

**IMPACT OF PLAY ON DEVELOPMENT OF LIFE  
VALUES AMONG SCHOOL GOING ADOLESCENT OF  
WEST BENGAL**

A DISSERTATION SUBMITTED TO DEPARTMENT OF EDUCATION,  
JADAVPUR UNIVERSITY FOR THE PARTIAL FULFILMENT FOR THE DEGREE  
OF MASTER OF PHILOSOPHY IN EDUCATION

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2019**



*Dedicated to my  
Maa & Baba*

# DECLARATION

I, Moumita Ghosh do hereby declare that this dissertation entitled “**Impact of Play on Development of Life Values among School Going Adolescent of West Bengal**” submitted by me to the Department of Education, Jadavpur University, Kolkata, West Bengal, for the partial fulfilment of degree of Master of Philosophy in Education is a record of original research work carried out by me under the supervision and guidance of Prof. Ashoke Kumar Biswas, Department of Physical Education, Jadavpur University, Kolkata and that it has not been submitted for the award of any degree, diploma or any other recognition to any other candidate to any University or Institution before.

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## **CERTIFICATE**

This is to certify that the dissertation entitled as “**Impact of Play on Development of Life Values among School Going Adolescent of West Bengal**” is a record of original research work done by Moumita Ghosh under my supervision and guidance. It contains the result of the candidate’s personal investigation. The candidate has fulfilled all the necessary requirements according to the regulation of Jadavpur University, Jadavpur, Kolkata and fit for submission to University for the partial fulfilment of Master of Philosophy in Education under the Department of Education.

I, further certify that, no part of the dissertation has been submitted for any other degree. She is duly permitted to submit her work to the University.

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# ABBREVIATIONS

ANOVA:	Analysis of Variance
df:	Degree of Freedom
F:	Critical Ratio of ANOVA
M	Mean
N	Total number of students
P	Probability or Critical Ration of F
SD	Standard Deviation
SE <sub>M</sub>	Standard Error of Mean
Sig	Significance Level
SPSS	Statistical Package for the Social Science
Std. Deviation	Standard Deviation
M.D	Mean Difference
T	Critical Ration of-t
ICSE	Indian Certificate of Secondary Education
CBSE	Central Board of Secondary Education
WBBSE	West Bengal Board of Secondary Education
WBCHSE	West Bengal Council of Higher Secondary Education
IX	Grade Nine
XI	Grade Eleven

## **ABSTRACT**

Play participation and Life values among adolescence school going students of Secondary and Higher Secondary level has been considered as a vital factor for improvement of good health. Now a day, paly participation and life values among adolescence has been decreased and that is affecting our society. The objectives of the present study were to identify the life values and play participation level among the secondary and higher secondary level students and to find out the relationship between life values and play participation and also to find out the impact of different independent variables on play participation and life values. It was a cross-sectional Survey Research. The study was conducted on 394 students of ICSE, CBSE, WBBSE & WBCHSE board secondary and higher secondary level (Male-182, Female-212) in West Bengal, who has been selected purposively. Level of play participation and life values were measured with the help of Life-Values Inventory developed by Brown & Crace (2000) and a Schedule of Play participation by Mohakud .L. L (2018). Available data was analysed through Pearson Correlation, 't' test and One- way ANOVA technique in SPSS-21. Results of the study revealed that no correlation ( $r = -0.002$ ) exist between Life- Values and Play participation. It was also found that age, gender, type of family and grade of schooling has a significant impact on play participation. On the other hand only gender has significant influence on life values of ICSE, CBSE and WBBSE & WBCHSE board secondary and higher secondary level student.

# CHAPTER I

## CONTEXT OF THE STUDY

### 1.1 Introduction

*“When you asked me what I did in school today and I say, 'I just played.' Please don't misunderstand me. For you see, I am learning as I play. I am learning to enjoy and be successful in my work. Today I am a child and my work is play”.*

Anita Wadley, 1974

Play is an important part of an appropriate childcare and it is closely attached to the development of cognitive, emotional, social and physical behaviours. Play by nature is difficult to define. Many forms of play thus help the child to develop in all aspects of learning. Play is viewed as this causal agent in developmental change during childhood, which is the time when many changes in knowledge of self and world are dramatically occurring in the child. Many well-known educators throughout the years have emphasized block building, including Friedrich Froebel (considered the Father of Kindergarten) and Maria Montessori. Both Froebel and Montessori emphasized specific ways of using block materials, though each also allowed for some creative self-expression. Unlike Froebel and Montessori, Pratt was a firm believer in free expression, and encouraged open-ended play with blocks (Pullman, 2010). But today, young students of all ages are exposed to technology such as computers and videos. Young adolescents who spend most of their time using technology often are not physically active or using their imagination. Parents can help your child by reducing screen time. Unfortunately many parents, and even educators, do not appreciate the relevancy of play and how meaningful it is for children. Instead, there is often an increased demand for academics, both at home and at school. Kindergarten skills are being taught in some preschools, and numerous preschools reduce playtime in favour of forced learning, memorization, and drills

#### 1.1.1 Concept of Play

Saracho (1992) used the criteria like motivation by satisfaction, spontaneous behaviour and exploration of familiar and non-familiar objects, non-literal and free from

rules activities to define play. Play is a range of voluntary, intrinsically motivated activities done for recreational pleasure and enjoyment. Play is “diversion” and “pretense.” Play is “exercise,” according to the O.E.D; play is “free and unimpeded movement”. Play is boiling up; play is “any brisk activity.” [Play] is an activity which proceeds within certain limits of time and space, in a visible order, according to rules freely accepted, and outside the sphere of necessity or material utility (Huizinga, 1980: 132) . “Play is a uniquely adaptive act with a special function of its own human experience” (Johan Huizinga 1938 in *Homo Ludens*) . “Play encompasses children’s behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of healthy development - not only for individual children, but also for the society in which they live”. Schiller considered play as “symbolic activity”. Males’ and Stričević (1991) name play as a dominant activity of a child, form of behaviour and the need which is necessary for its development. Play is the cause and effect of behaviour which characterises human development. Findak (1996) defines play as a form of human activity which follows man from the earliest childhood and does not lose its role throughout life, when it gives a grown man a chance to relax from work. ‘Play can be defined as a voluntary and often spontaneous activity of the most developed animal organisms and man, whose purpose is not satisfying life’s needs, but recreation, learning, spending excess energy’ (Furlan, 1981, p. 63). Play is the activity which is different for a child and for adults, because adults consider it as fun in their free time. For a child, play is a work activity, form of learning and way of having fun. In play, a child stops being aware of surrounding reality, real people and events. It enters its imaginary world, creating the illusion of reality and some made up world in which special laws apply. Play is not only the preparation for future life, but also the content of child’s life (Malić & Mužić, 1986). Play is motivated from within, so it is always free, open and valuable for children’ (Stevanović, 2000, p. 227).

Play offers a young child a means to relive and assimilate stressful aspects of reality, at a distance, through fantasy that is under a child’s control (Piaget, 1951). Play provides us cognitive development special. Play is the Counselling technique relaxation technique by which we can free from a variety of tension. Play is an invaluable lesson of our lives important lessons. Playing is central to children’s physical, mental, social and emotional health and Wellbeing. Play is a biological, psychological and social



necessity, and is fundamental to the healthy development and well-being of individuals and communities' (play work principles scrutiny Group 2005, Gleave and Cole-Hamilton, 2012). Through play, children develop resilience and flexibility, contributing to physical and emotional wellbeing. For children they playing are one of the most important aspects of their lives. Piaget claimed that play is performed for its own sake (1951), Vygotsky believed that play helps children to develop abstract thought and social and emotional growth (1978).

### ***Types of Play***

As child grows and develops, his or her play evolves. Certain types of play are associated with, but not restricted to, specific age groups.

**Social play:** Children around the age of three are beginning to socialize with other children. By interacting with other children in play settings, your child learns social rules such as give and take and cooperation. Children are able to share toys and ideas. They are beginning to learn to use moral reasoning to develop a sense of values. To be prepared to function in the adult world, children need to experience a variety of social situations.

**Motor - Physical Play:** When children run, jump, and play games such as hide and seek and tag they engage in physical play. Physical play offers a chance for children to exercise and develop muscle strength. Physically playing with your child teaches social skills while enjoying good exercise.

**Constructive Play-** In this type of play, children create things. Constructive play starts in infancy and becomes more complex as your child grows. This type of play starts with baby putting things in his/her mouth to see how they feel and taste. Constructive play allows children to explore objects and discover patterns to find what works and what does not work. Children who gain confidence manipulating objects become good at creating ideas and working with numbers and concepts.

**Expressive Play-** Some types of play help children learn to express feelings. Her parents can use many different materials. Materials may include paints, crayons, collar pencils and markers for drawing pictures or writing. It can also include such items as clay, water, and sponges to experience different textures. Beanbags, pounding benches, and rhythm instruments are other sources of toys for expressive play. You can take an active role in expressive play by using the materials alongside your child.

**Fantasy Play** - Children learn to try new roles and situations, experiment with languages and emotions with fantasy play. Children learn to think and create beyond their world. They assume adult roles and learn to think in abstract methods.

**Cooperative play** - Cooperative play begins in the late preschool period. The play is organized by group goals. There is at least one leader, and children are definitely in or out of the group. When children move from a self-centred world to an understanding of the importance of social contracts and rules, they begin to play games with rules. Games with rules teach children the concept that life has rules that everyone must follow.

**Active Play and Passive Play**- The play is of two kinds – active play and passive play. In active play the children experience enjoyment by the activities performed by them, whereas in passive play they get enjoyment by observing other's play. Examples of active play are free and spontaneous play, dramatic play, day dreaming, constructive play, playing musical instruments singing songs, collecting, exploring, games and sports; in the passive play, the child expends very little energy but experiences greater enjoyment. Outdoor play increases levels of physical activity, alongside other positive influences on a child's well-being, such as opportunities to understand and respect the natural world.

### **1.1.2 Play and Multi-Variou Development of Adolescent**

Play is a significant factor in the overall young child's development, escort of childhood and an indicator of child's psycho-physical development in a certain moment (Došen- Dobud, 1982). Play gives an incentive to growth; it is one of the forms of knowing the environment in which a child lives. Through play, a adolescent student tests his/her own strengths and possibilities, checks gained knowledge and skills. Also, play shows the degree of a child's psycho-physical functions. Stevanović (2000) considers play a form and means of upbringing. By playing, an adolescent acquires knowledge and spontaneously learns behaviours, so play can be regarded as a form of child's early education. Play is considered to be the most important aspect of a child's activity. It becomes the result of a little adolescent's exploration of its surroundings. At the same time, it is the examination of an adolescent's personal abilities in play. Through play, a young students processes real life experiences and, in such a way, realises itself. Positive and negative experiences similar to real life, for which a child is being prepared through play, are intertwined. A young student earns to deal with

positive and negative emotions created in interaction with others. Games contribute to the diversity of a young student's personality, so they should be encouraged. Play is not only fun for an adolescent, but can also be called the condition of optimal growth of every adolescent. Andrić and Čudina-Obradović (1994) consider the organism's growth the only process in which psychic and physical functions are developed at the same time. They state physical, psychomotor, cognitive, emotional and social growth as aspects of development. The most visible is bodily development which is evident in height, weight and change of bodily proportions. Play gives possibilities for learning social roles and acquiring behavioural norms. An adolescent communicates with other participants in the game. Through play, he or she develops and progresses in communication with others, and is also being prepared for life in society. Play influences the overall student's development. Thinking is developed in play, from concrete to abstract, and leads a child to logical reasoning. Play influences young students' communication with others and motivates adolescent's imagination and creativity. Play is ways in which an individual examines his/her own possibilities, states ideas and emotions, solves problems and develops his/her own creativity. Play can be regarded as the preparation for responsibility which accompanies adult age of every human. A young student who spends enough time in play with other children is ready for serious tasks which await him/her in the next life period. It takes on school obligations more readily and more prepared, and then other tasks at an adult age.

Play helps explore spiritual relationships, hone motor capabilities; practice social skills and language, creative thinking, gather information about the world through their senses and develop problem-solving skills (Erikson 1963; Piaget 1951 as cited in Baggerly and Parker 2005). Piaget claimed that play is performed for its own sake (1951), t. Play encourages healthy brain development while fostering exploration skills, language skills, social skills, physical skills and creativity. Children increase their problem-solving abilities through games and puzzles. Similarly, Piaget (1962) theorized that make-believe play provides children opportunities to reproduce real-life conflicts, to work out ideal resolutions for their own pleasure, and to ameliorate negative feelings. Both Piaget (1962) and Vygotsky (1978) espoused strong theoretical links between play and a variety of elements that foster the development of social cognition. According to Dweck and her colleagues (Dweck & Molden, 2005), young students develop beliefs about their intelligence and abilities, beliefs that underlie specific motivational styles and directly affect achievement. Gaming may be among the most efficient and effective

means by which children and youth generate positive feelings. (Granic, 2014) . Through play, children create, adapt, explore, experiment, learn, communicate, socialize, and problem solve (Vygotsky, 1978).

### **1.1.3 Value: Essential for Every Aspect of Life**

Everyone knows that life is precious – that life is important. We all protect our life because we care for it more than anything else. If life is so important, the values of life are even more important. Values are guiding principles, or standards of behavior which are regarded desirable, important and held in high esteem by a particular society in which a person lives. "The Importance of Values and Morals are the code we live by in a civil and just society. They are what we use to guide our interactions with others, with our friends and family, in our businesses and professional behavior. Values neither can be defined nor be measured. Education is normative enterprise where value plays vital role determining the quality of life. Value is something which pervades everything. It determines the meaning of world as a whole as well as the meaning of every person, every action, even the smallest change introduced into the world by an agent has a value (Bala, 2016). The values that arises from within or the core of the heart, like love, compassion, appreciation, empathy, patience, etc. lay the basis for the external practiced values like honesty, discipline, regularity and loyalty. It is important to recall that values are priceless, while valuables are priced (Goel and Goel, 2008). Although erosion of values existed throughout the history of human existence and is shared by all cultures but current degeneration of values has become a matter of great concern in our country (NCERT, 2000). The National Curriculum Framework (NCF), 2005 strongly advocates values like cooperation, respect for human rights, tolerance, justice, responsible citizenship, diversity, reverence towards democracy and peaceful conflict resolution. Value helps through co- curriculum activity. From etymological point of view, value signifies that quality of an individual or thing which makes that individual or thing important, respectable and useful. From philosophical point of view, value is directly related to what one believes in or thinks. From sociological point of view, social values are cultural standard which are right and important for society. From psychological point of view, value is the generalized readiness of an individual. From educational point of view, anything or everything which is good, useful, important and significant is valuable. (Pal, 2015) The value means to prize, to esteem, to appraise, to estimate. It is

an act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amount of values as compared with something else (Dewey, 1948). The basic principles as described by Brown and Crace (2002) in the Facilitator's Guide to the Life Values are as follows:

1. Each person develops a relatively small number of values that are organized into a dynamic values system.
2. Crystallized, highly prioritized values are the most important determinant of life role choices so long as values-based information regarding the choices is available.
3. Values are the dominant factor in the decision-making process, but other factors influence decision making as well.
4. Because of the diverse sources of information and experiences that influence values development, it is likely that each person will have values conflicts.
5. Because of differences in their socialization process and the values laden information they receive, males and females and people from various cultural backgrounds are apt to develop differing values systems.
6. Life satisfaction will be more than the sum of the products of the life roles filled taken separately.
7. Life roles interact in characteristic fashions.
8. The salience of a single role can be determined by the extent to which that role satisfies crystallized, highly prioritized values.
9. Success in a life role will be dependent upon (1) the congruency between the individual's values and those of others in the role; (2) role-related skills the person has developed prior to entering the role; (3) the aptitudes possessed by the person in the role to change as the demands of the role change; and (4) the nature of the interaction of the role with other roles occupied by the individual.

Johnston and Munn (2011) identified three categories of values these are:

**Personal or Individual Values:** This is the type of values developed and learned by an individual to help him adapt effectively to his immediate environment. The individual here, decide what is good, fair, just or bad for him and this to a great extent influences his attitude and behavior.

**Group or Organizational Values:** These are values or values system defined by a group for its members. It spells out their "modus operandi". This type of values is as operational in a religious setting, a school, family, industries, cults and occult group and some other groups operational in every human society.

**Societal or Cultural Values:** This category of values is an acceptable way of life of a distinct society, cultural, ethnic, group, nation, country or state. It defined values as acceptable behavior of its citizens and the operations of its institutions.

## **1.2 Rationale of the study**

After going through and reviewing various related literature which are given details separately in the second chapter of the dissertation entitled as “review of Literature” the researcher drawn the following rationale to undertake the present study. Research showed a significant impact of play on development of life values among adolescence school going children.

Naïf et al., (2012) showed that there is significant association between history of injury and participation. Anastasovski et al., (2016) found that social power of sport is reflected in the fact that it has become a very important factor in intercultural relation and social stability with the European sports policy. Sabin et al., (2014) indicated that the experimental sample in which the researcher acted to develop socialization communication, group cohesion through sports, team sports, contests, relay races, competitive activity, students develop team spirit, mutual aid, cooperation, social integration. Kovacevic et al., (2014) revealed that there exist a statistically significant difference in the quality of relations and the frequency of student’s socializations before and after the implementation of traditional games. Granic et al., (2014) concluded that positive effects of playing video games on four main domains: cognitive, motivational, emotional and social. Dey (2017) concluded that 2.25 percent students shows low play participation (30 to 45), 92.5 percent students under average play participation (46 to 75) and 5.25 percent students lays high play participation (76 to 90), there for positive and significant correlation exist between participation in play activities and emotional intelligence score of adolescent school going children. Das (2016) showed that - there was no significant difference in the participation of young school going children in play with relation to their gender, age, family type and siblings as perceived by their mothers. There existed no significant differences in overall play related creativity of young school going children with relation to their age, gender, family type and sibling. Except age, no significant differences were found in the originality dimensions of play related creativity among young school going children. There existed no significant correlation between participation of young school going children in plays and their

overall play related creativity. Kirsh (2002) Findings indicated that the risks associated with violent video games are the greatest during early adolescence (the development period that adolescents play violent video games the most) because, overall there are more risk factors for aggression during early adolescence than during later periods of adolescent development. Bento et al., (2017) indicated that outdoor play can be understood as a mean to promote healthier lifestyles, acknowledging that today's children will be the adults to tomorrow. Sansanwal (2014) affirmed that gender differences play behaviors as girls are found to be engaged more in realistic role-playing than boys of their age in preschools. Later girls are found to excel boys in verbal and fluency tasks of creativity in early adolescence. Chen et al., (2010) found influence in perceived athletic identity due to sport specificity, and benefits of sport involvement. Miller et al., (2017) showed relation between proprioception and social interaction; positive affect and social interaction; motor planning and self-esteem; and play levels with positive affect and social interaction. Sami et al., (2014) found that the physical activity group has a higher social development than computer games group.

Mondal (2017) indicated that values are integrated with educational system as a whole; the better will be the result of imparting values. Through quality teaching teacher can transfer true knowledge which helps to raise values among the students. Singh (2018) showed that co- curricular and co- scholastic activities play a very important role for inculcation of values in the learners. Deveci (2015) revealed that offering value education to students through distance learning system may significantly contribute to social life as it facilitates maintaining social order and raising effective citizens. Komalasari et al.,(2016) found that there is a significant effect of living values-based teaching materials on development of student character. Mohanty (2014) found that teachers and students perceive and believe that teachings of human values bring positive personality traits in students and thus value education may be made mandatory in formal and non- formal education institutes. Duban et al., (2016) revealed that if value education starts at early ages it would provide much more opportunity to prepare for future life, to improve personality and to have long- lasting values. Mittal (2016) found that all secondary school students had average level of values. Secondary students of rural and urban areas were found to differ significantly in religious, social, economic, hedonistic, power, family prestige and health values. Significant difference in the hedonistic, family prestige and health values of government and non-government secondary school students. Socio- economic status had a significant effect on the

religious, social, family prestige and health values of then students while the modernization did not put any significant influence on the values of the students. Tarabashkina (2011) et al., found that specific combinations of values were related to each learning approach. The deep and achieving learning approaches were associated with higher achievement, whereas students who displayed more characteristics of the surface learning had lower academic performance. Lodhi et al. (2014), showed that majority of the respondents are positive on greater part of the items of Ethical Identity Scale. They recommended that moral education must be imparted to all the school going children to develop ethical practices. Bhowmik (2018) revealed that few students possessed highest and lowest life values, and very high, high, moderately and low life values were 26%, 61.66%, 9.39% and 2.95% respectively. Kisku (2018) revealed that there is no significant correlation exists between total parenting and life value of school going adolescents. Bhutia (2013) revealed that gender plays a significant role in having democratic value and health value whereas there is significant difference between students from urban and rural areas in religious, social, hedonistic, power and family prestige value. Chauhan (2015) suggested that the political, religious and theoretical values are different in male and female trained graduate teachers. Male trained graduate teachers are better in social, political, economic and theoretical values. Kanti (2013) observed that: I) The prospective secondary school teachers gave first preference to social value and last preference to political value. II) Male and female prospective secondary school teachers differ in their value preferences. III) The graduate and post graduate prospective secondary school teachers differ in their value preferences. Patil (2013) concluded mere desire or aspiration to progress in life is not enough; success should be based on values. And for that value- based education must be imparted in today's institutions. Gil-Madrone (2016) et al., reported that integrating social skill and values intervention in the physical education class increase students' development in the affective domain.

