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Survey of traditional games impact on the well being of school children in Rewari district of Haryana

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Abstract

The findings of this paper on school going children's well-being in Rewari, district of Haryana, was carried out among representative sample of 150 children (75 who play traditional games and 75 who doesn't play traditional games) taken from three schools out of three blocks with 75 subjects from each school from 6th standard to 10th standard. The purpose of this study was to have an extensive understanding of children's general well-being from amongst children who play traditional games and those who doesn't play traditional games by answering certain questions that best describes their feeling in general, and how things have been going on for them in particular as per their own opinion. It was concluded from this study that children who play traditional games have better general well-being than those who doesn't so, children must participate in traditional games for their all round personality development.

Keywords: Play, traditional games, well-being

Introduction

Play is a natural and essential part of childhood, shaping overall well-being by fostering creativity, strengthening cognitive abilities, and promoting emotional resilience. Through play, children explore their surroundings, solve problems, and develop social skills—all in a way that feels effortless and enjoyable and engaging in different types of play, such as imaginative play, physical play, and social play, helps children build confidence, learn decision-making, and improve communication. Play also has profound effects on mental health, reducing stress and enhancing emotional stability.

Encouraging active, creative, and free play, caregivers and educators support children's holistic development and lay the foundation for lifelong curiosity and adaptability. Play also helps children learn social skills, such as cooperation, communication, and empathy, as they interact with peers. It's not just fun—it's foundational to healthy childhood development. Play is an instinctive and fundamental part of childhood, shaping development in ways that structured learning alone cannot. It acts as the foundation for problem-solving, curiosity, and adaptability, fostering skills that children carry into adulthood.

It enhances brain function, promotes executive skills like problem-solving and self-regulation, and fosters creativity. Free play, in particular, allows children to explore their environment, develop social skills, and build resilience

World Health Organization recognizes the importance of play in childhood development and overall well-being. According to World Health Organization, play is essential for physical, mental, and social health, especially in early childhood. World Health Organization emphasizes that children should engage in active play rather than excessive screen time or prolonged sedentary behavior. Their guidelines highlight that movement, exploration, and interaction through play contribute to cognitive development, emotional resilience, and physical fitness. World Health Organization encourages parents and caregivers to prioritize play as a way to support healthy growth, prevent childhood obesity, and foster lifelong habits of physical activity.

Play encourages diverse experiences—whether play is structured or free—ensures that children maximize these lifelong benefits out of it and it is vital for the development of health and wellbeing of children. Individuals cultivate a more balanced, joyful life, proving that discovery, fun, and learning can coexist. It's not just recreation—it's a fundamental aspect of thriving. Prioritizing play means prioritizing well-being.

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Objectives

1. To find out the general well-being of children who play traditional games.
2. To find out the general well-being of children who does not play traditional games.

Methodology

A total number of 150 subjects (75 who play traditional games and 75 who doesn't play traditional games) were selected randomly from Rewari district (three schools out of three blocks and 75 subjects from every school) of South Haryana. In order to assess their General Well-Being, a Scale developed by National Center for Health Statistics was used for the study. The percentile method was used as means of statistical tool for the analysis of this research work. Further, the data is collected from sources like research journals, periodicals, government organization website, magazines, newspaper articles and authenticated websites

Delimitation of the Study

The study was delimited to the following areas

- The study was delimited to Traditional sports played by children in their streets or Mohallas.
- The study was also confined to Rewari district of South Haryana.
- The study was delimited to the children who are studying in government schools from 6th to 10th standard.
- Further the study was delimited to the boys only.

Limitation of the Study

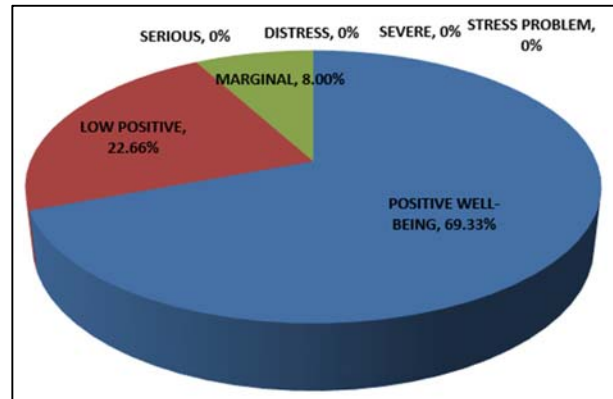
- The response pattern of the subject was considered as one of the limitation for the study.
- The daily routine and their lifestyle may be taken into account as a limitation of this study.

