



ISSN: 2395-7476

IJHS 2022; 8(1): 04-07

© 2022 IJHS

www.homesciencejournal.com

Received: 04-11-2021

Accepted: 06-12-2021

Rajani Karnwal

P.G. Student, Department of Human Development and Family Studies, School of Home Science, Babasaheb Bhimrao Ambedkar University, Lucknow, Uttar Pradesh, India

Khwairakpam Sharmila

Assistant Professor, Department of Human Development and Family Studies, School of Home Science, Babasaheb Bhimrao Ambedkar University, Lucknow, Uttar Pradesh, India

Surya Pratap Singh

M.sc (Ag.) Department of Agronomy, J.S. University Shikohabad, Uttar Pradesh, India

Corresponding Author:

Surya Pratap Singh

M.sc (Ag.) Department of Agronomy, J.S. University Shikohabad, Uttar Pradesh, India

Impact of outdoor play in personality development of school going children of Lucknow city

Rajani Karnwal, Khwairakpam Sharmila and Surya Pratap Singh

Abstract

The study was designed to find out the impact of outdoor play in personality development of school going children of Lucknow district of Uttar Pradesh. A sample of 100 students was selected randomly from four different schools. The study was designed to measure a type personality development during the outdoor play. The data were analyzed by using chi-square test. Personality was measured by Children's Personality questionnaire (CPQ) test, and types of outdoor play. Results revealed on the basis of data analysis, it was found that outdoor play has significant effect on personality of school going children's. As per data out of total sample, 90 per cent children were under low type of personality in which major proportion (22.2%) prefer to playing swing followed by 6 per cent children were under average type of personality in which major proportion (33.3%) prefer to playing race or running and chasing games and 4 per cent children were under high type of personality in which major proportion (50.0%) prefer to playing racing.

Keywords: personality, outdoor play, school going children

Introduction

Now a day the education system makes the students/children more stressful in their school which affects their mental development due to which they stay away from the physical activities completely. The overall outcome of this type of schooling is that the upcoming groups of graduates and professionals are having weak bodies and poor physique. Moreover, the lifestyle followed by children these days makes them inactive and they spent most of their time in watching television, computer and playing video games (Johnson *et al.* 2012) [8]. School should include play in their curriculum with academics as it helps to build one's character and personality. Play creates strong friendships by bringing students from different school, communities and background together. Play and academic learning complement each other as it helps in time management. The key is finding a balance. We can also say that they replicate the two sides of the same coin. If play is carried out as guide with the academic curriculum, then the personality of the children themselves is increased. Play not only learns how to maintain the physical stamina but also learn discipline and determination to win. Play along with the studies comes in all round development of children (Bento & Dias 2017) [2]. The behaviorist approach views personality as a pattern of learned behaviours acquired through either classical (Pavlovian) or operant (Skinnerian) conditioning. It is shaped by reinforcement in the form of rewards or punishment. It is also referred to as Sociological Approach or Social Learning Approach or Learning Approach because it is the contemporary descendent of behaviourism. It suggests that personality is a result of continuous interaction between the individual and the environment. Behaviourists study observable and measurable behaviours (Aistear, 2009) [1].

Exposure to outdoor play can positively shape the personality of children and draw them nearer to nature, help them develop essential social skill and give impetus to their creativity and imagination. Playing outdoors should be a vital part of every child. The importance of early childhood development in relation to play and especially in relation to outdoor play during the school day is not understood by many people. In the last few decades there has been growing concern that children are spending less time outdoors and becoming more sedentary. Changes in urban environments may be particularly restrictive for children's outdoor play, and in some countries, play is becoming increasingly supervised due to safety concerns.

Natural outdoor environments are often associated with free movement and space for children to play, which are essential elements of children's learning and overall development. After reviewing relevant literature on the topic, it is clear that many people such as parent, educator and even some teachers still believe that outdoor play is a waste of crucial academic time. This study was an attempt to fill the existing gap in how outdoor plays helps in shaping the personality of school going children (Dowdell K, 2011) [4].

Objectives

- 1) To study the socio- demographic profile of the children.
- 2) To study the impact types of outdoor plays in personality development of children.

Methodology

Locale of the study

The study was located at the schools of urban and semi urban areas such as Indira Nagar, Ruchi khand and Rajni khand of Lucknow city, Uttar Pradesh.

Sample and Sampling procedure

Using Simple random sampling design four schools were chosen from Lucknow city for which the Principals have given permission to draw sample from their schools. The class instructor was drawn closer to communicate for the study. In this way, the final sample involved 100 school going children aged 6-12 years (Girls = 65 and Boys = 35).

Collection of data

Data was gathered through questionnaire method. It is a research instrument consisting of a series of questions and different prompts for the purpose of gathering information from respondents. The sample was selected using simple random sampling technique. The questionnaire was filled by respondents themselves with the help of the researchers whenever required. The data was checked thoroughly while collecting in order to make sure that information entered by respondents is in accordance with respective question asked.