From the above discussion it is cleared that though there were various studies Play participation, Life Values and their relationship, but still this field remained a fertile area of study. It needs more comprehensive studies. It is also marked that though there were different studies but in total they gave a mixed result and their result may not be generalized for all contexts. Further it has been observed that rare attempts were undertaken to study play and life values of secondary and higher secondary level students separately with relation to their age, gender, grade , type of family, number of



siblings, board, board grade, habitat, medium of instruction. Interestingly not a single study has been found on play participation of young school students with relation to board, board grade, habitat, medium of instruction. Further no studies have been found on correlation between these two variables along with analysis of each variable separately with relation to these background variables among young students in West Bengal. These research gaps evoked the researcher to undertake a comprehensive study on.

### **1.3 Statement of the Problem**

Hence, in view of the above research gaps and rationale the problem of the present study can be stated as “**Impact of Play on Development of Life Values among School Going Adolescent of West Bengal**”. The study focused on measurement of play on developmental of life- values among school going adolescents with respect to various background variables.

### **1.4 Operational Definition of the Major Terms Used**

- a. ***Participation in Play***: The young student probably plays for the fun of playing, and the enjoyment or satisfaction which they derive from their play seems to determine how long they will play or what they will play. In this study participation in play refers to the involvement of young students in all types of play activities (indoor- outdoor game) any time any place as perceived and reported by their experience.
- b. ***Life Value***: life value contains several qualitative exercises that may be useful in helping people to crystallize their values. The values includes Achievement, Belonging, Concern for the Environment, Concern for Others, Creativity, Financial Prosperity, Health and Activity, Humility, Independence, Loyalty to Family or Group, Privacy, Scientific ,Understanding, and Spirituality.
- c. ***School going Adolescents***: Secondary and Higher Secondary Stage cover Educational Qualification IX- XI and this young student belongs to the age of 14-18 years. Secondary stage covers two types of School i.e. Secondary schools (comprising class IX; and higher secondary schools comprising educational

qualification XI. These are those students who are passing through the period of adolescence, which is the most important period of human's life. In the present study only students who were studying in educational qualifications, IX & XI were taken up.

### **1.5 Objectives of the study**

The present study has been undertaken to achieve the following objectives:

1. To study the overall level of life values among students of CBSE, ICSE and WBBSE &WBCHSE board.
2. To study the overall play participation among students of CBSE, ICSE and WBBSE &WBCHSE board.
3. To compare the life values among students of CBSE, ICSE and WBBSE &WBCHSE board With respect to their age, gender, grade, Type of family, number of siblings, board, board grade, habitat, and medium of instruction.
4. To compare the play participation among students of CBSE, ICSE and WBBSE &WBCHSE board with respect to their age, gender, Grade , type of family, number of siblings, board, board grade, habitat, medium of instruction.
5. To study the relationship between life-values and play participation among students of CBSE, ICSE and WBBSE &WBCHSE board.

### **1.6 Hypotheses of the Study**

In keeping with the problem formulated and objectives to be tested, the following hypotheses were proposed to be tested:

**Ho1:** Age is not an influential factor in life-values among students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho2:** Age is not an influential factor in play participation among students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho3:** There is no significant difference in total life-values between male and female students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho4:** There is no significant difference in play participation between male and female students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho5:** Caste is not an influential factor in life-values among students of CBSE, ICSE and WBBSE &WBCHSE Board.

**Ho6:** Caste is not an influential factor in play participation among students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho7:** Family type has no significance impact on total life-values among students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho8:** Family type has no significance impact on play participation among students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho9:** There is no significant difference in life- value between single child and having sibling students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho10:** There is no significant difference in play participation between single child and having sibling students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho11:** Board is not an influential factor in life-values among students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho12:** Board is not an influential factor in play participation among students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho13:** Grade has no significance impact on total life values among students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho14:** Grade has no significance impact on play participation among students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho15:** There is no significant difference in total life-values between Board Grade students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho16:** There is no significant difference in paly participation between Board Grade students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho17:** Habitat is not an influential factor in life- values among students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho18:** Habitat is not an influential factor in play participation among students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho19:** Medium of instruction has no significance impact on total life values among students of CBSE, ICSE and WBBSE &WBCHSE board.

**Ho20:** Medium of instruction has no significance impact on play participation among students of CBSE, ICSE, WBBSE and WBCHSE board.

**Ho21:** There is no significant relationship in total life value between play participation activity among students of CBSE, ICSE and WBBSE &WBCHSE board.

### **1.7 Delimitations of the Study**

The study was delimited in the following respect-

1. The present study was delimited to the state of West Bengal.
2. The present study was delimited in one districts of West Bengal namely Kolkata and South 24 Parganas.
3. The present study was delimited within Secondary and High Secondary school.
4. For the present study sample were drawn only from grade-IX and XI.
5. The present study was delimited CBSE, ICSE and WBBSE &WBCHSE board of student.
6. The present study was delimited to Bengali and English medium students.
7. Only six (6) schools were visited by the researcher at the time of experiment with the students for collecting relevant data for the study.
8. The schools selected were located in rural and urban areas of West Bengal.
9. The study was delimited to major variables as ‘Life values ’, ‘Play participation of young school going children’.
10. The present study was delimited to ten background or demographic variables like “Age”, “Gender”, “Caste”, “Type of family”, “No of Siblings”, “Board”, “Grade”, “Board Grade”, “Habitat”, and “Medium of Instruction” of the students.
11. Only two scale namely “Life- Values Inventory” and “Play participation Scale” have been applied on student to measure impact of play development of life value.

### **1.8 Limitations of the Study**

In the present study the researcher left no stone unturned to a high standard. But, owing to various reasons such as time, money etc., and researcher had to carry on his research under unavoidable limitations. These are as follows:

- I) The present study was conducted only at Secondary and high secondary level. It was not extensive and “in-depth” study.
- II) Only 394 samples cannot represent the whole population. If the researcher included a large number of samples, then the result could be more valid and reliable.
- III) Due to lack of time, the researcher could not study more than ten independent variables.
- IV) The tools used for study was not a fully standardized one.
- V) The study was an attempt of measure the lives values and play participation activity of Secondary and High Secondary students, but the researched had selected sample from grade-IX, and XI.
- VI) The study could not cover students from different board under all schools of either Kolkata, south24 Parganas district in West Bengal.
- VII) The study could not cover students of all types and levels of schools.
- VII) The study only focused on perception of adolescent school going children but not on parents, paternal parents or school teachers of children.
- VIII) The study could not cover students of all levels of school.
- IX) The sample of the study did not cover different religious students like Christian, Buddhist, Sikh, Jain etc.
- X) The sample of the study did not cover different sports schools.
- XII) The study could not cover all types’ boards.
- XIII) The sample of the study did not cover all types medium of instruction (like Hindi, Urdu).

## **CHAPTER-II**

### **REVIEW OF RELATED LITERATURE**

The review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. The major purpose of reviewing the literature is to determine what has already been done that relates to your topic. This knowledge not only avoids unintentional duplication, but it also provides the understanding and insights necessary to develop a logical framework in to which your topic fits. In other words, the review tells the researcher what has been done and in so doing, also suggests what needs to be done. Earlier studies can provide the rationale for your research hypothesis, and indications of what needs to be done often form the basis for justifying the significance of your study. Review of related literature helps an investigator to eliminate the duplication of what has been done and project provides useful hypothesis and helpful suggestions for significant investigation (Best and Kahn, 1999).

#### **2.1 Review of related literature**

Here, the literature review and studies in close proximity to the present study have been discussed.

##### **2.1.1 Studies on Play:**

Kirsh (2002) conducted a study entitled as “The effects of violent video games on adolescents the overlooked influence of development”. The objective of the study was violent video games influence aggressive behavior, aggressive affect, aggressive cognition, and physiological arousal. Findings indicated that the risks associated with violent video games are the greatest during early adolescence (the development period that adolescents play violent video games the most) because, overall there are more risk factors for aggression during early adolescence than during later periods of adolescent development.

Casby (2003) conducted a study entitled as “Developmental Assessment of play: A Model for Early Intervention”. The main objective of this study was to presents an integrated overview of the construct of play and its development in infants, toddlers, and young children. The researcher describes developmental levels of play involving

complex and planned multischeme sequences. The researcher presents a developmentally based, descriptive, and criterion- referenced protocol for the dynamic assessment of play in infants, toddlers, and young children. The researcher presented a research literature- based over-view of the construct of the development of play, ranging from early sensorimotor- exploratory play that emerges around 2 to 4 months through the appearance of complex and planned multischeme symbolic play centered on social scripts, which appears at about 30 months. The result indicated that significance of this information was demonstrated with the presentation of a developmentally based, criterion- referenced protocol for the assessment of play in infants, toddlers, and young children.

Gentile et al., (2004) conducted a study entitled as “The effects of violent video game habits on adolescent hostility, aggressive behaviors, and school performance”. First aim of the study was to document the video games habits of adolescents and the level of parental monitoring of adolescent video game use. Second aim was to examine associations among violent video game exposure, hostility, arguments with teachers, school grades, and physical fights. Path analyses were conducted to test mediational pathway from video game habits to outcomes, 600 and seven, 8<sup>th</sup>, 9<sup>th</sup> grade students from four schools samples. The result showed that hostility mediated the relationship between violent video game exposure and outcomes.

Winter et al., (2008) conducted a research entitled as “The Child Play Behavior and Activity Questionnaire: A Parent- Report Measure of Childhood Gender- Related Behavior in China”. The current study aimed to empirically examine and modify the two instruments for their applications to Chinese society. The sample with size of 486 boys and 417 girls (6-12 years old) completed a questionnaire comprising items from the Child Game Participation Questionnaire (CGPQ) and Child Behavior and Attitude Questionnaire (CBAQ), and additional 14 items specifically related to Chinese gender-specific games. The study four new scales were generated through factor analysis: a Gender Scale, a Girl Typicality Scale, a Boy Typicality Scale, and a Cross- Gender Scale (CGS). These scales had satisfactory internal reliabilities and large effect sizes for gender. The results indicate that of the 52 game items on the questionnaire, 37 items showed statistically significant gender differences when participant’s age was controlled, the 19 girl-typical items and 18 boy-typical items, and the correlation coefficient for each item. The game items are ordered within each group from the smallest to the largest gender difference based on multiple regressions. The cross-

gender behavior items, for half of the items, there was no significant gender difference, suggesting that there cross-gender behavior patterns were equally common in both boys and girls.

Chen et al., (2010) conducted a study as “The Effects of Sport Participation on Student- Athletes and Non- Athlete Students social Life and Identity”. The main objectives of the study perceived athletic identity, sport commitment, and the effect of sport participation to identify the impact of athletic participation on college students. This study surveyed 163 student-athletes (59%) and 112 non- athlete students (41%) from a National Collegiate Athletic Association Division-I affiliated institution (males=172,62.5%;females=103,37.5%). The tools was developed and modified from four well-established instruments, the Athletic Identity Measurement Scale, the sport Commitment Model, the Life Roles Inventory- Values Scales, and Athletic Involvement on the Social Life. The data collection process was initiated and completed in the 2008 spring semester. Seven sub-factors were identified through a series of factor analyses. The findings of the study show supported past research in regards to gender and year in college difference, influence in perceived athletic identity due to sport specificity, and benefits of sport involvement.

Naif et al., (2012) conducted a research entitled as “Prevalence of sports injuries among high school students in United Arab Emirates”. This cross sectional study was carried out using 300 students age 9 to 18 years at Dubai International School and Universal American High School, UAE. A self-administered questionnaire was employed with open- and close-ended questions to collect the data. There is significant relation association between history of injury and participation ( $p<0.03$ ).The findings upon being injured medical treatment (66.7%) had been used as the most common option among the students.

Jarrett (2013) conducted a research entitled as “A Research- Based Case for Recess”. The aim of the study school systems since the enactment of NCLB, 20% OF U. S. School systems decreased recess time, averaging recess cuts of 50 minutes decreased recess time, averaging recess cuts of 50 minutes per week. In National Center for Educational Statistics data from 173 randomly selected school districts . The results show that 5.3% reported increases in recess while 32.3% reported decreases.

Sabin et al., (2014) conducted a research entitled as “Socialization through Sport, Effects of Team Sports on Students at Primary Level”. Observation method used and Group environment questionnaire the researcher will highlight the importance of



team sport and socialization through sport on students at primary level, how they act together and why team sport facilitates the development and socially integrates the child in society. The conclusion of the study the experimental sample in which the researcher acted to develop socialization communication, group cohesion through sports, team sports, contests, relay races, competitive activity, students developing team spirit, mutual aid, cooperation, social integration.

Kovacevic et al., (2014) conducted a research entitled as “Contribution of Traditional Games to the Quality of Students Relations and Frequency of Students Socialization in Primary Education”. The aim of the study modified version of the school Violence Questionnaire was implemented on a sample of 232 students in second, third and fourth grades in four primary School in Karlova . The study first testing determined the quality of student’s relations and the frequency of their socialization and after applying the traditional games, in June 2010, a final test was implemented. The findings showed that two hypotheses assumed the existence of a statistically significant difference in the quality of relations and the frequency of Students socializations before and after the implementation of traditional games.

Granic et al., (2014) conducted a research entitled as “The Benefits of Playing Video Games”. The main purpose of this study video games are a ubiquitous part of almost all children’s and adolescents’ lives, with 97% playing for at least one hour per day in the United States. The findings are small but significant body of research has begun to emerge, mostly in the last five years, documenting these benefits. Result showed positive effects of playing video games, focusing on four main domains: cognitive, motivational, emotional and social.

Sansanwal (2014) conducted a study as “Pretend Play Enhances Creativity and Imagination”. The aim of this present study was to find the association of pretend play with creativity and how pretend play is predictive of later life creativity. The developmental trends and issues of the play and creativity are also examined to find if any age and gender differences are there in developmental patterns of creativity through pretend play. The study computerized database was used for this literature review; multi-database literature search was conducted from 2<sup>nd</sup> February to 1<sup>st</sup> March 2012. Academic Search Primer, Child Development, ERIC and Psych INFO databases from EBSCO search engine were used. Studies measuring different aspects of creativity and imagination were also included to observe the measurement of these activities in different stages of development. The result show that the studies till data also indicated

that creativity through develops in continuum has periods of lags and spurts throughout the childhood to adolescence. Gender differences have also been found in girls and boys play behaviors as girls are found to be engaged more in realistic role-playing than boys of their age in preschools. Later girls are found to excel boys in verbal and fluency tasks of creativity in early adolescence.

Magnussen et al., (2014) conducted a study as “Games as a platform for student participation in Authentic Scientific Research”. The aim of the study was developing a game- based platform for student-research collaboration is to investigate if and how this type of game concept can strengthen authentic experimental practice and the creation of new knowledge in science education. This study was documented using video observations of students playing the game, qualitative interviews, and qualitative and quantitative questionnaires. The sample of this study was three separate high school classes (class 1, 2, and 3). The focus of the tests has been to study player’s motivation and their experience of learning through participation in authentic scientific inquiry. The results suggested that significantly improved the students feeling of learning physics compared to class 1 and 2. Overall the results presented in this study indicate that the possibility of participating in authentic scientific experiments, which this class of games opens, is highly motivating for students. The findings also show that the learning design in the class setting must be considered in order to improve the student’s experience of learning and that various design challenges remain to be addressed even further.

Hamilton et al., (2014) conducted a study as “Streaming on Twitch: Fostering Participatory Communities of play within Live Mixed Media”. The objective of this study was ethnographic investigation of the live streaming of video games on Twitch. The researcher find that Twitch streams act as virtual third places, in which informal communities emerge, socialize, and participate. The result indicated that to derive implications for design of live mixed-media environments to support participatory online communities.

Sami et al., (2014) conducted a study as “Social Development of Students Participating in Physical Activity and Computer Games”. The main purpose of this study was to compare the participation in physical activity and computer games on the social development of students. The population of this study was made up entirely of male students from secondary schools in the city of Marivan (mean age of 13.5years). Samples 300 were selected purposively (150 athletes, 150 computer games players). In

order to collect the information, Weitzman's social development scale was used. Results were statistically analyzed through t-test with a significance level ( $p < 0.05$ ). Overall findings of this study suggest that the physical activity group has a higher social development than the computer games group.

Anastasovski et al., (2016) conducted a research entitled as "Role of Traditional games and sports in social and ethnical Inclusion, Integration and cohesion in the post-conflict and transitional societies among children of elementary schools". The sample of 208 school age children from 9 to 13 years from six municipalities in the territory of the Republic of Macedonia. Traditional games and sports are often strongly identified by the European and national political leadership and policy makers as a field of actions that improve the spirit of unity and promote intercultural understanding and mutual respect within a community and between communities in a society. The findings revealed that social power of sport is reflected in the fact that it has become a very important factor in intercultural relation and social stability with the European sports policy.

Sjoerdsma (2016) conducted a research entitled as "Importance of Play: Play-Based Instruction within a Preschool Learning Environment". The present study investigates action research and compared the attitudes and beliefs of play-based instruction among several early childhood professionals. Survey method is used and participants in several small Midwestern schools. The survey was based on three different early childhood teaching approaches: teacher-directed instruction, student-centered instruction, and play-based instruction. The result indicated that mixed beliefs about play-based instruction in the preschool classroom and statistically significant difference between early childhood professionals.

Das (2016) conducted a study entitled as "Participation in play Creative ability of young school going children: A Co-relational study". The aim of this present study was the participation of young school going children of the age group 6 to 11 years in play with respect to their age group, gender, family type and Number of siblings as perceived by their mother, to assess their overall play related creativity, with respect to their gender, age group, family type and Number of siblings, to study the co-relation between participation of young school going children in play and their overall play related creativity. A sample of the study was 50 children and 50 mothers selected in Batanagar8, south 24 pargana, West Bengal. The researcher used two self-development tools namely "Verbal Test of Play Related Creativity (VTPRC)" and "A Scale on

Perception of Parents towards Participation of Children in Play”. The findings showed that - 1) There was no significant difference in the participation of young school going children in play with relation to their gender, age, family type and siblings as perceived by their mothers., 2) There existed no significant differences in overall play related creativity of young school going children with relation to their age, gender, family type and sibling; 3) Except age, no significant differences were found in the originality dimensions of play related creativity among young school going children; 4) There existed no significant correlation between participation of young school going children in plays and their overall play related creativity.

Dey (2017) conducted a study entitled as “Play Participation and Emotional Intelligence of Adolescent School going Children”. The objectives of the study was to study the overall statuses of participation of adolescent school going children in play activities, to determine the level of emotional intelligence of adolescent school going children, To compare the overall emotional intelligence, dimension wise emotional intelligence and participation in play of adolescent school going children with respect to their gender, habitat, grade, number of siblings, family structure, economic status and district. A Total 400 sample students were selected from Upper primary and secondary adolescent school going children from six school of Paschim Medinipur and South- 24 Parganas District in West Bengal. The researcher used two tools-1) Play Participation Scale (PPC) and 2) Emotional Intelligence Scale developed by him along with the researcher supervisor. The results show that 2.25 percent students lies low play participation (30 to 45), 92.5 percent students under average play participation (46 to 75) and 5.25 percent students lies high play participation (76 to 90), there for positive and significant correlation exist between participation in play activities and emotional intelligence score of adolescent school going children.

Bento et al., (2017) conducted a study as “The importance of outdoor play for young children’s healthy development”. The study focused on the exploration of the outdoor environment was developed with a group of young children in an early childhood education in Portugal. The study aimed to transform educational practices, moving from frequent indoor activities to a regular use of the outdoor environment. The researcher present the main dimensions related to outdoor play that emerged during the study (contact with natural elements, importance of risk, socialization opportunities) and highlight the role of professionals and families in creating quality outdoor play opportunities. Qualitative data collection techniques, such as observation, written

records, videos and photographs focused on children's outdoor play ,three dimensions were identified as key to promote learning and development: contact with natural elements; importance of risk; socialization opportunities. The result indicated that outdoor play can be understood as a mean to promote healthier lifestyles, acknowledging that today's children will be the adults to tomorrow.

