

# Study on Aspect of Games and Their Influence on Personality Development

Gian Singh<sup>1</sup> Dr. Baljeet Kaur<sup>2</sup>

<sup>1</sup>Research Scholar, CMJ University, Shillong, Meghalaya

<sup>2</sup>Lecturer, Physical Education Govt. College for Women, Patiala

**Abstract** – Self-confidence of the subjects was assessed by administering the self-confidence inventory on the sample adhering to prefixed schedule. However, before administration of the inventory, the subjects were informed regarding the purpose of the study and proper rapport was established with them. On completion of the inventory, scoring was done with the help of scoring key. Final high school examination marks of the students were collected from the official records of the concerned schools. The students were classified into three groups using their self-confidence scores on the basis of the quartile deviation. The top 23 per cent as low self-confidence subjects, and the bottom 23 per cent as high self-confidence subjects. The subjects scoring within the range of 32.50th and 62.50 the percentiles were classified as average self-confidence subjects.

**Key Words:** Administration, Inventory, Scoring, Quartile Deviation.

---

## INTRODUCTION

When the child designates self and others through verbal means (his name, "I", "me," "you" and last of all, "we"), he begins to classify himself relative to others and others relative to self-endowing each with favorable or unfavorable attributes. Such classification reflects the values and norms prevailing in his social surroundings as well as the more specific evaluations placed on his own characteristics by significant others. In the process, even the perceptual body image is transformed. Thus the boundaries, the properties, and the parts of the body are viewed so differently by individuals according to their sex, age, culture and bodily health that Fisher and Cleveland (1958) concluded that the most accurate concept of the bodily self is that of "a representation of attitudes and expectancy systems" related to the body and the views of other people toward one's self."

Thus the profoundly affective and motivational character of the self-system, although grounded in bodily experiences of satisfaction and discomfort that permit its segregation as an object in a world of objects, is transformed through conceptual elaboration into a body image. In this process, the reactions and treatments of others, reflecting psycho-social scales for evaluating the human body and its abilities, share disproportionately in the product. The self as others -see me or what Cooley (1902) called the "looking glass self" is not a mirror image

of the person's body. The child (or an adult who has never seen a mirror) does not immediately recognise his reproduction in a mirror. As Darwin demonstrated many years ago, he first treats that mirror image as another person. Young children, and brighter chimpanzees, look behind the mirror to see more of that person. But only the human comes to recognize the image as himself, and ultimately, to view it with favour or disfavour as his perception is shaped by the social image derived from the reactions and treatments of other people (his "looking glass self?").

## REVIEW OF LITERATURE

Thus although the growth and decline of the physical body are closely related to formation and change of self throughout the life cycle, there is no factual basis for the notion that the human self system just "grows up naturally" or develops solely through interaction with others, as emphasized by William James (1890), James Mark Baldwin (1895), George Herbert Mead (1913), and Charles Cooley (1902), as well as by modern theorists (Piaget, 1932; Ausubel, 1952). In fact, the differentiation of self from others is so inter-wined that Baldwin, basing his conclusion on observations of his own children, stated "the ego and alter . . . are thus born together (Baldwin, 1895).

The earliest behavioural manifestations of self-awareness are consistent differentiations of the body and its parts

from other people and objects. The development of this "bodily self" does not occur immediately is one piece, but gradually in successive concrete experiences and concrete situations, to which its manifestations are closely tied. Thus the earliest stage of self-formation is frequently called a "perceptual stage" (Wallon, 1933; Piaget, 1932; Murphy, 1947). More than any other events, the child's acquisition of language and its instrumental and then conceptual functions transforms the concrete differentiations between body and other objects and elaborate them into a conceptual system.

## MATERIAL AND METHOD

**Sample:** The sample comprised 100 male students only, just admitted to the eleventh class in two higher secondary schools of Behror, District Alwar, Rajasthan. The subjects belonged to both science and arts sides. Institutions as well as subjects were selected by random sampling procedure.

**Tools:** In this research, Hindi translation of M. Basavanna (1975), self-confidence inventory was used to measure the self-confidence of the subjects. The inventory consists of 100 true-false type items. The total score for the inventory is 100. The split-half reliability coefficient as corrected by Spearman-Brown's prophecy formula was found to be 0.94. Several studies made revealed evidence towards the construct validity of the self-confidence inventory.

**Procedure:** Self-confidence of the subjects was assessed by administering the self-confidence inventory on the sample adhering to prefixed schedule. However, before administration of the inventory, the subjects were informed regarding the purpose of the study and proper rapport was established with them. On completion of the inventory, scoring was done with the help of scoring key. Final high school examination marks of the students were collected from the official records of the concerned schools. The students were classified into three groups using their self-confidence scores on the basis of the quartile deviation. The top 23 per cent as low self-confidence subjects, and the bottom 23 per cent as high self-confidence subjects. The subjects scoring within the range of 32.50th and 62.50th percentiles were classified as average self-confidence subjects.

**Results and discussion:** The means, standard deviations and t values of academic achievement marks for high, average and low self-confidence groups are presented in the table given below:

TABLE

Group	N	M	SD	Comparison Group	T value
HSC	26	365.387	45.253	HSE-ASC	3.746**
ASC	47	327.659	30.192	HSE-LSC	2.58*
LSC	27	336.78	32.81	ASC-LSC	1.70

\*Significant at .01 level

\*\*Significant at .05 level

## CONCLUSION

The above Results show that highest mean achievement was obtained by the subjects of high self-confidence group (HSC) and the lowest mean achievement was in favour of subject of average self-confidence group (ASC). The greatest value of standard deviation was for high self-confidence group and the lowest value of standard deviation was for subjects of average self-confidence group.

It is also evident from the table that the "t" value for the difference in mean achievement marks of high and average self-confidence groups was obtained as 3.74. This "t" value was observed to be significant at .01 level of confidence with df 71, because the obtained "t" value exceeded the critical value at p .01. This led to the conclusion that high and average self-confidence groups differed significantly with regard to their academic achievement. Since the mean difference was in favour of high self-confidence group (M = 365.385, M = 327.659), it was inferred that the subjects with high self-confidence achieved significantly higher greater in examination than their average self-confidence counterparts.

## REFERENCES

- Sternberg, R.J. (1981), "The Nature of Intelligence." New York:Appleton Century Crofts.
- Thurston, L.L. (1938). Primary Mental Abilities. Chicago: University of Chicago press.
- Thorrence, P.E. (1962). Guiding Creative. Talent. N.J.:Prentice-Hall.
- Turner, R.H. (1978). "The Role and the Person." American Journal of Sociology, 84 :1-23
- Raina, V.C. (1948). "Self-reference in counseling interviews." Journal of Consulting Psychology. 12:153-163.

Raina, M.K. (1980), Creativity Research: International Perspective. New Delhi :

Ryohlak, J.F. (1959). "Self- confidence, ability and the interest value of tasks." The Journal of Genetic Psychology, 94:153-159