Tools and Techniques

Children Personality Questionnaire (CPQ) test developed by S.D Kapoor was used to study the type of personality of school going children of Lucknow city. Personality was assessed by a set of 14 independent factors i.e. (A, B, C, D, E, F, G, H, I, J, N, O, Q3, Q4)

A= (Reserved, Detached, Critical Cool, Outgoing, Warm-hearted, Easy-going, Participating)

B= (Less intelligent, Concrete-thinking, More Intelligent, Bright)

C= (Affected by feeling, Emotionality less, emotionally stable faces, Calm)

D= (Phlegmatic, Deliberate, Excitable, Impatient)

E= (Obedient, Mild, Conforming, Assertive, Aggressive stubborn)

F= (Sober, Prudent, Serious, Happy-go-lucky, Heedless gay, Enthusiastic)

G= (Disregards Rules, Undependable, Conscientious, Staid)

H= (Shy, Restrained, Different, Timid, Venturesome, Socially bold, Uninhibited)

I= (Tough-minded, No-nonsense, Tender minded dependent, Over protected sensitive)

J= (Vigorous, Go readily with group, given to action, Dousing, Obstructive, Individualistic, Restrained, Unwilling to act)

N= (Forthright, Natural, Artless, Calculating, Worldly, Penetrating)

O= (Self-assured, Placid, Serene, Apprehensive, Worrying, Depressive troubled)

Q3= (Casual carelessness of social rules, Untidy, Controlled, Self-discipline, Compulsive)

Q4 = (Relaxed, Torpid, Unfrustrated, Tense, Driven, Fretful).

The scale consists 14 personality components, each factor divided into three dimensions of 10 sten score (standard ten score) where,

1. (1-4) = Low score description
2. (5-6) = Average
3. (7-10) = High score description.

Those children who falls under low score of personality it they all are (Reserved, Detached, Critical Cool), (Less intelligent, Concrete-thinking), (Affected by feeling, Emotionality less Stable, Easily upset, Changeable-lower ego strength), (Phlegmatic, Deliberate)(Obedient, Mild, Conforming) (Sober, Prudent, Serious), (Disregards Rules, Undependable), (Shy, Restrained, Different, Timid), (Tough-minded, No-nonsense), (Vigorous, Go readily with group, Given to action), (Forthright, Natural, Artless), (Self-assured, Placid, Serene), (Casual care less of social rules, Untidy), (Relaxed, Torpid)

Those children who falls under Average score of personality it they all are normal

Those children who falls under high score of personality it they all are Outgoing, Warm-hearted, Easy-going, Participating), (More Intelligent, Bright), (emotionally stable faces, Calm), (Excitable, Impatient), (Assertive, Aggressive stubborn), (Happy-go-lucky, Heedless gay, Enthusiastic), (Conscientious, Staid), (Venturesome, Socially bold, Uninhibited), (Tender minded dependent, Over protected sensitive), (Dousing, Obstructive, Individualistic, Restrained, Unwilling to act), (Calculating, Worldly, Penetrating), (Apprehensive, Worrying, Depressive troubled), (Controlled, Self-discipline, Compulsive), (Tense, Driven, Fretful).

In the first session they were given CPQ test and based on their scores they were divided into three groups. Those students who obtained the (7 to 10) sten score were grouped as having high personality and those who got (1 to 4) and (5 to 6) sten score were grouped as low and average personality.

Results and Discussion

To study the impact types of outdoor plays in personality development of children.

Table 1: Differences in association between types of personality and type of outdoor play prefer by children

Type of outdoor play prefer by children	Types of personality of children (Sten score)				df	2
	Total (n=100)	Low (n=90)	Average (n=6)	High (n=4)		
Running and chasing games	22 (22.0)	19 (21.1)	2 (33.3)	1 (25.0)	30	0.45*
Playing with mud, sand or water	12 (12.0)	12 (13.3)	0 (0.0)	0 (0.0)		
Chatting with my friends in park	16 (16.0)	15 (16.6)	1 (16.6)	0 (0.0)		
Swing	21 (21.0)	20 (22.2)	1 (16.6)	0 (0.0)		
Race	17 (17.0)	13 (14.4)	2 (33.3)	2 (50.0)		
Hide and Seek	12 (12.0)	11 (12.2)	0 (0.0)	1 (25.0)		

*= Significant

Data presented in the table reveal about the types of personalities of outdoor playing school going children. Out of the total sample (n=100), the major proportion personality of children (22.0%) prefer the running and chasing games, followed by (21.0%) prefer playing swing, (17.0%) prefer to playing race, (16.0%) prefer chatting with my friends in park and (12.0%) prefer playing hide and seek or playing with mud, sand or water.

As per data out of total sample, 90 per cent children were under low type of personality in which major proportion (22.2%) prefer to playing swing followed by 6 per cent children were under average type of personality in which major proportion (33.3%) prefer to playing race or running and chasing games and 4 per cent children were under high type of personality in which major proportion (50.0%) prefer to playing racing. Statistically also it was found that there exist an association between outdoor play and personalities of school going children.