Miller et al., (2017) conducted a study as "Play in natural environments: A pilot study quantifying the behavior of children on playground equipment". This study identifies the play behavior of children with special needs was qualitatively and quantitatively different than their typically developing peers. However, empirical data were needed to support the therapeutic value of playground equipment used with school-aged children. Thirty- two hours of videotape was collected from 140 children who were typically developing (male=56%) and 41 children with a variety of developmental disabilities including autism, ADHD, sensory and regulatory disorders (male=76%), age 3 to 15 years. Six pieces of playground equipment were analyzes using a behavioral coding system for sensory features, social interaction, self-regulation, motor skills and play levels. Content validity of the behavioral coding scheme was obtained through a case study. The results showed that makes important contributions to the quantification of play behaviors elicited on the playground. The behavioral coding system employed in this study has potential for documenting the features of specific playground equipment and the benefits of an outdoor playground in future studies of treatment effectiveness in the school or community. Correlations support relation between proprioception and social interaction; positive affect and social interaction; motor planning and self-esteem; and play levels with positive affect and social interaction.

### **2.1.2 Studies on Values**

Viscusi (2005) conducted a study entitled as "The Value of Life". The present study a substantial literature has estimated the wage- fatality risk tradeoffs, implying a median value of statistical life (VSL) of \$7 million for U.S. Workers. International evidence often indicates a lower VSL, which is consistent with the lower income levels in less developed countries. The results indicate that heterogeneity also generates different tradeoff rates across the population as people who are more willing to bear risk will exhibit lower wage-risk tradeoffs.

Thomberg (2008) conducted a study entitled as “The lack of professional knowledge in values education”. The goal of the study was to determine investigate teacher perception of their practice of values education, and to explore their degree of professionalism in this matter. Qualitative interviews with 13 teachers have been samples and analyzed by a comparative analysis. The study revealed that- I) most often reactive and unplanned, II) embedded in everyday school life with a focus on students everyday behavior in school, and III) partly or mostly unconsciously performed. Professional knowledge appears to be missing in the domain of values education among these teachers.

Dulama et al., (2011) “Developing values for Secondary School Students through the Study of art Objects”. The aim of the research was three fold: to design, to organize and to carry learning activities from which students shall acquire educational values through the study of art objects. The study exploratory research was conducted on a sample of 50 students (25 in experimental group and 25 in control group) secondary school. The content sample included fairy-tales and short stories (Beauty and the Beast; The money earned by Alexandru Mitru) and artistic topics on several well-known art objects (The Endless Column, Table of Silence, The Gate of Kiss, Peels castle, Voronet monastery, and St. Michael’s Cathedral from Cluj - Napoca). As a result there is big difference between what researcher like and what researcher appreciate as valuable, during the experimental activities the researcher focused on supporting children to recognize values and lack of values and lack of differentiate among art objects and objects and ordinary objects.

Tarabashkina (2011) et al., conducted a study entitled as “The impact of values and learning approaches on student achievement: Gender and academic discipline influences”. That is longitudinal study of sojourner students which was conducted at an international university in Germany from 2004 to 2007. This study followed a cohort of undergraduate students from the first week of their studies to their graduation. The researcher followed 3 questionnaires: the Portrait Value Questionnaire (Schwartz et al., 2001), the Study Process Questionnaire (Biggs, 1987b), and the Student Background Questionnaire (Matthews, Lietz , & Darmawan ,2007). The results indicate that specific combinations of values were related to each learning approach. The deep and achieving learning approaches were associated with higher achievement, whereas students who displayed more characteristics of the surface learning had lower academic performance.

Silay (2013) conducted a research entitled as “A Survey of values Education and its Connection with Character Education”. The present study on values education by various academics and how they see a connection between character education and values . Quite a number of scientists have noticed the vital role modeling of teachers as influential actors during the positive formation of their students’ character. The results showed that the mission of tertiary education is not only science but also education in broad sens , the aim of values education is to help families and the society guarantee a better and more moral future.

Bhutia (2013) conducted a study entitled as “Personal Values of Secondary School Students”. The main purpose of the study personal values of individuals develop with experience and interaction with significant others. The secondary schools students have high religious, democratic, economic, power and family prestige value whereas the students have low social, knowledge, hedonistic and health value was the sample of the study. The results show that gender plays a significant role in having democratic value and health value whereas there is significant difference between students from urban and rural areas in religious, social, hedonistic, power and family prestige value.

Kanti (2013) conducted a study entitled as “A Study of the value preferences of prospective Secondary School Teachers”. The main objective of the study was to find out the value preferences of prospective secondary school teachers as they are future teachers and many at times become the role models for their students. The researcher took 650 prospective secondary school teachers from 10 colleges of education under Nagarjuna University. The sample was selected using random stratified sampling method. Teacher values inventory by Dr. (Mrs.) Harbhajan. L. Singh and Dr. S.P. Ahluwalia were used for the study. The analysis and interpretation of the data was done by calculating the mean scores of the values and assigning ranks to those scores. The results show that: I) The prospective secondary school teachers gave first preference to social value and last preference to political value. II) Male and female prospective secondary school teachers differ in their value preferences. III) The graduate and post graduate prospective secondary school teachers differ in their value preferences.

Patil (2013) conducted a study entitled as “Role of Value-Based Education in Society”. The main aim of this study was to review different opinion about values given by the different scholars and their use and importance in education as well as the today’s education system and need and role of Value- based education in Society. The research method is of the Secondary data collected from various reference books and

web resources. Therefore it can be concluded mere desire or aspiration to progress in life is not enough; success should be based on values. And for that value- based education must be imparted in today's institutions. So that the researcher may emerge as good leaders in their chosen this fields.

Mohanty (2014) conducted a study entitled as "Personality Development and Value Education an Empirical Study of Their Co-Relation". The study was conducted an empirical study with 647 samples of teachers and students from school, colleges, universities and technical institution across Odisha on five parameters. Qualitative sampling survey was conducted to examine whether curriculum encompassing human values play a role in personality development of a student. The robustness of statistical analysis was analyzed through Person's contingency coefficient to describe the strength of association. The results indicate that teachers and students perceive and believe that teachings of human values bring positive personality traits in students and thus value education may be made mandatory in formal and non- formal education institutes.

Lodhi (2014) et al., conducted a study entitled as "Attitude of Students towards Ethical and Moral Values in Karachi, Pakistan". The main objective of his study was the attitude of school going students towards ethical goodness. Survey methodology is chosen to conduct a research. A sample of 200 is selected through random sampling from 5 private institutions. The researcher instrument used to obtain data was adapted from The Commitment to Ethical Goodness Scale (Narvaez, Bock & Vaydich , 2008). The result show that majority of the respondents are positive on greater part of the items of Ethical Identity Scale. Therefore it is recommended that moral education must be imparted to all the school going children to develop ethical practices.

DEVECI (2015) Conducted a research entitled as "Value Education through Distance Learning: Opinions of Students who already Completed Value Education". The study's aim was to determine the opinions of university students about providing value education through distance learning system. This study has been completed via use of semi- structured interview technique based on qualitative research approach. The sample comprised of students studying at social studies Teacher Training program, faculty of education, Anadolu University during the fall team of 2013-2014 academic years, 15 students who had already completed value education course and who were familiar with Anadolu University's open and distance learning system partook in the study. Research data was analyzed through content analysis. The findings revealed that offering value education to students through distance learning system may significantly



contribute to social life as it facilitates maintaining social order and raising effective citizens.

Chauhan (2015) conducted a study entitled as “A Study of values among Trained Graduate Teachers working in Secondary Schools”. The present shows that on the values of trained graduate secondary school teachers of Patiala district of Punjab as social, political, religious, economical, Aesthetic economic and theoretical value education. The aim of the present study to find out various types of values existing among male and female trained graduate teachers of secondary schools. A sample of 100 male and female trained graduate secondary school teachers was taken for the present study. The results suggested that the political, religious and theoretical values are different in male and female trained graduate teachers. Male trained graduate teachers are better in social, political, economic and theoretical values. Further it is also seen that female graduate are found significantly different and high as compared to the counterpart i.e. male trained teachers. Political interest should be taken by the female teachers. Leadership qualities are the need of the hour so proper training for leadership qualities should be provide to the teacher.

Komalasari et al., (2016) conducted a study entitled as “Living Values education in Teaching Materials to Develop Students’ Civic Disposition”. The aim of the study describes a model of living values education in teaching materials and its impact on the civic disposition of students. Study design of research and development in Civic Education Department, Indonesia University of Education. The results indicated that there is a significant effect of living values- based teaching materials on development of student character.

Beldag (2016) conducted a study entitled as “Values Education Research Trends in Turkey: A Content Analysis”. The aim of the study makes a situation analysis of graduate theses on values education published between 1999 and 2015 in Turkey. It has a qualitative research design, wherein data is collected through document analysis. A sample of 126 theses, 106 were master’s theses and 20 were doctoral theses; the highest number of theses on values education were submitted in 2013, and the most frequently studied topic was students values. The result indicated that as regards which years received the highest rating, the analysis revealed the following results: correlation and document analysis in 1999, descriptive technique in 2004 and 2005, t-test in 2007, 2010 and 2013, descriptive and t- test in 2008, descriptive, t-test and descriptive (qualitative)

in 2011, t-test and document analysis in 2012, and document analysis technique in 2014.

Duban et al., (2016) conducted a study entitled as “Values Education from Perspectives of Classroom Teachers”. The present study determines the opinions of primary school teachers about values education in primary schools, qualitative research method and focus group interview technique were used. The Sample used of the study was eight classroom teachers who were pursuing master’s degree at the classroom education program of Afyon Kocatepe University. The data were collected through audio-taped group interview. The result showed that if value education starts at early ages it would provide much more opportunity to prepare for future life, to improve personality and to have long- lasting values.

Mittal (2016) conducted a study entitled as “A Study of Values of Secondary School Students in Relation to Their Socio- Economic Status and Modernization”. The present study values of secondary school students in relation to their socio- economic status and modernization. The aim of the study is to compare the values of secondary school boys and girls, rural and urban students and government and non- government secondary school students. Normative survey method was used. All secondary school students of district Haridwar the population of the research. Two- stage random sampling technique was used to select a total number of 320 secondary school students from the government and non- government secondary schools of district Haridwar, Mean, S.D. ‘t’ test were used for the statistical analysis. The findings revealed that all secondary school students had average level of values. Secondary students of rural and urban area were found to differ significantly in religious, social, economic, hedonistic, power, family prestige and health values. Significant difference in the hedonistic, family prestige and health values of government and non-government secondary school students. Socio- economic status had a significant effect on the religious, social, family prestige and health values of then students while the modernization did not put any significant influence on the values of the students.

Devlin et al., (2016) conducted a study as “Valuing health-related quality of life: An EQ-5D-5L value set for England”. This study’s aim was to produce a value set to support use of EQ-5D-5L data in decision–making. The study design followed an international research protocol. A sample randomly selected members of the English general public completed 10 time trade-off and 7 discrete choice experiment tasks in face- to-face interviews. A 20-parameter hybrid model was used to combine time trade-

off and discrete choice experiment data to generate values for the 3,125 EQ-5D-5L health states. Valuation data are available for 996 respondents. Face validity of the data been demonstrated, with more severe health states generally given lower values. The results show that important implications for users of the EQ-5D-5L both in England and internationally. Quality-adjusted life year gains from interventions seeking to improve very poor health may be smaller using this value set and may previously have been overestimated.

Mondal (2017) conducted a research entitled as “Inculcating Human Values among School Students through Effective Teaching”. The aim of the study spring from within or the core of the heart, like love, humanity, compassion ,kindness, appreciation, patience etc. lay the foundation for the external practiced values like fairness, discipline, punctuality and faith. Findings of the study values are integrated with educational system as a whole, the better will be the result of imparting values. Through quality teaching teacher can transfer true knowledge which helps to raise values among the students.

Singh (2018) conducted a research entitled as “Value inculcation through co-curricular co- scholastic activities in school students”. The study shows that our educational policies and the subsequent curriculum framework all along have emphasized the need for values education but careful analysis reveals that the researcher value those aspects of education that translates into academic excellence creates opportunities for employment. The findings are co- curricular and co- scholastic activities play a very important role for inculcation of values in the learners.

Kisku (2018) conducted a study entitled as “Parenting Style and Values among School going adolescents”. The aim of this present study was parenting Styles as a whole school going adolescents with relation their different demographic variables. A total 124 students were selected from high secondary level to Hooghly district in West Bengal. Two questionnaires were used to collect data that they include, i) five point parenting scale developed by Bharadwaj, R, L., Sharma, H.,& Garg , A. and adopted in Bengali version by L. L. Mohakud and N. Das. ii) “Bells Adjustment Inventory (BAI-o)” developed by Dr. R. K. Ojha and adopted in Bengali version by Mohakud & Kirtania (2015). There is no significant correlation exists between total parenting and life value of school going adolescents’ high secondary level.

Bhowmik (2018) conducted a study entitled as “Life Values among college and University Students”. The present study was carried out to Life values of student at

higher education level. A sample of 373 students (UG=38, PG=319, RS=16) was drawn from the 4 University in West Bengal. Whole population two different sampling techniques were used i.e. purposive and Accidental Sampling Technique. The major findings of the study was highest and lowest life values students few percent, and very high, high, moderately and low life values were 26%, 61.66%, 9.39% and 2.95% respectively. Very negligible percentage of students have low life values i.e.2.95%.

### **2.1.3 Value and Play Related Study**

Suh (2010) conducted a study as “Estimating the Impact of Free-Play Coupons Value on Players Slot Gaming Volumes”. This study focuses on reports the results of a field experiment that assessed the relationship between free- play coupon value and a player’s slot wagering volume. Experiment data from its player database of a Las Vegas hotel casino were assigned to either a \$50 free-play incentive (control offer) or a \$100 free-play incentive (experimental offer). The results suggested little effect of free-play coupon value on slot gaming volumes. Otherwise, the estimated net cash flow per player by coupon value indicated that a \$50 incentive was more profitable than a \$100 offer. These findings imply that a higher incentive value is not necessarily more effective than a comparable lower incentive value in increasing a players slot gaming volume and coupon profitability.

Delgado (2011) et al., conducted a study as “Sports as a platform for values education”. The study was conducted to what extent contributes or can sport contribute to achieve an education in values? This will be the questions to which the researcher will try to answer in the present study, which the researcher divided in two parts: First of all the researcher define the meanings and characteristics that the sport has had and actually have. Secondly the researcher broach the values associated with it the educational potential it has. The results indicate that values education across different disciplines and especially of sport, forms part of the social intervention programs for years, gaining in height each time, reflect on the state of the question right now and the future.

ROSCA (2013) conducted a study as “A model for measuring value for money in professional sports”. The aim of the study was to present a model that can be used for calculating value for money in the context of spectating sports. This study was the form of a historical research, which aims at explaining existing conditions based on data

about past events. The result showed that only partially confirm the research hypothesis. Showing that not just price and sporting performances may influence the value delivered to fans, but other factors as well.

Rosales et al., (2014) conducted a study as “On the evocative power and play value of a wearable movement-to-sound interaction accessory in the free-play of schoolchildren”. The objectives of the study were the evocative power and play value of the Wearable Sounds Kit (WSK), a movement-to-sound interaction accessory. This study was participatory design of the WSK with 20 school-aged children (7-12years old) in a free-play scenario, and an evaluation of the WSK in a playground at Ares Electronica Festival with over 70 school-aged children. This study evaluation addressed three research questions: can school-aged children incur prorate the WSK into their free-play? What free-play patterns are encouraged by the WSK? Which design features of the WSK influence the free-play experience? By conducting qualitative and quantitative data gathering methods and analyses, which include first-hand observation and video-coding, this study shows that school-aged children can effectively incorporate the WSK into their free-play, and that was the accessory encourages different types of free-play. Results further showed differences in the free-play mediated by the accessory depending on the age group and sex of the player, and there differences reinforce the play value of the WSK.

Gil-Madronea (2016) et al., conducted a study as “Acquisition and Transfer of Values and Social Skills through a Physical Education Program Focused in the Affective Domain”. The purpose of the study was effectiveness of a physical education (PE) program focused on the affective domain for 6<sup>th</sup> to 8<sup>th</sup> grade students with respect to the acquisition and transfer of social skill and values .A sample of 274 students (ages 11 to 13 years old), 145 males (53%) and 129 females (47%) from five urban schools in Albacete Spain were studied. There questionnaires were used (pre and post rating scales) as data collection instruments for students, teachers and parents. Findings indicated that demonstrated positive outcomes after the intervention in teacher perceptions about students values levels ( $t=-8.05;p<.01$ ), enjoyment, ( $t=-7.10;p<.01$ ), fair play ( $t=-8.09; p<.01$ ), social relation ( $t = -6.48; p<.01$ ), good habits ( $t=-7.43;p<.01$ ) and emotional control( $t=-6.03; p<.01$ ) in favor of the intervention group. These results support previous studies evidencing that integrating social skill and values intervention in the physical education class increase students’ development in the affective domain.

## **CHAPTER-III**

### **METHODOLOGY OF THE STUDY**

#### **3.1 Introduction**

The proper methodology of the study is the pivot on which the success of any research work depends. As the characteristic of different problem is completely different, so a proper methodology should be used according to the characteristic of the problem. This methodology section of the present problem includes population, sample and sampling procedure, tools and techniques used, method used and statistical techniques used for data analysis.

#### **3.2 Population of the Study**

All the West Bengal Secondary and High Secondary Students ranging from age group of thirteen to eighteen years old are the population of the present study.

#### **3.3 Sample**

The sample of the study consists of 394 Secondary and Higher Secondary adolescent school going children from six schools of Kolkata and South-24 Parganas district in West Bengal. Samples were drawn from four educational boards like ICSE, CBSE and WBBSE & WBCHSE. All the representatives were Grade-IX, and Grade-XI level students. Grade-IX, Grade-XI of ICSE, CBSE and WBBSE & WBCHSE were selected for the study as these board students were convenient to the researcher. The sample was drawn on the basis of non-probability purposive sampling technique. Here at first, the researcher used purposive sampling technique to select two districts and six schools from which the sample were drawn as these are within her easy reach and purposive for collection of data. Then 394 students of these schools who were attended on the day of researcher's data collection were finalized as the sample.

### 3.3.1 Sample Distribution

Table No : 3.1 Showing sample distribution for the study											
Total Sample(394)											
ICSE(144)				CBSE(97)				WBBSE&WBCHSE(153)			
Grade-IX (66)		Grade-XI (78)		Grade-IX (57)		Grade-XI (40)		Grade-IX (79)		Grade-XI (74)	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
24	42	33	45	35	22	25	15	34	45	31	43

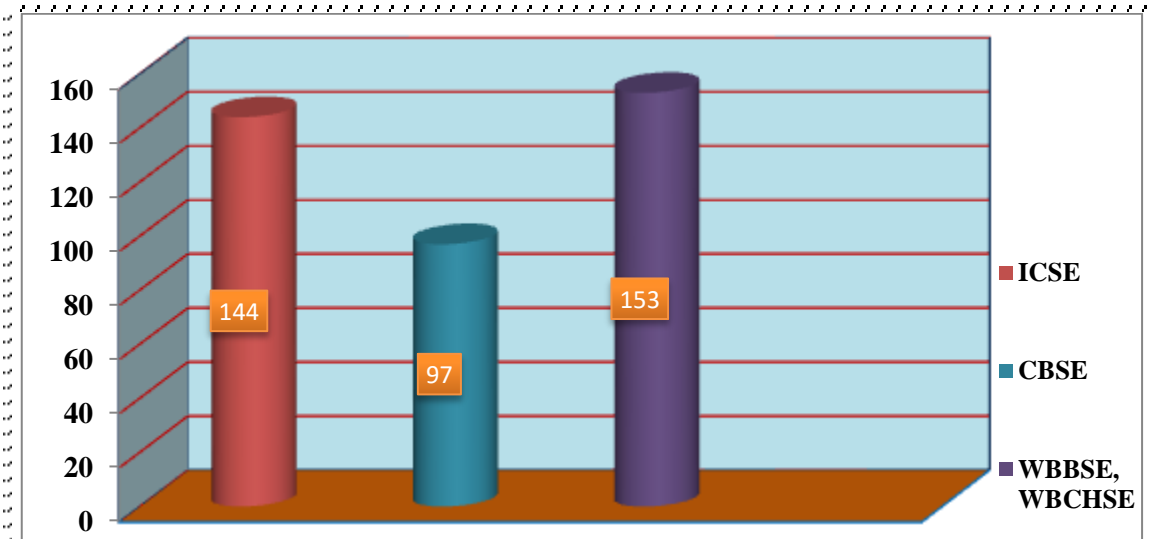


Figure No: 1 Bar Graph showing that ICSE, CBSE and WBBSE & WBCHSE Board Student.