Research Findings

Table 1: Scoring scale for assessing general well-being of children who play traditional games in Rewari district

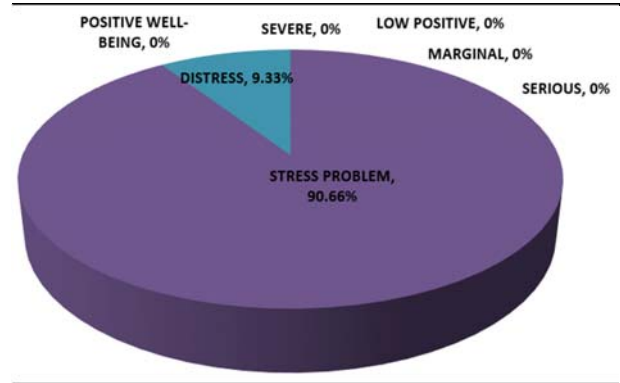
| S. No. | Scale | Total no. of children who played traditional games (placed as per their obtained scores in different levels) | Level of general well-being |
|--------|--------|--|-----------------------------|
| 1. | 81-110 | 52 | Positive well-being |
| 2. | 76-80 | 17 | Low positive |
| 3. | 71-75 | 06 | Marginal |
| 4. | 56-70 | - | Stress problem |
| 5. | 41-55 | - | Distress |
| 6. | 26-40 | - | Serious |
| 7. | 0-25 | - | Severe |

Table 1: General well-being of children who play traditional games In Rewari district



Pie Diagram Showing General Well-Being in Percentile of Children Who Play Traditional Games in Rewari District

Table 2: General well-being among of children who doesn't play traditional games in Rewari district



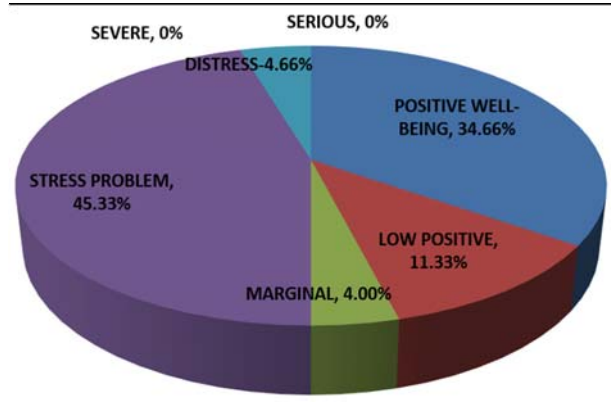
Pie Diagram Showing General Well-Being in Percentile of Children Who Doesn't Play Traditional Games in Rewari District

Table 2: Scoring scale for assessing general well-being of children who doesn't play traditional games in Rewari district

| S. No. | Scale | Total no. of children who played traditional games (placed as per their obtained scores in different levels) | Level of general well-being |
|--------|--------|--|-----------------------------|
| 1. | 81-110 | - | Positive well-being |
| 2. | 76-80 | - | Low positive |
| 3. | 71-75 | - | Marginal |
| 4. | 56-70 | 68 | Stress problem |
| 5. | 41-55 | 07 | Distress |
| 6. | 26-40 | - | Serious |
| 7. | 0-25 | - | Severe |

Table 3: Scoring scale for assessing overall general well-being of children who play traditional games and who doesn't play traditional games

| S. No. | Scale | Both categories of total no. of children (placed as per their obtained scores in different levels) | Level of general well-being |
|--------|--------|--|-----------------------------|
| 1. | 81-110 | 52 | Positive well-being |
| 2. | 76-80 | 17 | Low positive |
| 3. | 71-75 | 06 | Marginal |
| 4. | 56-70 | 68 | Stress problem |
| 5. | 41-55 | 07 | Distress |
| 6. | 26-40 | - | Serious |
| 7. | 0-25 | - | Severe |

Table 3: Overall general well-being of children who play traditional games and who doesn't play traditional games

Pie Diagram Showing Overall General Well-Being in Percentile of Children Who Play Traditional Games and Who Doesn't Play Traditional Games in Rewari District of Haryana

Conclusion

Children who had been playing different traditional games in Rewari district, after their analysis, have got their general well-being scores in three different categories i.e. 69.33% children have positive well-being, 22.66% children have low positive general well being and 8% children have marginal general well being. Whereas, children who does not play traditional games have achieved their general well-being scores in other two categories i.e. 90.66% children have stress problems and only 9.33% children have been distress. Whereas, in overall general well being status 34.66% children have positive well being, 11.33% have low positive well being, 04% have marginal well being, 45.33% have stress and 4.66% children have been found with distress. Modern lifestyles, academic pressures, and reduced recess time have led to a decline in free play, which can negatively impact children's development so at the end it can be concluded that stress, distress, serious and severe problems of children well being can be easily overcome if children are provided with a stress free friendly environment both at schools and at home along with providing them with play way methods and opportunities to play our traditional games, as play is a bridge between learning and happiness, proving that discovery and enjoyment can go hand in hand. Prioritizing play in daily life contributes to a balanced, fulfilled, and healthy existence.

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