The study is conducted by collaboration of Karnwal R and Sharmila K on the topic, Impact of outdoor play in personality development. The result indicated that maximum numbers of children of low personality category were used to play swing, maximum numbers of children of average personality category prefer to participate in running and chasing, racing games and in high personality category maximum numbers of children prefer to participate in racing.

The findings of the study is in line with the study of Johnson *et al.* (2012) [8] who conducted a study on personality, Genre and videogame play experience. Four hundred and sixty-six participants completed an online survey in which they recalled a recent gaming experience, and provided measures of personality and their gaming experience, via the game experience questionnaire (GEO). Relationship between of personality and their gaming experience were found. The result indicated that positive impact on wellbeing of videogame play and possible means of improving the breadth of appeal of specific genres.

Mirzaei, Nikbaksh and Sharififar (2013) [9] also studied the relationship between personality traits and sport performance. The data was collected using questionnaires and field study procedure among 299 non elite football and futsal players in the 2010-2011 season in Ardebil city. The sample size was equated with the population personality was assessed using the NEO- five factor inventory and athlete's performance was assessed by coach's rating. Stepwise regression was used for

predicting athletes, sport performance. The result indicated that conscientiousness was the sole predictor of sport performance personality traits consisted of 5 dimensions (extroversion, neuroticism, openness, agreeableness and conscientiousness).

Conclusion

- Frequency distribution regarding age reveals that majority (96.0%) of the children were in the age group of the 9-12yr, regarding birth order it can be seen from the table that major proportion (48.0%) of the respondent are were first born, regarding no. of siblings major proportion (39.0%) of the respondents were having two siblings, according to their religion it was found that out of the total sample majority (92.0%) of the respondents belong to Hindu religion, regarding standard of class majority (59.0%) of the respondents were from 6th standard class, according to parental education reveals that major proportions (45.0%) of respondents' fathers were 12th passed, In case of maternal education it was observed that major proportions (44.0%) of respondents' mothers were 12th passed, Regarding paternal occupation major proportion 45.0 per cent respondents reported that their fathers were businessman while majority (87%) of respondents reported that their mothers were housewife, regarding to monthly family income of the respondents, which reveals that major proportion (33.0%) of the respondents belong to families with monthly income of Rs.20,000-40,000, Looking into the type of family of the respondents it was found that major proportion (49.0%) of the children belonged to nuclear family, The nature of the school (boys only, girls only, and co-education) reveals that majority (97.0%) of the respondents were taking their education from the co-education school.
- Results revealed that majority (90.0%) of children have low type of personality followed by 6 per cent having average type of personality and only 4 per cent have high type of personality.
- It was also found that, total sample, 90 per cent were under low type of personality in which major proportion (22.2%) prefer to playing swing followed by 6 per cent were under average type of personality in which major proportion (33.3%) prefer to playing race or running and chasing games and 4 per cent were under high type of personality in which major proportion (50.0%) prefer to

playing racing. Statistically also it was found that there exist an association between outdoor play and personalities of school going children.

- The result of research shows impact of outdoor play in personality development of children by some ways - Children need to learn how to work together. They need to learn to make friends, how to share and cooperate, how to treat other people. If they only interact in very structured settings, such as school or sports teams, they won't - they can't - learn everything they need to know. These all are help to improve the personality of children's.
- As shown in the table no.2 as per data maximum school going children personalities were found low type, eventually their personalities were found low type in outdoor play as well.

References

1. Aistear. The Early Childhood Curriculum Framework. Learning and developing through play, 2009. http://www.ncca.biz/Aistear/pdfs/Guidelines_
2. Bento G, Dias G. The Importance of Outdoor Play for Young Children's Healthy Development. Porto Biomedical Journal. 2017;2(5):157-160.
3. Costa P. Gender differences in personality traits across cultures: Robust and surprising findings. Journal of Personality and Social Psychology. 2001;81:322-331.
4. Dowdell K. Nature and its influence on children's outdoor play. Australian journal of outdoor education. 2011;15(2):24-35.
5. Feingold A. Gender differences in personality - a metaanalysis. Psychological Bulletin. 2001;116:429-456.
6. Frost *et al.*, Social anxiety in relation to social skills, aggression, and stress among male and female. Commercial institute student education. 2008;132(2):351-61.
7. Hyde. Who examined the gender differences in personality across the ten aspects of the Big Five. J Pers. Soc. Psychol. 2005;93:880-896.
8. Johnson D *et al.* Personality, genre and videogames play experience. 4thInternational conference on fun and games. 2012;50(3):367-370
9. Mirzaei A, Nikbaksh R, Sharififar F. The relationship between personality traits and sport performance. European Journal of Experimental Biology. 2013;3(3):439-442
10. Sharma B, Patidar J. Effects of Different School Environment on Personality Development of Rural Girls Students in Ratlam District, India. International Journal of Current Microbiology and Applied Sciences. 2018;7(2):411-416.