### 3.3.2 Sample Distribution of the Study Analysis

<b>Table No : 3.2 Showing analysis design for life values and play participation</b>				
<b>Dependent Variable</b>	<b>Independent Variable</b>	<b>Categories</b>	<b>Frequency</b>	<b>Percentage%</b>
<b>Life values and Schedule play participation</b>	Age	13-15	205	52.03
		16-18	189	47.96
	Gender	Male	182	46.19
		Female	212	53.80
	Caste	General	305	77.41
		OBE	37	9.39
		SC	49	12.43
		ST	3	0.76
	Types of Family	Joint family	107	27.15
		Nuclear family	286	72.58
	Number of Siblings	Single child	264	67.00
		Having siblings	130	32.99
	Board	ICSE	144	36.54
		CBSE	97	24.61
		WBBSE & WBCHSE	153	38.83
	Grade	Grade-IX	202	51.26
		Grade-XI	192	48.73
	Board Grade	CBSE-IX	57	14.46
		CBSE-XI	40	10.15
		ICSE-IX	66	16.75
		ICSE-XI	78	19.79
		WBBSE-IX	79	20.05
		WBCHSE-XI	74	18.78
Habitat	Urban	346	87.81	
	Rural	48	12.18	
Medium of Instruction	English	253	64.21	
	Bengali	141	35.78	



### **3.4 Key Variables of the Study**

Here the researcher used two types of variables namely independent variable and dependent variable as discussed below:

#### **3.4.1 Independent Variables**

Independent variables are the influencing variables which may have some impacts on the dependent variables. In the present study, following independent variables have been identified:

**Gender:** In the present study the researcher included gender as an independent variable which have some impact on dependent variable. In this study, this independent variable divided into two categories like-

1. Boys
2. Girls

**Age:** In the present study the researcher included age as an independent variable divided into four categories like-

1. 13 to 15
2. 16 to 18

**Cast:** In the present study the researcher included caste as an independent variable divided into four categories like-1.General 2.OBC 3.SC 4.ST

**Type of Family:** In the present study the researcher included family type as an independent variable divided into two categories like-

1. Joint family
2. Nuclear family

**Number of Siblings:** In the present study the researcher included siblings as an independent variable. So, in the present study number of siblings was divided into two categories as given below:

1. Single child
2. Having Sibling

**Board:** In the present study the researcher included board as an independent variable divided into four categories like

1. ICSE
2. CBSE
3. WBBSE
4. WBCHSE

**Grade** - Various researches revealed that Grade also plays a significant role in life values and play participation of secondary and high secondary level students. Hence the researcher included Grade as an independent variable which has some impact on dependent variable. In this study, this independent variable divided into two categories like-

1. Grade-IX
2. Grade- XI

**Board Grade** - In the present study the researcher included board grade as an independent variable divided into six categories like-

1. CBSE (IX)
2. CBSE (XI)
3. ICSE (IX)
4. ICSE (XI)
5. WBBSE (IX)
6. WBCHSE (XI)

**Habitat:** In the present study the researcher included habitat as an independent variable divided into two categories like-

1. Rural
2. Urban

**Medium of Instruction:** In the present study the researcher included medium of instruction as an independent variable divided into two categories like-

1. English
2. Bengal

#### **3.4.2 Dependent Variable:**

1. Life Values
2. Schedule of Play participation

### 3.5 Method of the Study

The present piece of research was a correlational and cross sectional survey type of research. As the researcher intended to study the correlation between Play Participation & life values of adolescent school going student among the age group of 13-18 years and accordingly data was collected and analysed that's why the study was a co-relational study. Again it was a cross sectional survey type of research. In order to assess Participation in play and life values of adolescent school going students the researcher collected data from different sub-sections of adolescent students of Kolkata and South-24Pargana District in West Bengal by conducting a survey.

### 3.6 Tools Used for Data Collection

The present study was concerned with the adolescence school going children. In this research the researcher used two tools i.e. 1) Schedule of play participation and 2) Life values Inventory. The description of these tools is given below.

To measure the overall statuses of participation of adolescent school going students in play activities, a three point Schedule of play participation was developed by Mohakud. L. L. and Bengali version was adopted by Ghosh. M and Mohakud. L. L without any change only by translating from English version. Content validity was checked by some expert. Taking care of the suggested modification, the researcher finalized the tool with 14 items. The tool contained only positive (+) items to be responded in a 3 point Scale. However in this tool there were three categories of first ten items have the options like 'YES', 'NO' and 'FREQUENTLY'. Other four items have options like 'ALWAYS', 'SOMETIMES' and 'NOT AT ALL'. Respondents were instructed to put a tick mark (✓) in appropriate box. Among these 14 items were positive.

#### Scoring of Schedule of Play participation:

The scoring of this scale is very simple. In this scale each positive item is scored from 2 to 0. The minimum score obtained can be 0 and the maximum score can be 2.

<b>Table No : 3.3 Scoring procedure of the Schedule of Play participation tool</b>			
All Positive items	2	1	0
1 <sup>st</sup> 10 items	YES	NO	FREQUENTLY
Last 4 items	ALWAYS	SOMETIME	NOT AT ALL

### Scoring of the Life Values Tools:

To measure the Life Values of secondary and high secondary level students the researcher used a five point Likert Scale developed by Brown, Duane and R. Kelly Crace, 2000 and adopted in Bengali version by Mohakud , L. L. & Pakira, J. (2018). Content Validity was checked by some expert. The inventory consists of 42 items with 5 point scale of Likert. Maximum possible score is '210' and minimum possible score is '42'. However in this tool there were five categories of items on basis of ways of responding. 1. Almost Never Guides My Behavior 2. Sometimes Guides My Behavior 3. Almost Always Guides My Behavior. The scoring of this scale is very simple. In this scale each item is scored from 1 to 5. This will give scores for the 14 major life values identified by this inventory.

<b>Table No : 3.4 Scoring Procedure of the Life Values tool</b>					
Statement	Always guide my behavior		Sometimes guide my behavior		Never guide my behavior
Positive	1	2	3	4	5

### 3.7 Procedure of Data Collection

After a careful study of operations involved in this study, the researcher used two scales namely 'Life values Inventory' and 'Schedule of Play participation' for collecting data. The researcher considered students for obtaining data of 6 H.S. schools of Kolkata and South-24 Pargana district in West Bengal. The investigator went to each school for collecting data. With prior permission of the Head Teacher/ Principal, the researcher was introduced with students of Grade IX to Grade XI. Then researcher distributed the questionnaire among these students. Then he gave a short and meaningful description about the use of these scales and items involved in it. Then he instructed them to give their responses by going through the scales minutely. Researcher collected the scales from them after 25–30 minutes. However he administered the scale on students of different classes one after one class. The total process of data collection organized in 15 to 16 days.

<b>Table No : 3.5 Showing Schedule of Data Collection</b>				
<b>Date</b>	<b>Board</b>	<b>Name of the School</b>	<b>Level of School</b>	<b>No of Children</b>
02/02/2019	ICSE	South City International School	High Secondary	66
13/02/2019		G.D. Biral Centre for Education	High Secondary	78
05/02/2019	CBSE	BHAVAN'S GANGABUX KANORIA VIDYAMANDIR	High Secondary	56
28/02/2019		Delhi Public World School	High Secondary	41
29/01/2019	WBBSE& WBCHSE	Jadavpur Vidyapith High School	High Secondary	75
28/01/2019		BORAL SWAMIJI VIDYAPITH HIGH SCHOOL	High Secondary	78

### **3.8 Techniques Used for Data Analysis**

For testing hypotheses of the present study analysis techniques has been applied according to nature of data. The researcher used the descriptive statistics as well as some inferential statistics there are Pearson correlation, t-test, one-way ANOVA, Mean, Standard division.

### **3.9 Data Quality**

Both the researcher and the supervisor were watchful to ensure the quality of the data and several steps were taken to maintain it. The comparison of enumerated and post enumerated data was found to be good as most of the indicators matched in about more than 90 percent of cases which ensured the quality of the data.

### **3.10 Tabulation of Data**

The data was systematically and sequentially tabulated for further analysis and interpretation to draw inferences on the objectives of the present study.

# **CHAPTER-IV**

## **ANALYSIS AND INTERPRETATION OF DATA**

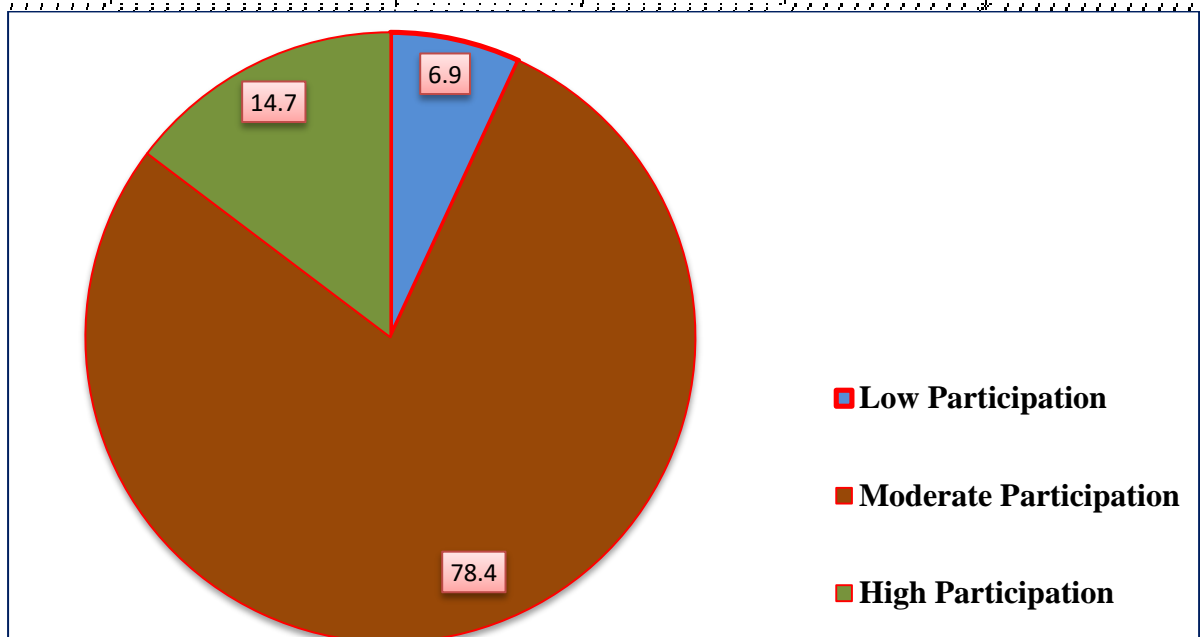
### **4.1 Introduction**

This chapter deals with the presentation, analysis and interpretation of the collected data. It involves the use of statistical techniques for the analysis of the obtained data. This chapter is the backbone of the total studies. In any kind of study data analysis and interpretation plays a vital role on the basis of which the total research results or findings can be formulated. Here without this portion the research works are always incomplete.

## 4.2 Analyses and Interpretation of the Data

**Table No: 4.2.1 Representing Overall Play Participation among students of CBSE, ICSE and WBBSE & WBCHSE Board.**

Level of Play Participation		Frequency	Present	Valid Present	Cumulative Present
Valid	Low Participation	27	6.9	6.9	6.9
	Moderate Participation	309	78.4	78.4	85.3
	High Participation	58	14.7	14.7	100.0
	Total	394	100.0	100.0	



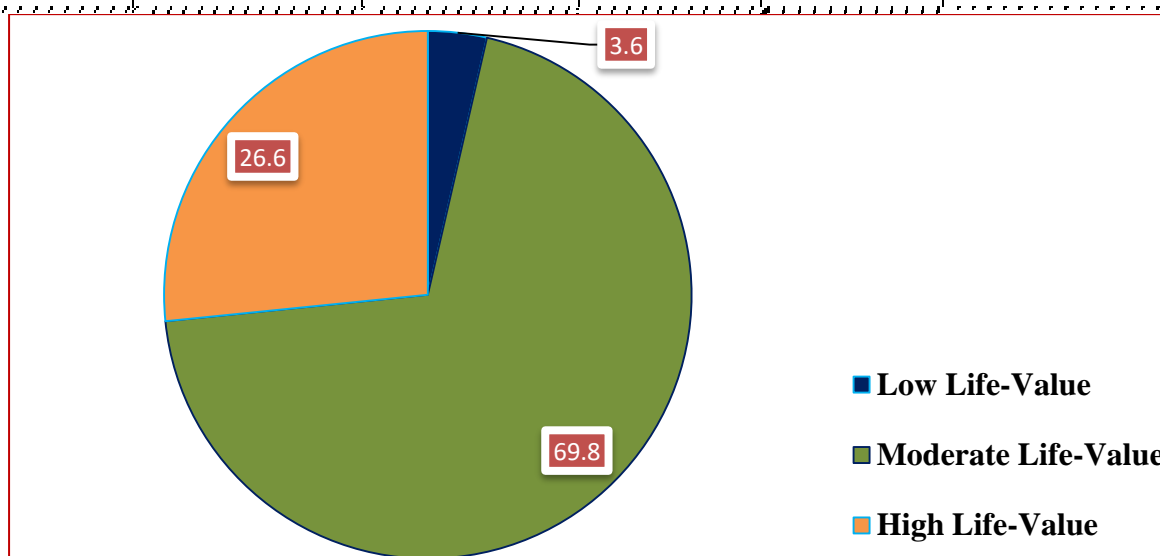
**Figure No: 2 Pie-chart showing Overall Play Participation among students of CBSE, ICSE and WBBSE & WBCHSE Board.**

### 4.2.1 Interpretation of Overall Play Participation

A look at the above table reflects that very negligible percentage of student was low participation and High participation i.e. 6.9% and 14.7% respectively and cumulative most of the students showed Moderate play participation i.e.85.3. Therefore, number of students in High participation category is more than that of low participation category among students of CBSE, ICSE and WBBSE & WBCHSE Board. And most of the students have moderate participation in play.

**Table No: 4.2.2 Representing Overall Life-Values among students of CBSE, ICSE and WBBSE & WBCHSE Board.**

Level of Life-Values		Frequency	Present	Valid Present	Cumulative Present
Valid	Low Life-Values	14	3.6	3.6	3.6
	Moderate Life-Values	275	69.8	69.8	73.4
	High Life-Values	105	26.6	26.6	100.0
	Total	394	100.0	100.0	



**Figure No: 3 Pie-chart showing Overall Life-Values among students of CBSE, ICSE and WBBSE & WBCHSE Board.**

#### 4.2.2 Interpretation of Overall Life-Values

A look at the above table reflects that very negligible percentage of student was low life values and High life values i.e. 3.6% and 26.6% respectively and cumulative most of the students showed Moderate life values i.e. 73.4. Therefore, number of students in High life values category is more than that of low life values category among students of CBSE, ICSE and WBBSE & WBCHSE Board. And most of the students have moderate life values.

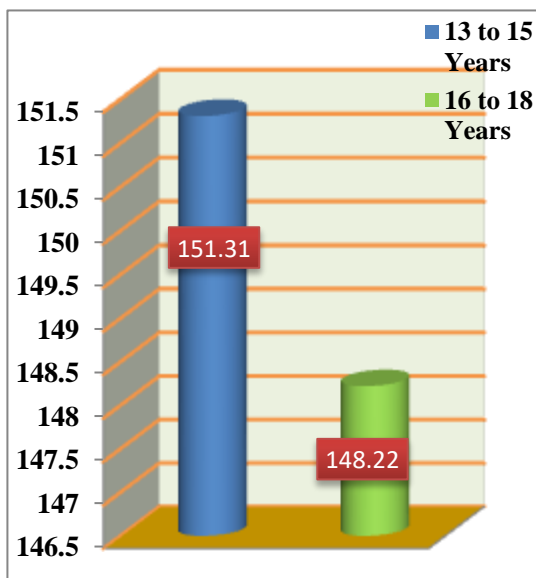


**Table: 4.2.3 Age wise comparison of life values and play participation score in CBSE, ICSE and WBBSE& WBCHSE Board.**

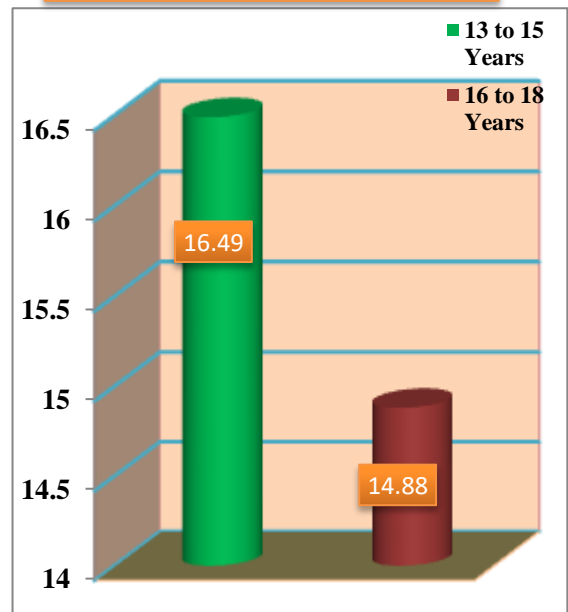
**Table: 4.2.3 Age wise Number of students, Mean & S.D and T-Test result of life values score and play participation score**

	Age of the students	N	Mean	Std. Deviation	Std. Error Mean	MD	df	T	Sig( 2-tailed)
Life Values Score	13 to 15 Years	205	151.31	31.369	2.191	3.090	392	1.023	.307
	16 to 18 Years	189	148.22	28.364	2.063				
Play Participation Score	13 to 15 Years	205	16.49	5.719	.399	1.604	392	2.871	.004
	16 to 18 Years	189	14.88	5.339	.388				

**Mean of Life Values**



**Mean of Play Participation**



**Figure No: 4 Bar graph showing Age wise Mean of life values and play participation.**

### 4.2.3 Age wise Interpretation

#### (a) Life values

This independent sample 'T-test' analysis indicates that life values the 13 to 15 year students has a mean of 151.31 and Standard Deviation (SD) of 31.369 and the 16 to 18 year students has a mean of 148.22 and SD 28.364. Here the mean score of 13 to 15 year students (i.e.151.31) is just high than that of 16 to 18 year i.e.148.22. That

means this initial descriptive statistic showed that there is difference between performance of 13 to 15 year students and 16 to 18 year students in life value score. But to ascertain whether this difference is statistically significant or not the researcher future used the t- test. Here the computed 't- value' i.e. 0.30 is greater than 0.05 level of significance that means it is not significant at 0.05 level.. Consequently, the null hypothesis is accepted as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations.

Here, it can be concluded that no significant difference exists between 13 to 15 and 16 to 18 years students with regard to their performance in life values. However, the initial descriptive statistics also showed that life value of 13 to 15 year students is higher than 16 to 18 years students as measured by the researcher.

#### **(b) Play participation**

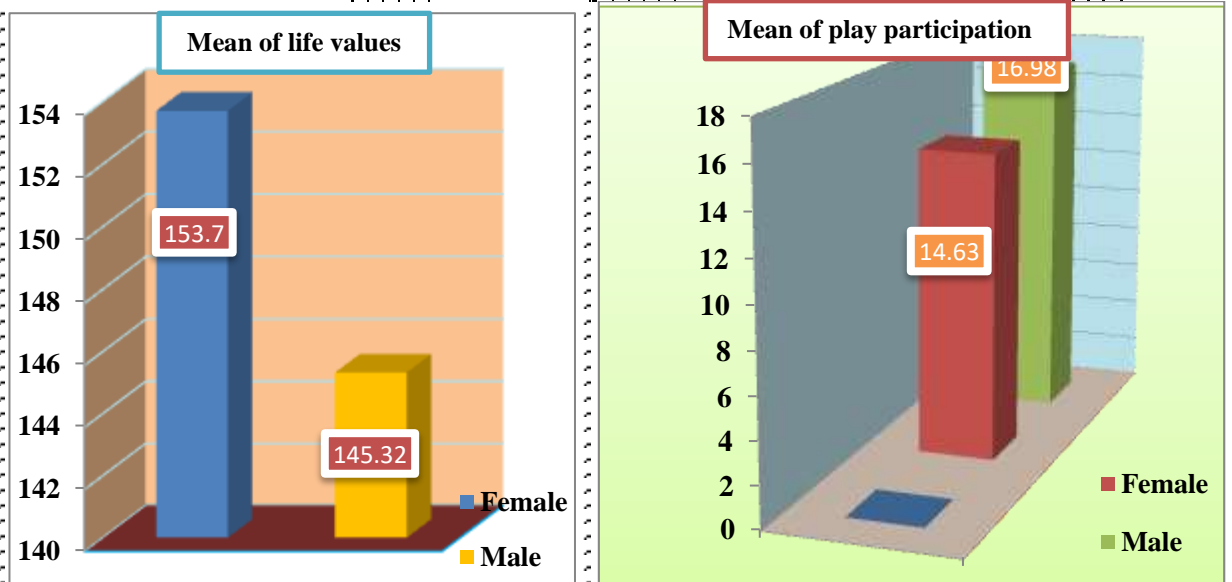
This independent sample 'T-test' analysis indicates that play participation the 13 to 15 year students has a mean of 16.49 and Standard Deviation (SD) of 5.719 and the 16 to 18 year students has a mean of 14.88 and SD 5.339. Here the mean score of 13 to 15 year students (i.e.16.49) is just high than that of 16 to 18 year i.e.14.88. That means this initial descriptive statistic showed that there is difference between performance of 13 to 15 year students and 16 to 18 year students in play participation score. But to ascertain whether this difference is statistically significant or not the researcher future used the t- test. Here the computed 't- value' i.e. 0.004 is less than 0.05 levels of significances that means it is significant at 0.05 levels. Consequently, the null hypothesis is rejected as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

Here, it can be concluded that a significant difference existed between 13 to 15 and 16 to 18 years students with regard to their performance in play participation score. However, the initial descriptive statistics also showed that performance in play participation score of 13 to 15 year students is higher than 16 to 18 years students as measured by the researcher.

