed using mean, standard deviation and t value.

Finding and Analysis:

Table: Status of Personality Development Value

Type of student	Gender	Mean Value	Standard Deviation	t value	Significant Level
Non Player	Male	32.8	1.62	0.88	0.05
Player		43.6	1.03		
Non Player	Female	30.6	0.97	0.71	0.05
Player		40.7	1.29		

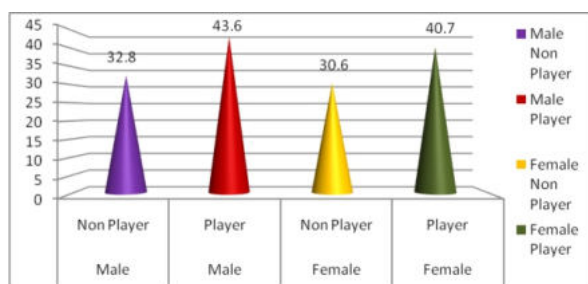


Chart: Status of Personality Development Value

Data table shows that non player male students have mean value 32.8 with standard deviation 1.62 while player students have mean value 43.6 with standard deviation 1.03. t value calculated as 0.88 which shows correlation at significant level 0.05. Hence hypothesis 1, there is no significant difference between personality development value of male non player and male player students is rejected.

Among female students, non player students exhibit 30.6 average values having standard deviation 0.97. Player female students show 40.7 mean values with standard deviation 1.29. t value calculated as 0.71. Thus hypothesis 2, there is no significant difference between personality development value of female non player and female player students is rejected.

Conclusion:

Inclusion of games in the curriculum of studies is important for multi facet development of students. Evaluated personality development value is greater for male students than female students. Games and sports are helpful to develop personality of students that's why we must make games and sports not optional but compulsory in education at all levels.

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