**Table: 4.2.4 Gender wise comparison of life values and play participation score in CBSE, ICSE and WBBSE& WBCHSE Board Students**

**Table: 4.2.4 Gender wise Number of students, Mean & S.D and T-Test result of life values and play participation score**

	Gender of the Respondent	N	Mean	Std. Deviation	Std. Error Mean	MD	df	T	Sig( 2-tailed)
Life Values Score	Female	212	153.70	24.935	1.713	8.374	392	2.789	.006
	Male	182	145.32	34.455	2.554				
Play Participation Score	Female	212	14.63	5.359	.368	-2.351	392	4.251	.000
	Male	182	16.98	5.604	.415				



**Figure No: 5 Bar Graph showing Gender wise Mean of life values and play participation.**

#### 4.2.4 Gender wise Interpretation

##### (a) Life values

This independent sample 'T-test' analysis indicates that life value the Females has a mean of 153.70 and Standard Deviation (SD) of 24.93 and the Males have a mean of 145.32 and SD 34.45. Here the mean score of Females (i.e.153.70) is just high than that of Males i.e.145.32. That means this initial descriptive statistic showed that there is difference between performance of Female and Male students in life values score. But

to ascertain whether this difference is statistically significant or not the researcher future used the t- test. Here the computed 't- value' i.e. 0.006 is less than 0.05 level of significance that means it is significant at 0.05 level. Consequently, the null hypothesis is rejected as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations.

Here, it can be concluded that a significant difference existed between Female and Male students with regard to their performance in life values. However, the initial descriptive statistics also showed that performance in life values score of Female students is higher than Male students as measured by the researcher.

### **(b) Play participation**

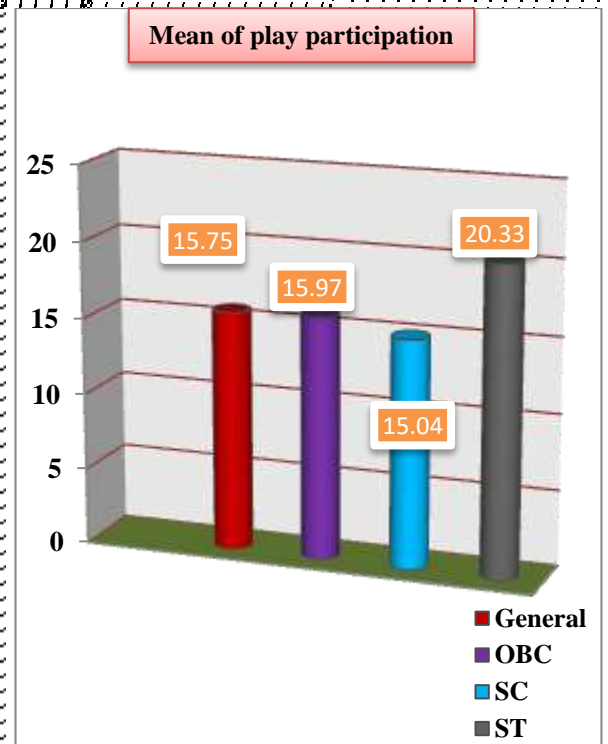
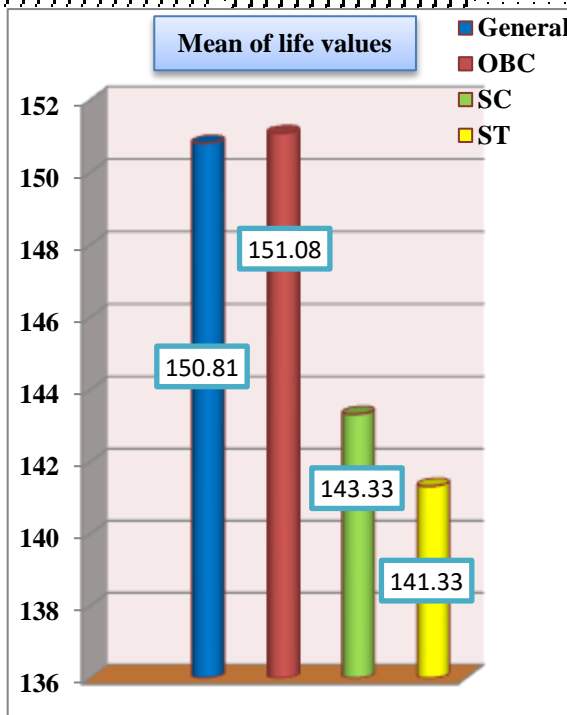
This independent sample 'T-test' analysis indicates that play participation the Female students have a mean of 14.63 and Standard Deviation (SD) of 5.35 and the Male students has a mean of 16.98 and SD 5.60. Here the mean score of Female students (i.e.14.63) is just lower than that of Male i.e.16.98. That means this initial descriptive statistic showed that there is difference between performance of Female students and Male students in play participation score. But to ascertain whether this difference is statistically significant or not the researcher future used the t- test. Here the computed 't- value' i.e. 0.000 is less than 0.05 level of significance that means it is significant at 0.05 level. Consequently, the null hypothesis is rejected as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

Here, it can be concluded that a significant difference existed between Female and Male students with regard to their performance in play participation score. However, the initial descriptive statistics also showed that performance in play participation score of Male students is higher than Female students as measured by the researcher.

**Table: 4.2.5 Caste wise comparison of life values and play participation score in CBSE, ICSE and WBBSE& WBCHSE Board Students**

**Table: 4.2.5 (A) Caste wise Number of students, Mean & S.D result of life values and play participation score**

	Caste	N	Mean	Std. Deviation
Life Values Score	General	305	150.81	31.008
	OBC	37	151.08	24.428
	SC	49	143.33	27.313
	ST	3	141.33	18.877
	Total	394	149.83	29.967
Play Participation Score	General	305	15.75	5.465
	OBC	37	15.97	6.555
	SC	49	15.04	5.556
	ST	3	20.33	6.658
	Total	394	15.72	5.591



**Figure No: 6 Bar Graph showing Caste wise Mean of life values and play participation.**

**Table: 4.2.5 (B) Analysis of variance Result of Caste wise life values and play participation**

		Sum of Squares	df	Mean Square	F	Sig.
Life Values Score	Between Groups	2637.821	3	879.274	.979	.403
	Within Groups	350293.786	390	898.189		
	Total	352931.607	393			
Play Participation Score	Between Groups	89.108	3	29.703	.950	.417
	Within Groups	12196.620	390	31.273		
	Total	12285.728	393			

#### **4.2.5 Caste wise Interpretation**

##### **(a) Life values**

The table states about life values among student with respect to Caste - General, OBC, SC, and ST. Here the mean score for the students of General, OBC, SC and ST are 150.81, 151.08, 143.33, and 141.33 and S.D is 31.00, 24.42, 27.31 and 18.87 respectively. That means there are some differences among the students of General, OBC, SC and ST. But in order to know whether this difference is statistically significant or not, further ANOVA technique has been applied. The ANOVA result (i.e. 0.40 for 390/3 df) shows that there is a no significant difference exist as the p value (i.e.  $p > 0.05$ ) is greater than 0.05 level of significance. Therefore, it can be concluded that no significant difference between this groups.

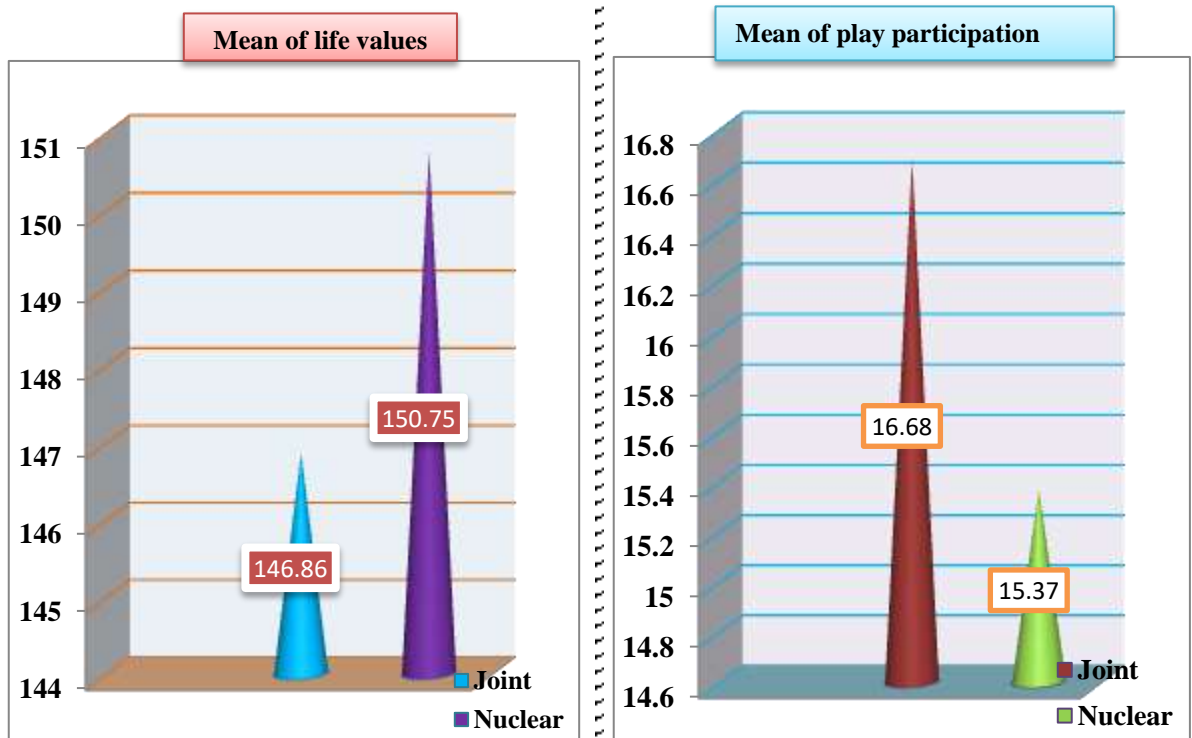
##### **(b) Play participation**

The table states about play participation among student with respect to Caste - General, OBC, SC, and ST. Here the mean score for the students of General, OBC, SC and ST are 15.75, 15.97, 15.04 and 20.33 and S.D is 5.46, 6.55, 5.55 and 6.65 respectively. That means there are some differences among the students of General, OBC, SC and ST. But in order to know whether this difference is statistically significant or not, further ANOVA technique has been applied. The ANOVA result (i.e. 0.417 for 390/3 df) shows that there is no significant difference exist as the p value (i.e.  $p > 0.05$ ) is greater than 0.05 level of significance. Therefore, it can be concluded that no significant difference between this groups.

**Table: 4.2.6 Types of Family wise comparison of life values and play participation score in CBSE, ICSE and WBBSE & WBCHSE Board Students**

**Table: 4.2.6 Types of family wise Number of students, Mean & S.D and T-Test result of life values and play participation score**

	Type of Family	N	Mean	Std. Deviation	Std. Error Mean	MD	df	T	Sig. (2-tailed)
Life Values Score	Joint	107	146.86	29.721	2.873	-3.888	391	-	.251
	Nuclear	286	150.75	29.916	1.769			1.149	
Play Participation Score	Joint	107	16.68	5.592	.541	1.312	391	2.077	.038
	Nuclear	286	15.37	5.564	.329				



**Figure No: 7 Bar graph showing Types of family wise Mean of life values and play participation.**

#### 4.2.6 Types of Family wise Interpretation

##### (a) Life value

This independent sample ‘T-test’ analysis indicates that life value the Joint family has a mean of 146.86 and Standard Deviation (SD) of 29.72 and the Nuclear family has a mean of 150.75 and SD 29.91. Here the mean score of Joint family (i.e. 146.86) is just lower than that of Nuclear family i.e. 150.75. That means this initial descriptive statistic showed that there is difference between performance of Joint

family and nuclear students in life value score. But to ascertain whether this difference is statistically significant or not the researcher future used the t- test. Here the computed 't- value' i.e. 0.25 is greater than 0.05 level of significance that means it is not significant at 0.05 level. Consequently, the null hypothesis is accepted as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

Here, it can be concluded that a significant difference existed between Joint family and Nuclear family with regard to their performance in life values However, the initial descriptive statistics also showed that performance in life value score of Nuclear family is higher than Joint family as measured by the researcher.

### **(b) Play participation**

This independent sample 'T-test' analysis indicates that play participation the Joint family has a mean of 16.68 and Standard Deviation (SD) of 5.59 and the Nuclear family has a mean of 15.37 and SD 5.56. Here the mean score of Joint family (i.e.16.68) is just higher than that of Nuclear family i.e. 15.37. That means this initial descriptive statistic showed that there is difference between performance of Joint family and Nuclear family in play participation score. But to ascertain whether this difference is statistically significant or not the researcher future used the t- test. Here the computed 't- value' i.e. 0.03 is less than 0.05 level of significance that means it is significant at 0.05 level. Consequently, the null hypothesis is rejected as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

Here, it can be concluded that a significant difference existed between Joint and Nuclear family with regard to their performance in play participation. However, the initial descriptive statistics also showed that performance in play participation score of joint family is higher than Nuclear family as measured by the researcher.



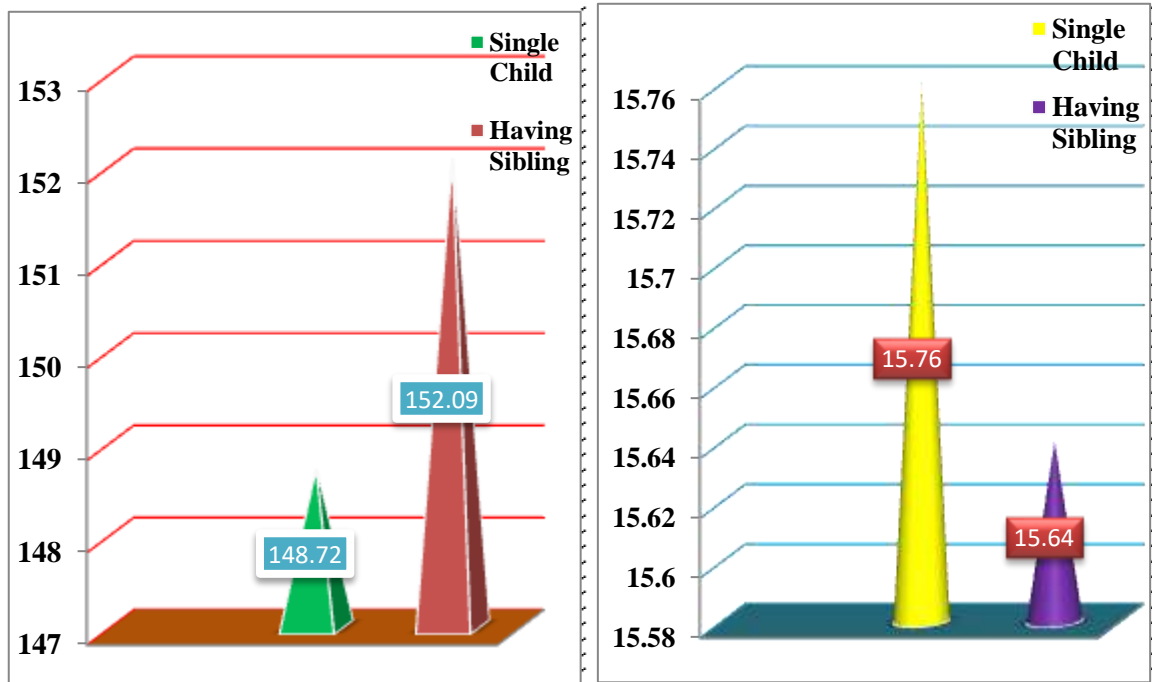
**Table: 4.2.7 Number of Sibling wise comparison of life values and play participation score in CBSE, ICSE and WBBSE & WBCHSE Board Students**

**Table: 4.2.7 Number of Sibling wise Number of students, Mean & S.D and T-Test result of life values and play participation score**

	Type of Family	N	Mean	Std. Deviation	Std. Error Mean	MD	df	T	Sig. (2-tailed)
Life Values Score	Single Child	264	148.72	30.260	1.862	-3.376	392	-1.052	.294
	Having Sibling	130	152.09	29.349	2.574				
Play Participation Score	Single Child	264	15.76	5.469	.337	.119	392	.199	.843
	Having Sibling	130	15.64	5.852	.513				

**Mean of Life Value**

**Mean of Play Participation**



**Figure No: 8 Bar graph showing Number of Sibling wise Mean of life values and play participation.**

#### 4.2.7 Number of Sibling wise Interpretation

##### (a) Life values

This independent sample 'T-test' analysis indicates that life value the Single Child has a mean of 148.72 and Standard Deviation (SD) of 30.26 and the Having

Siblings have a mean of 152.09 and SD 29.34. Here the mean score of Single child (i.e. 148.72) is just lower than that of having family i.e. 152.09. That means this initial descriptive statistic showed that there is a difference between the performance of Single child and Having Siblings in life values score. But to ascertain whether this difference is statistically significant or not the researcher further used the t-test. Here the computed 't-value' i.e. 0.29 is greater than 0.05 level of significance that means it is not significant at 0.05 level. Consequently, the null hypothesis is accepted as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

Here, it can be concluded that a significant difference existed between Single child and Having Siblings with regard to their performance in life values. However, the initial descriptive statistics also showed that performance in life value score of having family is higher than Single child as measured by the researcher.

#### **(b) Play participation**

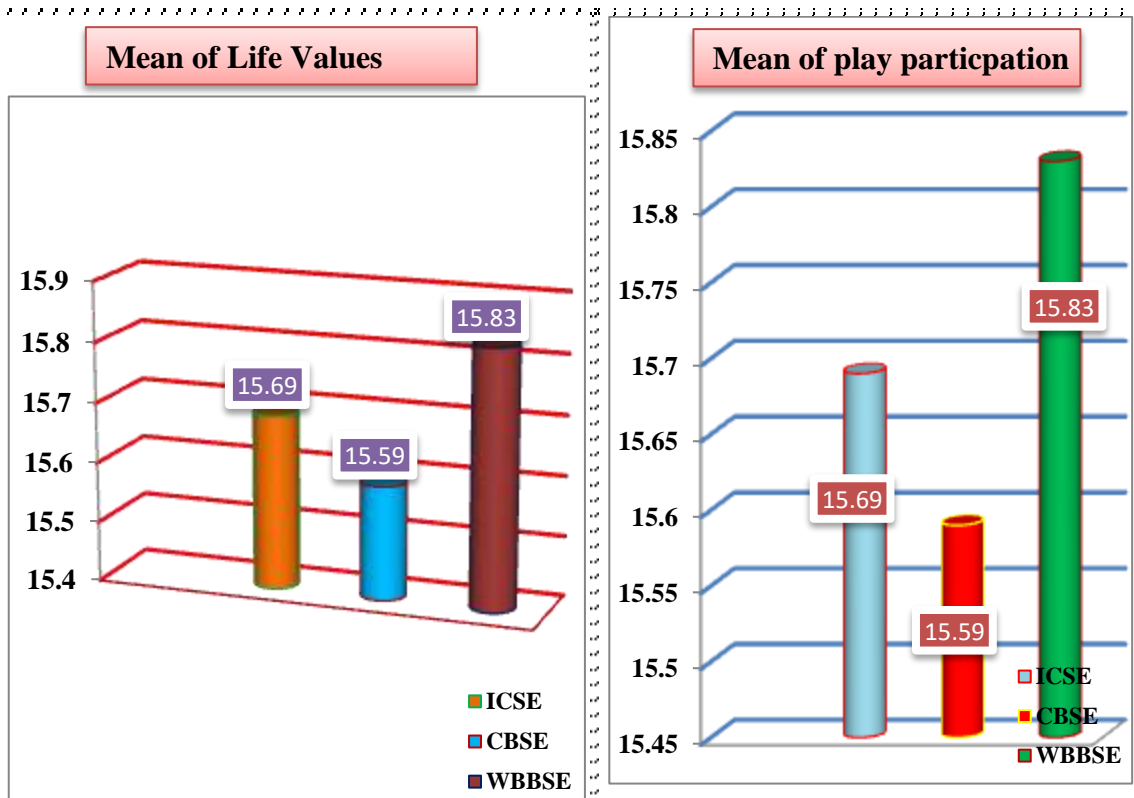
This independent sample 'T-test' analysis indicates that play participation the Single Child has a mean of 15.76 and Standard Deviation (SD) of 5.46 and the Having Siblings have a mean of 15.64 and SD 5.85. Here the mean score of Single child (i.e. 15.76) is just higher than that of Having Siblings i.e. 15.64. That means this initial descriptive statistic showed that there is a difference between the performance of Single child and Having Siblings in play participation score. But to ascertain whether this difference is statistically significant or not the researcher further used the t-test. Here the computed 't-value' i.e. 0.84 is greater than 0.05 level of significance that means it is not significant at 0.05 level. That indicates means did not differ significantly at 0.05 levels. Consequently, the null hypothesis cannot be rejected as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations.

Here, it can be concluded that no significant difference existed between Single Child and Having Siblings with regard to their performance in play participation. However, the initial descriptive statistics also showed that performance in play participation score of Single Child is higher than Having Siblings as measured by the researcher.

**Table: 4.2.8 Board wise comparison of life values and play participation score in CBSE, ICSE and WBBSE & WBCHSE Board Students**

**Table: 4.2.8 (A) Board wise Number of students, Mean & S.D result of life values and play participation score**

	Board	N	Mean	Std. Deviation
Life Values Score	ICSE	144	152.86	31.440
	CBSE	97	148.99	32.733
	WBBSE, WBCHSE	153	147.51	26.471
	Total	394	149.83	29.967
Play Participation Score	ICSE	144	15.69	5.373
	CBSE	97	15.59	5.004
	WBBSE, WBCHSE	153	15.83	6.150
	Total	394	15.72	5.591



**Figure No: 9 Bar Graph showing Board wise Mean of life values and play participation.**

**Table: 4.2.8 (B) Analysis of variance Result of Board wise life values and play participation**

Life Values Score		Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	2215.159	2	1107.580	1.235	.292
	Within Groups	350716.447	391	896.973		
	Total	352931.607	393			
Play Participation Score	Between Groups	3.704	2	1.852	.059	.943
	Within Groups	12282.024	391	31.412		
	Total	12285.728	393			

#### 4.2.8 Board wise Interpretation

##### (a) Life values

The table states about life values among student with respect to Board- ICSE, CBSE and WBBSE&WBCHSE. Here the mean score for the Board of ICSE, CBSE and WBBSE& WBCHSE are 152.86, 148.99, and 147.51 and S.D is 31.44, 32.73, and 26.47 respectively. That means there are some differences among the students of ICSE, CBSE, and WBBSE& WBCHSE. But in order to know whether this difference is statistically significance or not, further ANOVA technique has been applied. The ANOVA result (i.e. 0.29 for 391/2 df) shows that there is no Significant difference exists as the p value (i.e.  $p > 0.05$ ) is greater than 0.05 level of significant. Therefore, it can be concluded that these groups differ significantly.

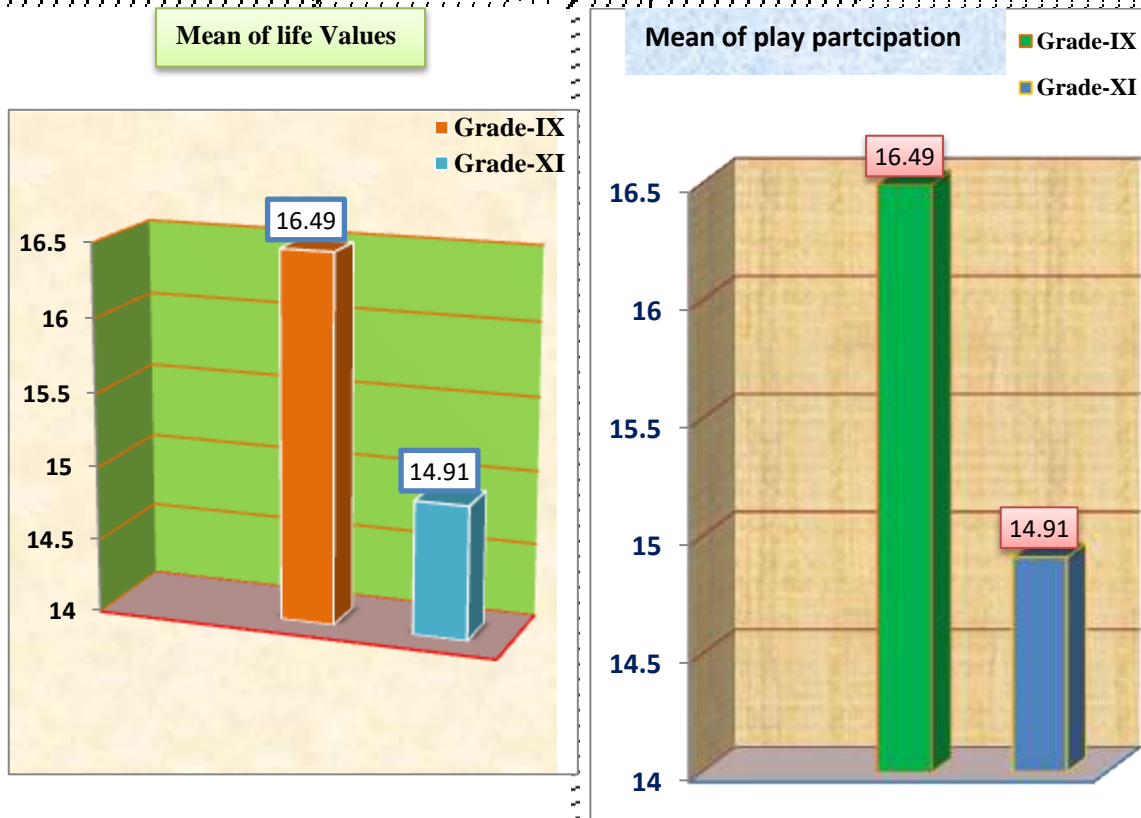
##### (b) Play participation

The table states about play participation among student with respect to Board- ICSE, CBSE and WBBSE & WBCHSE. Here the mean score for the Board of ICSE, CBSE and WBBSE & WBCHSE are 15.69, 15.59, and 15.83 and S.D is 5.37, 5.00 and 6.15 respectively. That means there are some differences among the students of ICSE, CBSE, and WBBSE&WBCHSE. But in order to know whether this difference is statistically significant or not, further ANOVA technique has been applied. The ANOVA result (i.e. 0.94 for 391/2 df) shows that there is no significant difference exist as the p value (i.e.  $p > 0.05$ ) is greater than 0.05 level of significance. Therefore, it can be concluded that these groups differ significantly.

**Table: 4.2.9 Grade wise comparison of life values and play participation score in CBSE, ICSE and WBBSE & WBCHE Board Students**

**Table: 4.2.9 (A) Grade wise Number of students, Mean & S.D result of life values and play participation score**

	Grade	N	Mean	Std. Deviation
Life Values Score	Grade-IX	202	150.50	31.996
	Grade-XI	192	149.12	27.740
	Total	394	149.83	29.967
Play Participation Score	Grade-IX	202	16.49	5.835
	Grade-XI	192	14.91	5.216
	Total	394	15.72	5.591



**Figure No: 10 Bar Graph showing Board wise Mean of life values and play participation.**

**Table: 4.2.9 (B) Analysis of variance Result of Grade wise life values and play participation**

		Sum of Squares	df	Mean Square	F	Sig.
Life Values Score	Between Groups	188.867	1	188.867	.210	.647
	Within Groups	352742.740	392	899.854		
	Total	352931.607	393			
Play Participation Score	Between Groups	246.936	1	246.936	8.041	.005
	Within Groups	12038.793	392	30.711		
	Total	12285.728	393			

#### **4.2.9 Grade wise Interpretation**

##### **(a) Life values**

Here first of all descriptive statistics were used to ascertain the mean values and the result revealed that the mean score in life values of Grade-IX, and XI 150.50, and 149.12 and their SD are 31.99 and 27.74 respectively. This initial descriptive statistic show that differences exist among students in their life values. Now the question arises whether this difference is significant or not.

Bur, in order to know whether this difference is statistically significant or not, further ANOVA technique has been applied. The ANOVA result (i. e. 0.647 for 392/1 df shows that there is no significance difference exist as the p value (i.e.  $p > 0.05$ ) is greater than 0.05 level of significance. Therefore, it can be said that these groups did not differ significantly. Hence, it can be concluded that no significant difference in life values among student with respect to grade.

##### **(b) Play participation**

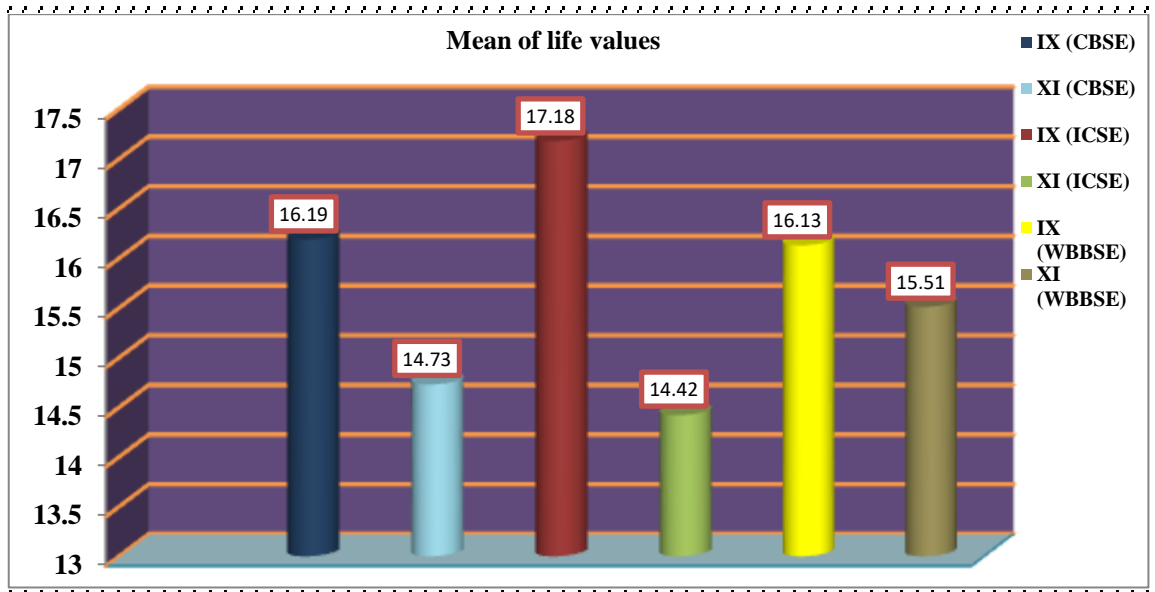
Here first of all descriptive statistics were used to ascertain the mean values and the result revealed that the mean score in play participation of Grade-IX, and XI 16.49, and 14.91 and their SD are 5.83 and 5.21 respectively. This initial descriptive statistic show that differences exist among students in their play participation. Now the question arises whether this difference is significant or not.

Bur, in order to know whether this difference is statistically significant or not, further ANOVA technique has been applied. The ANOVA result (i. e. 0.005 for 392/1 df shows that there is significance difference exist as the p value (i.e.  $p < 0.05$ ) is less than 0.05 level of significance. Therefore, it can be said that these groups differ significantly. Hence, it can be concluded that significant difference in play participation among student with respect to grade.

**Table: 4.2.10 Board and Grade wise comparison of life values and play participation score in CBSE, ICSE and WBBSE & WBCHSE Board Students**

**Table: 4.2.10 (A) Board and Grade wise Number of students, Mean & S.D result of life values and play participation score**

	Grade	N	Mean	Std. Deviation
Life Values Score	IX (CBSE)	57	147.86	40.167
	XI (CBSE)	40	150.60	17.782
	IX (ICSE)	66	156.85	30.064
	XI (ICSE)	78	149.49	32.366
	IX (WBBSE)	79	147.11	25.994
	XI (WBCHSE)	74	147.93	27.142
	Total	394	149.83	29.967
	Play Participation Score	IX (CBSE)	57	16.19
XI (CBSE)		40	14.73	4.194
IX (ICSE)		66	17.18	4.125
XI (ICSE)		78	14.42	5.977
IX (WBBSE)		79	16.13	7.181
XI (WBCHSE)		74	15.51	4.843
Total		394	15.72	5.591



**Figure No: 11 (A) Bar graph showing Board wise Mean of life values.**

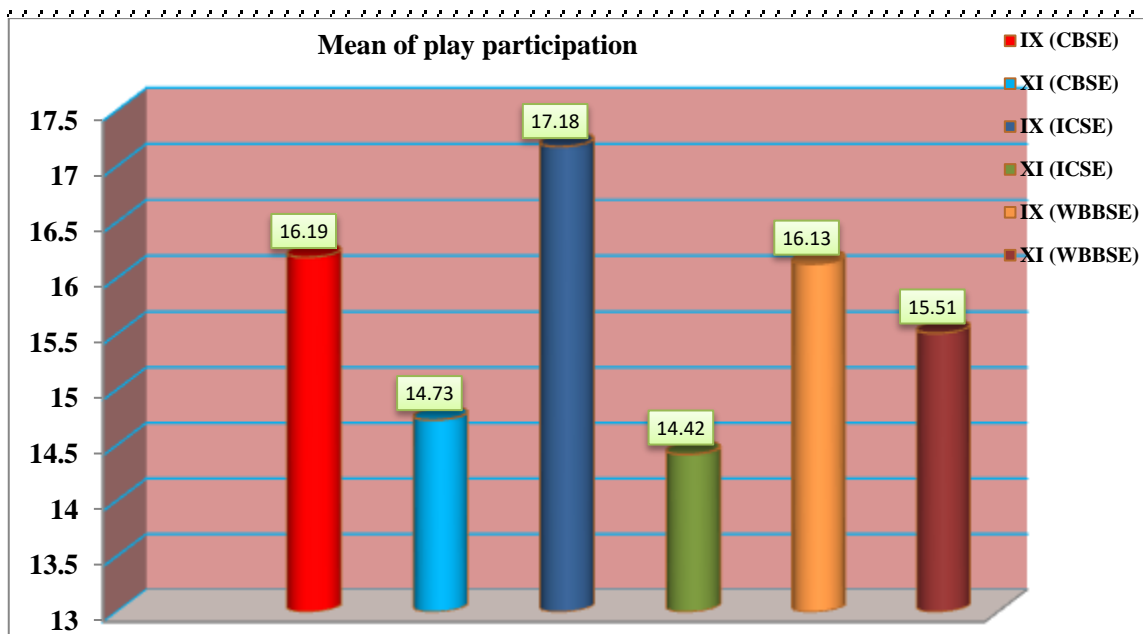


Figure No: 11(B) Bar graph showing Board wise Mean of play participation

Table: 4.2.10 (B) Analysis of variance Result of Board and Grade wise life values and play participation

		Sum of Squares	df	Mean Square	F	Sig.
Life Values Score	Between Groups	4354.521	5	870.904	.969	.436
	Within Groups	348577.086	388	898.395		
	Total	352931.607	393			
Play Participation Score	Between Groups	340.799	5	68.160	2.214	.052
	Within Groups	11944.930	388	30.786		
	Total	12285.728	393			

#### 4.2.10 Board and Grade wise Interpretation

##### (a) Life values

The table states about life values among student with respect to Board wise grade- IX (CBSE), XI (CBSE), IX (ICSE), XI (ICSE) and IX (WBBSE), XI (WBCHSE) . Here the mean score for the students of IX(CBSE), XI(CBSE), IX(ICSE), XI(ICSE) and IX(WBBSE), XI(WBCHSE) are 147.86, 150.60, 156.85, 149.49, and 147.11, 147.93 and S.D is 40.16, 17.78, 30.06, 32.36 and 25.99, 27.14 respectively. That means there are some differences among the students of IX (CBSE), XI CBSE), IX (ICSE), XI (ICSE) and IX WBBSE), XI (WBCHSE) . But in order to know whether this difference is statistically significant or not, further ANOVA technique has been applied.



The ANOVA result (i.e. 0.436 for 388/5 df) shows that there is a not significant difference exist as the p value (i.e.  $p > 0.05$ ) is greater than 0.05 level of significance. Therefore, it can be concluded that these groups differ significantly.

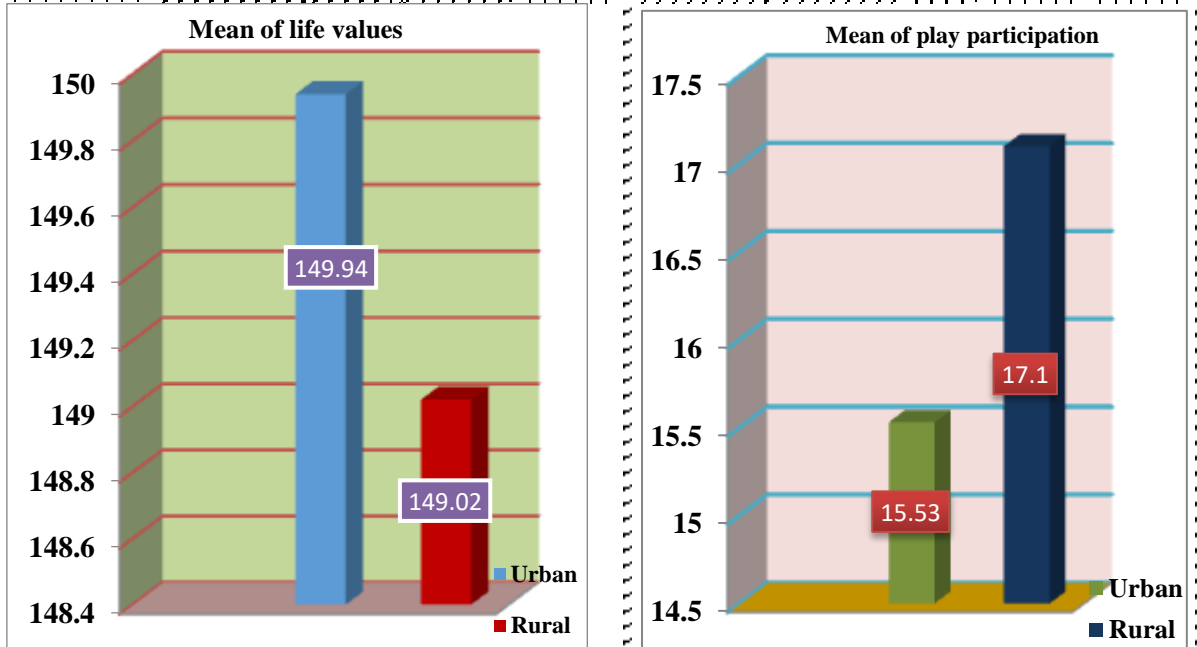
**(b) Play participation**

The table states about play participation among student with respect to Board wise grade- IX (CBSE), XI (CBSE), IX (ICSE), XI (ICSE) and IX (WBBSE), XI (WBCHSE). Here the mean score for the students of IX(CBSE), XI(CBSE), IX(ICSE), XI(ICSE) and IX(WBBSE), XI(WBCHSE) are 16.19, 14.73, 17.18, 14.42, and 16.13, 15.51 and S.D is 5.45,4.19,4.12,.5.97 and 7.18, 4.84 respectively. That means there are some differences among the students of IX (CBSE), XI CBSE), IX (ICSE), XI (ICSE) and IX WBBSE), XI (WBCHSE) . But in order to know whether this difference is statistically significant or not, further ANOVA technique has been applied. The ANOVA result (i.e. 0.052 for 388/5 df) shows that there is a not significant difference exist as the p value (i.e.  $p > 0.05$ ) is greater than 0.05 level of significance. Therefore, it can be concluded that these groups differ significantly.

**Table: 4.2.11 Habited wise comparison of life values and play participation score in CBSE, ICSE and WBBSE & WBCHE Board Students**

**Table: 4.2.11 Habited wise Number of students, Mean & S.D and T-Test result of life values and play participation scores**

	Habitat of the Student	N	Mean	Std. Deviation	Std. Error Mean	MD	df	T	Sig. (2-tailed)
Life Values Score	Urban	346	149.94	30.355	1.632	.921	392	.199	.842
	Rural	48	149.02	27.289	3.939				
Play Participation Score	Urban	346	15.53	5.547	.298	-1.578	392	-1.838	.067
	Rural	48	17.10	5.769	.833				



**Figure No: 12 Bar Graph showing Board wise Mean of life values and play participation.**

#### 4.2.11 Habited wise Interpretation

##### (a) Life values

This independent sample ‘T-test’ analysis indicates that life values the Urban has a mean of 149.94 and Standard Deviation (SD) of 30.35 and the rural student has a mean of 149.02 and SD 27.28. Here the mean score of urban student (i.e. 149.94) is just higher than that of rural student’s i.e.149.02. That means this initial descriptive statistic showed that there is difference between performance of urban student and rural student in life value score. But to ascertain whether this difference is statistically significant or

not the researcher future used the t- test. Here the computed 't- value' i.e. 0.84 is greater than 0.05 level of significance that means it is not significant at 0.05 level. Consequently, the null hypothesis is accepted as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

Here, it can be concluded that a significant difference existed between urban student and rural student with regard to their performance in life values. However, the initial descriptive statistics also showed that performance in life values score of urban student is higher than rural student as measured by the researcher.

### **(b) Play participation**

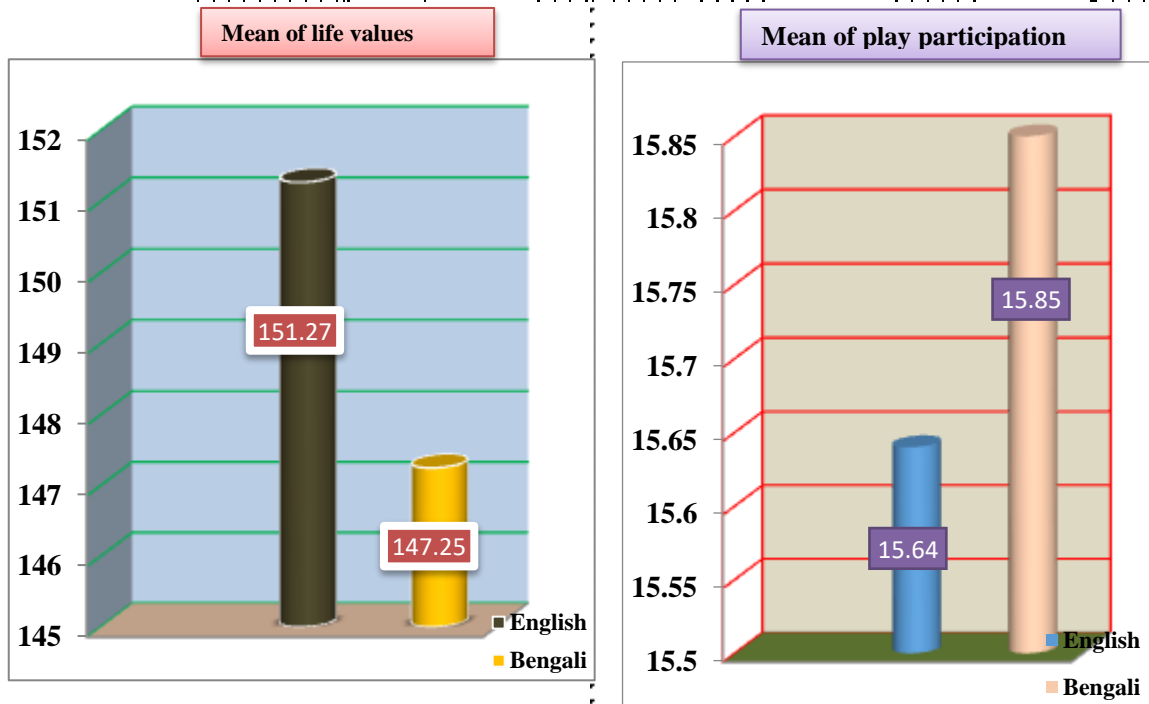
This independent sample 'T-test' analysis indicates that play participation the urban student has a mean of 15.53 and Standard Deviation (SD) of 5.54 and the rural student has a mean of 17.10 and SD 5.76. Here the mean score of urban student (i.e.15.53) is just lower than that of rural student i.e.17.10. That means this initial descriptive statistic showed that there is difference between performance of urban student and rural student in play participation score. But to ascertain whether this difference is statistically significant or not the researcher future used the t- test. Here the computed 't- value' i.e. 0.06 is greater than 0.05 level of significance that means it is not significant at 0.05 level. Consequently, the null hypothesis is cannot be rejected as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations.

Here, it can be concluded that no significant difference existed between urban student and rural student with regard to their performance in play participation. However, the initial descriptive statistics also showed that performance in play participation score of rural student is higher than urban student as measured by the researcher.

**Table: 4.2.12 Medium of instruction comparison of life values and Play participation score in CBSE, ICSE and WBBSE & WBCHSE Board Students**

**Table: 4.2.12 Medium of instruction wise Number of students, Mean & S.D and T-Test result of life values and play participation score**

	Medium of Instruction	N	Mean	Std. Deviation	Std. Error Mean	MD	df	T	Sig. (2-tailed)
Life Values Score	English	253	151.27	31.633	1.989	4.021	392	1.278	.202
	Bengali	141	147.25	26.632	2.243				
Play Participation Score	English	253	15.64	5.166	.325	-.207	392	-.352	.725
	Bengali	141	15.85	6.301	.531				



**Figure No: 13 Bar Graph showing Board wise Mean of life values and play participation.**

#### 4.2.12 Medium of instruction wise Interpretation

##### (a) Life value

This independent sample 'T-test' analysis indicates that life values the English medium student has a mean of 151.27 and Standard Deviation (SD) of 31.63 and the Bengali medium student has a mean of 147.25 and SD 26.63. Here the mean score of English medium student (i.e. 151.27) is just higher than that of Bengali medium student

i.e.147.25. That means this initial descriptive statistic showed that there is difference between performance of English medium student and Bengali medium student in life values score. But to ascertain whether this difference is statistically significant or not the researcher future used the t- test. Here the computed 't'- value i.e. 0.20 is greater than 0.05 level of significance that means it is not significant at 0.05 level. Consequently, the null hypothesis is accepted as a result, the given difference in sample means being significant can only be attributed to some chance factors or sampling fluctuations.

Here, it can be concluded that a significant difference existed between English medium student and Bengali medium student with regard to their performance in life values. However, the initial descriptive statistics also showed that performance in life values score of English medium student is higher than Bengali medium student as measured by the researcher.

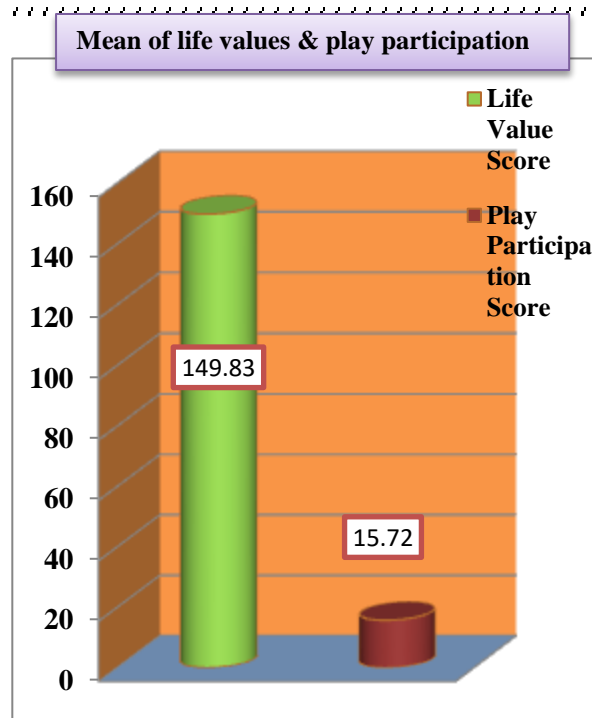
#### **(b) Play participation**

This independent sample 'T-test' analysis indicates that play participation the English medium students has a mean of 15.64 and Standard Deviation (SD) of 5.16 and the Bengali medium student has a mean of 15.85 and SD 6.30. Here the mean score of Bengali medium student (i.e.15.85) is just higher than that of English medium student i.e.15.64. That means this initial descriptive statistic showed that there is difference between performance of English medium student and Bengali medium student in play participation score. But to ascertain whether this difference is statistically significant or not the researcher future used the t- test. Here the computed 't'- value i.e. 0.72 is greater than 0.05 level of significance that means it is not significant at 0.05 level. Consequently, the null hypothesis is cannot be rejected as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations.

Here, it can be concluded that no significant difference existed between English medium student and Bengali medium student with regard to their performance in play participation. However, the initial descriptive statistics also showed that performance in play participation score of Bengali medium student is higher than English medium student as measured by the researcher.

**Table- 4.2.13 Co- efficient of Correlation between Play participation and Life Values in CBSE, ICSE and WBBSE& WBCHSE Board Students**

<b>Table: 4.2.13 (A) Representing Number of Students, Mean &amp; SD and figure for play participation and life values</b>			
	Mean	Std. Deviation	N
Life Values Score	149.83	29.967	394
Play Participation Score	15.72	5.591	394



**Figure No: 14 Bar graph showing Mean of life values and play participation.**

<b>Table- 4.2.13 (B) Co- efficient of Correlation between Play participation and Life Values</b>				
Variables	Correlation	Total Life Values Score	Total Play Participation Score	Remarks
Life Values Score	Pearson Correlation	1	-.002	NS** (P>0.05)
	Sig. (2-tailed)		.966	
	N	394	394	
Play Participation Score	Pearson Correlation	-.002	1	NS** (P>0.05)
	Sig. (2-tailed)		.966	
	N	394	394	

**\*\*NS=Not Significance**

#### **4.2.13 Interpretation of Correlation between Play participation and Life Values**

A Pearson correlation was calculated to examining the relationship between life values and play participation activity. A very week negative, but statistically not significant correlation was found (r, (2): -.002, p=0.966>0.05). So, from here it can be calculated that there is no significant relationship exists between life values and play participation of CBSE, ICSE and WBBSE & WBCHSE Board Students.

### **4.3 Major Findings of the Study**

This present chapter of “Major Findings and Conclusion” is concerned with the conclusive features of the entire study. The analysis and interpretation of data of this chapter, led the researcher towards this conclusive phase. The final or concluding aspects of the study has been described in this chapter in a very brief manner. But while description has been made in this chapter due care has been taken to include all the significant features of the conclusion, otherwise there would be the miss in the charm of the practicability of the study. As per the analysis and interpretations, the following findings were drawn

#### **4.3.1 Overall level of play participation among students of CBSE, ICSE and WBBSE & WBCHSE Boards**

Out of 394 students it is found that cumulatively most of the student’s i.e.73.4% moderate participation and high participation values 14.7%, very few students i.e.6.9% low life values. Therefore, number of students in high participation category is more that of low participation category among students of CBSE, ICSE and WBBSE& WBCHSE Board. And most of the students have moderate participation in play.

#### **4.3.2 Overall level of Life-Values among students of CBSE, ICSE and WBBSE & WBCHSE Board**

Out of 394 students it is found that cumulatively most of the student’s i.e.73.4% moderate life values and high life values 26.6%, very few students i.e.3.6% low life values. Therefore, number of students in high life values category is more that of low life values category among students of CBSE, ICSE and WBBSE& WBCHSE Board. And most of the students have moderate life values.

#### **4.3.3 Findings regarding Life Values Score and play participation activity**

1. Age is not an influential factor in life-values among students of CBSE, ICSE and WBBSE& WBCHSE Board
2. It is found that age of CBSE, ICSE and WBBSE& WBCHSE Board students have an influence factor on play participation activity.
3. There is significant difference in total life-values between male and female students of CBSE, ICSE and WBBSE& WBCHSE Board

4. There is significant difference in play participation between male and female students of CBSE, ICSE and WBBSE& WBCHSE Board
5. Caste is not an influential factor in life-values among students of CBSE, ICSE and WBBSE& WBCHSE Board
6. Caste is not an influential factor in play participation among students of CBSE, ICSE and WBBSE& WBCHSE Board
7. Family type has no significance impact on total life-values among students of CBSE, ICSE and WBBSE& WBCHSE Board
8. Family type has significance impact on play participation among students of CBSE, ICSE and WBBSE& WBCHSE Board
9. There is no significant difference in life- values between single child and having sibling students of CBSE, ICSE and WBBSE& WBCHSE Board
10. There is no significant difference in play participation between single child and having sibling students of CBSE, ICSE and WBBSE& WBCHSE Board.
11. Board is not an influential factor in life-values among students of CBSE, ICSE and WBBSE& WBCHSE Board.
12. Board is not an influential factor in play participation among students of CBSE, ICSE and WBBSE& WBCHSE Board.
13. Grade has no significance impact on total life values among students of CBSE, ICSE and WBBSE& WBCHSE Board.
14. Grade has significance impact on play participation among students of CBSE, ICSE and WBBSE& WBCHSE Board.
15. There is no significant difference in total life-values between Board Grade students of CBSE, ICSE and WBBSE& WBCHSE Board.
16. There is no significant difference in paly participation between Board Grade students of CBSE, ICSE and WBBSE& WBCHSE Board.
17. Habitat is not an influential factor in life- values among students of CBSE, ICSE and WBBSE& WBCHSE Board.
18. Habitat is not an influential factor in play participation among students of CBSE, ICSE and WBBSE& WBCHSE Board.
19. Medium of instruction has no significance impact on total life values among students of CBSE, ICSE and WBBSE& WBCHSE Board.
20. Medium of instruction has no significance impact on play participation among students of CBSE, ICSE and WBBSE& WBCHSE Board.



21. There is no significant relationship in total life value between play participation activity among students of CBSE, ICSE and WBBSE & WBCHSE Board.

#### **4.4 Discussion of the Results**

Finding of the present study suggested that most of the students of CBSE, ICSE and WBBSE & WBCHSE Boards (i.e. 73.4%) have moderate play participation. Granic et al., (2014) and Dey (2017) also corroborated this finding but Jarrett (2013) was not agreed with this. From the study it was also found that most of the student's i.e.73.4% has moderate level of life values this is supported by Mittal, A. (2016) and Bhowmik (2018).

When life values of CBSE, ICSE and WBBSE & WBCHSE Boards was compared in respect with their age and it was found that age was not an influential factor in life-values among students. In some other related studies Rosales, A et al., (2014) , Aldy, J. E., Viscusi, K. W. (2008) and Duban et al., (2016) revealed contradictory results. But when play participation of those students was compared with respect to their age it was found that age of those students have an influence factor on play participation activity. Das (2016) also found similar result.

Result of the present study showed that male and female students have significantly different life values. This finding is similar to the findings of Flanagan, M (2005), Bhutia (2013), Chauhan (2015) and Kanti (2013) but contradicted with the findings of Mondal, B. C. & Mete, J (2009). Play participation of students also compared with respect to age and found significantly different level of play participation between male and female students. Parsons (2011), Wesley, J. K, Gaarder, E (2004), Rosales, A et al., (2014), Sansanwal (2014), Chen et al., (2010) and Bhutia (2013) corroborated this finding but Winter et al., (2008) and Das (2016) had contradictory result.

When the researcher compared life values and play participation among students of CBSE, ICSE and WBBSE & WBCHSE, result revealed that caste of the students was not an influential factor of life values and play participation. Not a single study found that compared life values and play participation of students with respect to their caste. So this finding is a unique one and this is the researcher's contribution to this field.

Against, M (2016) and Bhutia (2013) present study revealed that type of family has no significance impact on life-values among students of CBSE, ICSE and WBBSE

& WBCHSE Boards. But when play participation was compared between joint and nuclear family students result revealed significance difference in play participation. This finding was contradicted by Das (2016).

No significant difference was found between students of CBSE, ICSE and WBBSE & WBCHSE Boards, who belong from joint and nuclear family. Against this only Das (2016) found significant influence of type of family on life values.

When play participation and life values among students of CBSE, ICSE and WBBSE & WBCHSE were compared it was found that all of the students have same level of play participation and life values. And when play participation and life values of students CBSE, ICSE and WBBSE & WBCHSE were compared between grade IX and grade XI students it was found that all of the students have same level of play participation and life values. Not a single study found in support of against of these findings.

Study result revealed habitat of the students of CBSE, ICSE and WBBSE & WBCHSE is not an influential factor in life- values. Mittal, A (2016), Bhutia (2013), Mondal & Mete (2009) corroborated this this find but habitat of student has an impact on play participation among students of CBSE, ICSE and WBBSE & WBCHSE Boards.

Medium of instruction has no significant impact on total life values and paly participation among students of CBSE, ICSE and WBBSE & WBCHSE Boards. No similar study found in support or in against of this find. So it is totally a new one.

One important objective of the present study was to find the relationship between play participation and life values, result revealed very low negative and not significant correlation. Das (2016), Kisku (2018) and Suh (2010) corroborated this find but result of Dey (2017), Miller et al., (2017) and Magnussen et al., (2014) contradicted with this finding.

## 4.5 Testing of Hypothesis

Ho1: Age is not an influential factor in life-values among students of CBSE, ICSE and WBBSE& WBCHSE Board as  $p(0.307) > 0.05$ .

Ho2: It is found that age of CBSE, ICSE and WBBSE& WBCHSE Board students have an influence factor on play participation activity as  $p(0.004) < 0.05$ .

Ho3: There is significant difference in total life-values between male and female students of CBSE, ICSE and WBBSE& WBCHSE Board as  $p(0.006) < 0.05$ .

Ho4: There is significant difference in play participation between male and female students of CBSE, ICSE and WBBSE& WBCHSE Board as  $p(0.000) < 0.05$ .

Ho5: Caste is not an influential factor in life-values among students of CBSE, ICSE and WBBSE& WBCHSE Board as  $p(0.403) > 0.05$ .

Ho6: Caste is not an influential factor in play participation among students of CBSE, ICSE and WBBSE& WBCHSE Board as  $p(0.417) > 0.05$ .

Ho7: Family type has no significance impact on total life-values among students of CBSE, ICSE and WBBSE& WBCHSE Board as  $p(0.251) > 0.05$ .

Ho8: Family type has significance impact on play participation among students of CBSE, ICSE and WBBSE& WBCHSE Board as  $p(0.038) < 0.05$ .

Ho9: There is no significant difference in life- value between single child and having sibling students of CBSE, ICSE and WBBSE& WBCHSE Board as  $p(0.294) > 0.05$ .

Ho10: There is no significant difference in play participation between single child and having sibling students of CBSE, ICSE and WBBSE& WBCHSE Board as  $p(0.843) > 0.05$ .

Ho11: Board is not an influential factor in life-values among students of CBSE, ICSE and WBBSE& WBCHSE Board as  $p(0.292) > 0.05$ .

Ho12: Board is not an influential factor in play participation among students of CBSE, ICSE and WBBSE& WBCHSE Board as  $p(0.943) > 0.05$ .

Ho13: Grade has no significance impact on total life values among students of CBSE, ICSE, WBBSE and WBCHSE Board as  $p(0.647) > 0.05$ .

Ho14: Grade has significance impact on play participation among students of CBSE, ICSE, WBBSE and WBCHSE Board as  $p(0.005) < 0.05$ .

Ho15: There is no significant difference in total life-values between Board Grade students of CBSE, ICSE WBBSE and WBCHSE Board as  $p(0.436) > 0.05$ .

Ho16: There is no significant difference in paly participation between Board Grade students of CBSE, ICSE WBBSE and WBCHSE Board as  $p(0.052) > 0.05$ .

Ho17: Habitat is not an influential factor in life- values among students of CBSE, ICSE, WBBSE and WBCHSE Board as  $p(0.842) > 0.05$ .

Ho18: Habitat is not an influential factor in play participation among students of CBSE, ICSE, WBBSE and WBCHSE Board as  $p(0.067) > 0.05$ .

Ho19: Medium of instruction has no significance impact on total life values among students of CBSE, ICSE, WBBSE and WBCHSE Board as  $p(0.202) > 0.05$ .

Ho20: Medium of instruction has no significance impact on play participation among students of CBSE, ICSE, WBBSE and WBCHSE Board as  $p(0.725) > 0.05$ .

Ho21: There is no significant relationship in total life value between play participation activity among students of CBSE, ICSE, WBBSE and WBCHSE Board as  $p(-0.002) < 0.05$ .

## **CHAPTER-V**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

In this chapter the summary of all the previous chapters have been presented. The conclusions drawn and the recommendations proposed have also been included here.

#### **5.1 Summary**

Play participation and Life values and among adolescence school going students of Secondary and Higher Secondary level has been considered as a vital factor for improvement of good health. Now a day, paly participation and life values among adolescence has been decreased and that is affecting our society.

The purposes for conducting the present study were - 1) To Study the overall level of life values among students of CBSE, ICSE and WBBSE &WBCHSE Board. 2) To study the overall play participation among students of CBSE, ICSE and WBBSE &WBCHSE Board. 3) To compare the life values among students of CBSE, ICSE and WBBSE &WBCHSE Board With respect to their age, gender, grade , type of family, number of siblings, board, board grade, habitat, medium of instruction. 4) To compare the play participation among students of CBSE, ICSE and WBBSE &WBCHSE Board with respect to their age, gender, grade , type of family, number of siblings, board, board grade, habitat, medium of instruction. 5) To study the relationship between life-values and play participation among students of CBSE, ICSE and WBBSE &WBCHSE Board.

The objectives of the present study were to identify the life values and play participation level among the secondary and higher secondary level students and to find out the relationship between life values and play participation and also to find out the impact of different independent variables on play participation and life values. It was a cross-sectional Survey Research. The study was conducted on 394 students of ICSE, CBSE and WBBSE &WBCHSE board secondary and higher secondary level (Male-182, Female-212) in West Bengal, who has been selected purposively. Level of play participation and life values were measured with the help of Life-Values Inventory

developed by Brown & Crace (2000) and a Schedule of Play participation by Mohakud .L. L (2018). Available data was analysed through Pearson Correlation, 't' test and One- way ANOVA technique in SPSS-21. Results of the study revealed that no correlation ( $r = -0.002$ ) exist between Life- Values and Play participation. It was also found that age, gender, type of family and grade of schooling has a significant impact on play participation. On the other hand only gender has significant influence on life values of ICSE, CBSE and WBBSE &WBCHSE board secondary and higher secondary level student.

## **5.2 Conclusion**

Within the limitation of the present study following conclusions were drawn on the basic of the obtained results:

### **I) Overall Level of Play Participation**

The percentage of Low participation, high participation and moderate play participation among students are 6.9%, 14.7% and 85.3% respectively. Therefore, number of students in High participation category is more than that of low participation category among students of CBSE, ICSE and WBBSE &WBCHSE Board. And most of the students have moderate participation in play.

### **II) Overall Level of Life-Values**

It is found that percentage of students possessed Low, moderate and high life values are 3.6%, 73.4% and 26.6% respectively. Therefore, number of students in High life values category is more than that of low life values category among students of CBSE, ICSE and WBBSE &WBCHSE Board. And most of the students have moderate life values.

### **III) Age wise life values and Play participation**

Age is not an influential factor in life-values among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p (0.307) > 0.05$ .

It is found that age of CBSE, ICSE and WBBSE &WBCHSE Board students is an influential factor for play participation activity as  $p(0.004) < 0.05$ .

#### **IV) Gender wise life values and Play participation**

There is significant difference in total life-values between male and female students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p(0.006) < 0.05$ .

There is significant difference in play participation between male and female students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p(0.000) < 0.05$ .

#### **V) Caste wise life values and Play participation**

Caste is not an influential factor in life-values among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p(0.403) > 0.05$ .

Caste is not an influential factor in play participation among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p(0.417) > 0.05$ .

#### **VI) Family type wise life values and Play participation**

Family type has no significance impact on total life-values among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p(0.251) > 0.05$ .

Family type has significance impact on play participation among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p(0.038) < 0.05$ .

#### **VII) Number of Siblings wise life values and Play participation**

There is no significant difference in life- value between single child and having sibling students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p(0.294) > 0.05$ .

There is no significant difference in play participation between single child and having sibling students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p(0.843) > 0.05$ .

#### **VIII) Board wise life values and Play participation**

Board is not an influential factor in life-values among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p (0.292) > 0.05$ .

Board is not an influential factor in play participation among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p (0.943) > 0.05$ .

### **IX) Grade wise life values and Play participation**

Grade has no significance impact on total life values among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p (0.647) > 0.05$ .

Grade has significance impact on play participation among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p (0.005) < 0.05$ .

### **X) Board Grade wise life values and Play participation**

There is no significant difference in total life-values between Board Grade students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p (0.436) > 0.05$ .

There is no significant difference in play participation between Board Grade students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p (0.052) > 0.05$ .

### **XI) Habitat wise life values and Play participation**

Habitat is not an influential factor in life-values among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p (0.842) > 0.05$ .

Habitat is not an influential factor in play participation among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p (0.067) > 0.05$ .

### **XII) Medium wise life values and Play participation**

Medium of instruction has no significance impact on total life values among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p (0.202) > 0.05$ .

Medium of instruction has no significance impact on play participation among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p (0.725) > 0.05$ .

### **XIII) Correlation between Play participation and Life Values**



There is no significant relationship between total life value and play participation activity among students of CBSE, ICSE and WBBSE &WBCHSE Board as  $p (-0.002) < 0.05$ .

### **5.3 RECOMMENDATIONS AND SUGGESTIONS**

This study indicated the needs for conducting the research on the following lines to estimate a concrete generalization:

- I) Studies may be conducted in different board students in West Bengal.
- II) This study may be conducted with large number of Secondary and High Secondary students.
- III) This study can be made again by selecting sample from all the grade of secondary and high secondary levels board students.
- IV) Studies can be conducted by many Districts in West Bengal.
- V) Attempts should be taken to undertake studies on life values and play participation activity with other correlates.
- VI) Studies may be conducted with of large number of students, parents and teachers.
- VII) Comprehensive studies may be undertaken on play including different dimensions or aspects or types of play.
- VIII) Attempts should be taken to undertaken studies on play and life values with other correlates, like creativity, achievement motivation, depression, anxiety, physical and mental health, social adjustment, wellbeing etc.
- IX) Studies may be conducted with collecting data from parents and other community members along with students and teachers regarding effectiveness of play participation and play related creativity among students.
- X) Studies can be conducted an all types of religion and caste, gender belonging in different part of West Bengal.

XI) Studies can be conducted by using specially constructed standardized scale for measuring the play participation activity, play related creativity on the student for this purpose.

XII) The present study has been conducted only Bengali and English Medium schools of rural and urban settings. But this type of study may be extended to many Hindi, Urdu and other regional language medium school as well as schools having differential backgrounds like semi-urban, metropolitan setting etc.

XIII) The present study has been conducted on grade-IX and XI, students of secondary and high secondary level. A similar kind of present study may be extended to different grade and different boards of our school education.

XIV) Along with psychological parameters, the physical and bio-mechanical parameters of play participations should also be studied.

XV) Such type of studies may also be conducted other states of the country.

XVI) It is recommended that factors like health status, aspiration level and other psychological factors be considered in further studies.

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# LIFE-VALUES INVENTORY

An Assessment of Values that guides behavior and Decision making

Brown, Duane and R. Kelly Crace, 2000

Name:	Age:
Gender:	Caste : GEN/OBC/SC/ST
Family type: Joint/Single	Number of siblings:
Board: ICSE/ CBSC/ WBBSE & WBCHSE	Family income(Monthly):
Habitat:	Medium of instruction:

## SECTION I

Values are beliefs that influence people's behavior and decision- making. For example, if people believe that telling the truth is very important, they will try to be truthful when they deal with other people.

On the following pages is a list of beliefs that guides people's behavior and helps them make important decisions. Read each one and then choose the response (1-5) that best describes how often the belief guides your behavior.

- 1: Almost Never Guides My Behavior
- 2: Frequently does not guide my Behavior
- 3: Sometimes Guides My Behavior
- 4: Frequently guides my Behavior
- 5: Almost Always Guides My Behavior

If a belief in being healthy almost never guides your behavior, circle 1. If being healthy almost always guides your behavior, circle 5. If the bet answer for you is between 1 and 5, circle the number 2, 3, or 4 that most accurately describes how this belief guides your behavior.

Now you are ready to begin. Read each item carefully and circle only one response. Usually your first idea is the best indicator of how you feel. Answer every item. There are no rights or wrong answers. Your choices should describe your own values, not the values of others.



Sl. No.	VALUES	Almost Never Guides My Behavior	Frequently does not guide my Behavior	Sometime Guides My Behavior	Frequently guides my Behavior	Almost Always Guides My Behavior
		1	2	3	4	5
1	Challenging myself to achieve					
2	Being liked by others					
3	Protecting the environment					
4	Being sensitive to others needs					
5	Coming up with new ideas					
6	Having financial success					
7	Taking care of my body					
8	Downplaying compliments or praise					
9	Being independent(doing things I want to do)					
10	Accepting my place in my family or group					
11	Having time to myself					
12	Being reliable					
13	Using science for progress					
14	Believing in a higher power					
15	Improving my performance					
16	Being accepted by others					
17	Taking care of the environment					
18	Helping others					
19	Creating new things or ideas					
20	Making money					
21	Being in good physical shape					
22	Being quiet about my success					
23	Giving my opinion					
24	Respecting the traditions of my family or group					
25	Having quiet time to think					
26	Being trustworthy					
27	Knowing things about science					
28	Believing that there is something greater than ourselves					
29	Working hard to do better					
30	Feeling as though I belong					
31	Appreciating the beauty of nature					
32	Being concerned about the rights of others					
33	Discovering new things or ideas					
34	Being wealthy (having lots of money ,land or livestock)					
35	Being strong or good in a sport(being athletic)					
36	Avoid credit for my accomplishments					
37	Having control over my time					
38	Making decisions with my family or group in mind					
39	Having a private place to go					
40	Meeting my obligation					
41	Knowing about math					
42	Living in harmony with my spiritual beliefs					

# জীবন মূল্যবোধ পরিমাপক সূচক

(Brown, Duane and R. Kelly Crace – 2000)

বাংলা অনুবাদ, ২০১৮

Dr.Lalit Lalitav Mohakud (Assistant. prof.)

& Jhilik Pakira (SRF)

Dept. of Education

Jadavpur University

নাম-	বয়স-
জাতি- Gen/ OBC/SC/ST	ভাই বোনের সংখ্যা-
পরিবার – যৌথ/ একক	পারিবারিক আয় (মাসিক)-
বোর্ড – ICSC/ CBSE/ WBBSE & WBCHSE	মাধ্যম- বাংলা/ ইংলিশ
লিঙ্গ- পুরুষ/ মহিলা	জন্মস্থান- গ্রাম/ শহর

মূল্যবোধ হল সেই বিশ্বাস যা ব্যক্তির আচার ব্যবহার সিদ্ধান্ত গ্রহণ প্রভৃতি কাজকে প্রভাবিত করে। উদাহরণঃ যদি কোন ব্যক্তি বিশ্বাস করে যে সত্য বলা খুবই গুরুত্বপূর্ণ তাহলে তিনি অন্য ব্যক্তিদের কাছে সত্যবাদী হওয়া চেষ্টা করবেন সর্বদা।

নির্দেশনা- পরের পাতায় কতকগুলি মূল্যবোধ বা বিশ্বাসের তালিকা দেওয়া ব্যবহার, কাজ বা সিদ্ধান্ত গ্রহণকে প্রভাবিত বা পরিচালিত করে তার জন্যে পাঁচটি বিকল্প উত্তর দেওয়া আছে। এখানে কোন উত্তরটিই ভুল বা ঠিক নয়। আপনার পছন্দের উত্তরটি আপনার মূল্যবোধকেই বর্ণনা করবে। অন্যের নয়। তাই প্রত্যেকটি বিবৃতি মনোযোগ সহকারে পড়ুন এবং পাঁচটি বিকল্পের মধ্যে যেকোন একটিতে ()

চিহ্ন দিন। উত্তরের বিকল্পগুলি হল –

- ১) কখনই আমরা ব্যবহার বা কাজকর্মকে পরিচালিত বা প্রভাবিত করে না।
- ২) ঘন ঘন বা খুব বেশি আমার ব্যবহার বা কাজকর্মকে পরিচালিত করে না।
- ৩) মাঝেমাঝে পরিচালিত করে।
- ৪) ঘন ঘন আমার ব্যবহার বা কাজকর্ম, সিদ্ধান্ত গ্রহণ ইত্যাদি পরিচালিত বা প্রভাবিত করে।
- ৫) সর্বদা বা পুরোপুরিভাবে পরিচালিত করে।

	মূল্যবোধ	কখনই আমরা ব্যবহার বা কাজকর্মকে পরিচালিত বা প্রভাবিত করে না।	ঘন ঘন বা খুব বেশি আমার ব্যবহার বা কাজকর্মকে পরিচালিত করে না।	মাঝেমাঝে পরিচালিত করে।	ঘন ঘন আমার ব্যবহার বা কাজকর্ম, সিদ্ধান্ত গ্রহণ ইত্যাদি পরিচালিত বা প্রভাবিত করে।	সর্বদা বা পুরোপুরিভাবে পরিচালিত করে।
১	সফল হওয়ার জন্যে আমি নিজে খুবই লড়াই প্রকৃতি কর। এই বিশ্বাস বা অনুভূতি আপনার ব্যবহারকে কতটা পরিচালিত করে।					
২	অন্যের কাছে পছন্দের মানুষ হওয়া। এই বিশ্বাস বা অনুভূতি আপনার ব্যবহারকে কতটা পরিচালিত করে।					
৩	পরিবেশ রক্ষা করা – এই বোধ আপনাকে বা আপনার কাজকে কতটা পরিচালিত করে					
৪	অন্যান্য ব্যক্তির চাহিদার প্রতি সংবেদনশীল হওয়ার মূল্যবোধ টি বা বিশ্বাস আপনার আচার ব্যবহার বা কাজকে কতটা পরিচালিত করে					
৫	নতুন কিছু ধারণা নিয়ে হাজির হওয়া বা নতুন কিছু করার চেষ্টা মূল্যবোধ টি বা বিশ্বাস আপনার আচার ব্যবহার বা কাজকে কতটা পরিচালিত করে					
৬	অর্থনৈতিক বা আর্থিক সফলতা পাওয়ার ইচ্ছা আপনার ব্যবহার বা কাজকে কতটা পরিচালিত করে					
৭	নিজের শরীরের যত্ন নেওয়া					
৮	প্রশংসা থেকে দূরে থাকা					
৯	স্বাধীনভাবে থাকা (আমি যা করতে চাই তা করি)					
	আমার পরিবার ও চার পাশের লোকজনের কাছে আমার গ্রহণযোগ্যতার মূল্যবোধ বা বিশ্বাস।					
১১	আমার নিজের জন্যে সময় থাকা।					
১২	প্রত্যেকের কাছে নির্ভরযোগ্য হওয়া					
১৩	উন্নতির জন্যে বিজ্ঞানকে ব্যবহার করা					
১৪	অনেক ক্ষমতা অধিকারী হওয়ার প্রতি বিশ্বাস					
১৫	আমার কাজকে আরো উন্নত করা।					
১৬	অন্যের দ্বারা গ্রহণযোগ্য হওয়া।					
১৭	পরিবেশের যত্ন নেওয়া					
১৮	অন্যদের সাহায্য করা					
১৯	নতুন জিনিস বা ধারণা তৈরি করা।					
২০	টাকা রোজগার করা					
২১	শারীরিক গঠনগত দিক থেকে সুন্দর হওয়া।					
২২	নিজের সাফল্য সম্পর্কে নীরব থাকা					
২৩	নিজের মতামত দান করা					
২৪	আমার পরিবার বা গোষ্ঠীর সংস্কৃতি ও ঐতিহ্যের প্রতি শ্রদ্ধাশীল হওয়া।					
২৫	অবসর সময়ে স্থিরভাবে শান্তিপূর্ণ ভাবে চিন্তা করা					
২৬	সকলের কাছে বিশ্বাসযোগ্য হওয়া।					
২৭	বিজ্ঞান সম্পর্কে বিভিন্ন জিনিস জানা।					
২৮	নিজেদের থেকে কোনকিছু বা কেউ বড় থাকতে পারে তা বিশ্বাস করা।					
২৯	আরো ভালো কিছু পাবার জন্যে বেশি পরিশ্রম করা					
৩০	আমি নিজে যেমন আমি তেমনি এই ভাবনা বা বিশ্বাস।					
৩১	প্রাকৃতিক সৌন্দর্যের কদর বা মূল্য দেয়া					
৩২	অন্যের অধিকার সম্পর্কে চিন্তিত থাকা					
৩৩	নতুন কোন বিষয় বা জিনিস আবিষ্কার করা					
৩৪	বড়লোক হতে চাওয়া। (বাড়ি, গাড়ি, সম্পত্তি)					
৩৫	খেলায় খুব ভালো বা শক্তিশালী হতে চাওয়া					
৩৬	নিজের বিভিন্ন কাজে সুখ্যাতিতে এড়িয়ে যাওয়া।					
৩৭	নিজের সময়ের উপর নিয়ন্ত্রণ রাখা।					
৩৮	পরিবার বা দলের সাথে একসাথে সিদ্ধান্ত নেওয়া					
৩৯	যাবার জন্যে ব্যক্তিগত জায়গা দরকার। এই চিন্তা বা অনুভব কতটা আপনার কাজ বা ব্যবহারকে প্রভাবিত করে					
৪০	নিজের দায় দায়িত্ব, কর্তব্যের মুখোমুখি হওয়া।					
৪১	গার্হস্থিক জ্ঞান থাকা					
৪২	নিজের ঈশ্বরের প্রতি বিশ্বাস ও দৈনন্দিন জীবন যাপন এই দুইয়ের মধ্যে সমন্বয় সাধন					

## SCHEDULE OF PLAY PARTICIPATION

Dr. Lalit Lalitav Mohakud  
Assistant Professor

Dept. of Education  
Jadavpur University  
**2018-2019**

Name:	Age:
Gender: M/F	Caste : GEN/OBC/SC/ST
Family type: Joint/Single	Number of siblings:
Board: ICSE/ CBSC/ WBBSE & WBCHSE	Family income(Monthly):
Habitat:	Medium of instruction:

SL no		YES	NO	Frequently
1	I like to play			
2	I prefer playing than any other work.			
3	I participate actively in any game			
4	I feel disgusted during leaving playing			
5	I have particular time for playing			
6	I feel sad if I do not play atleast one time in a day			
7	I always play with my own interest			
8	I go to play when I get-any chance			
9	I play again even I am injured			
10	I think about playing all the time			
11	I play everyday	Always	Some time	Not at all
12	I play Indoor Games			
13	I play Outdoor Games			
14	I play in team			



## SCHEDULE OF PLAY PARTICIPATION

Dr. Lalit Lalitav Mohakud  
Assistant Professor

Dept. of Education  
Jadavpur University  
2018-2019

নাম-	বয়স-
জাতি- Gen/ OBC/SC/ST	ভাই বোনের সংখ্যা-
পরিবার – যৌথ/ একক	পারিবারিক আয় (মাসিক)-
বোর্ড – ICSC/ CBSE/ WBBSE & WBCHSE	মাধ্যম- বাংলা/ ইংলিশ-
লিঙ্গ- পুরুষ/ মহিলা	জন্মস্থান- গ্রাম/ শহর

আমাদের দৈনন্দিন জীবনে খেলাধুলায় অংশগ্রহন সম্পর্কিত কতগুলি বিষয় নিম্নলিখিত উক্তির মাধ্যমে দেওয়া হলো। প্রতিটি উক্তি তিনটি বিকল্প উত্তর দেওয়া হয়েছে। উক্তিগুলি যত্ন সহকারে পড়ো এবং বিকল্প গুলির মধ্যে থেকে তোমার পক্ষে সঠিক ও গ্রহনযোগ্য বিকল্পটিতে ঠিক ( ) চিহ্নিত করো।

ক্রমিক নং	উক্তি	হ্যাঁ	না	মোটামুটি
১	আমি খেলতে পছন্দ করি			
২	আমি অন্য যেকোনো কাজের থেকে খেলাকে বেশি প্রাধান্য দিই।			
৩	আমি যেকোনো খেলায় সক্রিয় ভাবে অংশগ্রহন করি।			
৪	খেলা ছেড়ে আসতে আমি বিরক্তবোধ করি।			
৫	আমার খেলার জন্য একটি নির্দিষ্ট সময় আছে।			
৬	আমি দিনের মধ্যে একবারও খেলতে না পারলে মনমরা হয়ে থাকি।			
৭	আমি নিজের ইচ্ছায় খেলতে যাই।			
৮	সুযোগ পেলে আমি খেলতে যাই।			
৯	কোনো খেলায় আঘাত পেলেও আমি পুনর্বার খেলি			
১০	আমি সবসময় খেলার কথাই চিন্তা করি।			
১১	আমি দৈনিক খেলায় অংশগ্রহন করি।			
১২	আমি Indoor Game খেলি।			
১৩	আমি Outdoor Game খেলি			
১৪	আমি দলগত খেলা খেলি।			