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**THE INFLUENCE OF MOTION GAMES IN STUDENTS’
PERSONAL DEVELOPMENT**

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The university stage is a change stage in the lives of young people, both on psychosomatic and on the relational-social level. The natural question that derives as a consequence of these changes would be: Are there significant differences in the results recorded to prove that motion games adapted to the age period would be necessary for the students’ personal development at this age stage? The present research was based on the hypothesis according to which weekly applied motion games on the students would be a positive starting point in their personal development, while their absence would produce a visible differentiation between individuals with a negative effect in the personal relational development. “Motion Games” are well received regardless of the students’ age due to the fact that they support personal development. The absence of motion games produces a visible differentiation with a negative effect on personal development.

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1. Introduction

"We were created to succeed, we have the necessary inner strength, we are equipped with all the physical, mental and emotional resources that we need in order to take control of our lives and build our lives the way we want," stated Anthony Robbins in the preface of the book *Discover your inner strength* - 2002." (Robbins, 2002). "In the context of recreation sport of rehabilitation, the connection between sport and physical..." education...." is important as it serves as a bridge beyond the physical limitations with which individuals must grapple in their lives." (Bechar, & Grosu, 2016). It is said about us, as species, that we were created to win and not to regard ourselves as victims, by remaining helpless in front of the impediments that we have to face. But one cannot become a winner without realizing that he/she has to work with himself/herself, to have certain activities that eliminate routine and to become different from others. This aspect, according to experts, represents the concept of "Personal Development", also named "self help", (Robbins, 2002), in Romanian having the meaning "help yourself".

2. Hypothesis

This research started from the hypothesis according to which the existence of motion games in the lesson plan for each week module of the students, namely in the second sequence of the lesson – also entitled harmonious physical development – would accelerate the phenomenon named personal development, due to the abilities of involving the individual directly into the action, while the absence of a motion game from the second part would produce a visible differentiation between students within the group. The absence of the second part would also slower the phenomenon of personal development.

3. Methods

3.1. Subjects

This research was undertaken on a group of 91 students randomly chosen from the Letters and Sciences Faculty, during Physical Education lessons. The subjects were organized into two groups: Experiment group – No. I, composed of 44 subjects; Control group - No. II, composed of 47 randomly selected subjects - that, at least theoretically, would have the same area of interest.

3.2. Research methods

The bibliographic study method (the reasons taken into consideration for the determination of the research hypothesis came from the reference literature and from the experience gained in the didactic process); The observation method (consisted of the systematical tracking of the motion games in the lesson plan from each of the students' weekly module and the influence they have upon the phenomenon entitled personal development); Investigation method (we used the conversation with the theme "A challenge", considered a mental exercise, of informing and differentiating, absolutely useful for personal development, and the questionnaire entitled "**The influence of motion games in personal development**" structured on 20 items, this questionnaire being used and standardized by Chiriță (1983), while following the demands of the research methodology. We mention that the present research is more of an observation study, having the purpose of observing the influence of motion games systematically applied in the students' Physical Education classes. For this reason, we applied the questionnaire pertaining to Chiriță (1983), which was adapted, and transformed according to the requirements of the proposed study, due to the fact that "... only where you work with yourself in a direct manner is considered personal development." The opinion of the researched group was relevant for our research and was verified on the basis of the above-mentioned questionnaire, which represented the benchmark in our study, and our manner of confirming the research hypothesis. The registered indicators were recorded in Tables no. 01 and 02. In these tables we recorded and explained the opinions for each item, followed by an analysis; The statistical-mathematical method – allowed us to describe and characterize on objective and numerical bases regarding the different pieces of data representing the measured indicators and favored the extraction of the essence concerning the topic from a series of data; The graphical method - implied a system of rules followed for the purpose of visualization and suggestive presentation of figures, data and calculated indicators.

3.3. Research purpose

The research has the purpose of emphasizing the fact that the presence of motion games for students in their weekly program is a positive phenomenon which activates the work with the self and that sets the individual on the state of "doing" for knowing his resources, in order to correct the mistakes that occur, or to move to another intellectual level in their personal development.

It appears that their absence would produce a visible differentiation, a regress in the personal development with a negative effect for the physical reality, self knowledge and would lead to an undesirable outcome regarding the individuals' personal and relational development.

4. Research content

We mention that the present research is more of an observation study, having the purpose of observing the influence of motion games systematically applied in the students' Physical Education classes, as a starting point.

Another topic of the research is the observation of the effects deriving from the proposed program, thus we have to mention that we used a special program on the experiment group (GE), a program that was not included in the activity of control group (GC), based on motion games and constructive discussions for the formation of personal development, based on the topic "A challenge".

We have to mention that motion games are usually found in Physical Education lessons in the second sequence called – "Preparing the body for effort". Therefore, to be more precise, more analytical at this university level – at which we believe that, to be able to define education, students should follow a classical methodical structure developed in sequences.

Despite possible criticism or contradictions regarding our view, we state that where there are rules and order, chaos is removed and personal evolution has the possibility to progress, thus leading in time to personal growth. It is not necessary to follow all the 7/8 sequences, but at least the first 4 should be fully and exactly followed and performed under the careful supervision and directions of a teacher or of a member of the didactic staff.

The second module is dedicated to optional sports games, where students have the opportunity to choose certain sports games, according to their preferences. They are able to form teams, to socialize, to spend time beneficially from an emotional, motor, and social point of view, thus stimulating three extremely important fields involved in personal development: mental, emotional and motor, all of them requiring the participant to work with himself/herself, and through the self, in other words self-working, therefore creating personal experiences.

We believe that this would be influenced by the engine of contradictions, as feelings are be different and unique for each individual and cannot be borrowed.

These are achieved by external requirements, "internal possibilities" and skills gained by each individual due to the amount of information that he assimilates externally or through writing, to the weekly motric activities systematically combined with motion games in such a manner that "the child's natural ability of expression – the game – will be used as an instrument in personal development" (Golu, & Ionita, 2009).

This phenomenon of personal development also entitled "self help" would include, according to the specialists' opinion, a series of activities that would help, in time, any individual

who is trying to become a better person: starting with certain aspects that each human being could do, for example motion, physical exercise, various sports games or sports, reading books about relationships, socialization, love, communication, creativity and any other area that impresses people as rational and conscious beings.

If we take into consideration the specialists' opinions, the five elements considered until lately fundamental in personal development, namely: reading books, taking courses, suggestive quotes that can stimulate the mind, motivational films that have an impact on the mind, positive thinking, all these do not represent a trigger anymore in the complicated mechanism of personal development.

Other elements are essential, elements that until recently were almost ignored by our society, because we can talk about personal development only when one directly works with oneself. One can do this with exercise, various sports games and especially motion games with simple, but pleasant rules, because they are devoid of aggression, abuse, and allow a recharge with positive energy, integration into the surrounding reality without fear, and the practice of cognitive, imaginative and creative skills.

These are qualities that will later lead to intellectual modeling, will mature the individual and will help him/her take a qualitative leap in his "personal development", resembling the action of "climbing stairs", where stairs represent the steps that one has to go through in the process of becoming more oneself and seeing the place that the individual possesses on the social ladder, in his/her own evolution.

In order to verify the aforementioned aspects and to improve the image of Physical Education in general and motion in particular, we designed and completed a special program based on the motion games adapted to the specific age and faculty (given that we are not an institution in the field, and students have more than 18 years old).

This program should be interesting for them, should be captivating, therefore it relies on motion games that stimulate: thinking, responsiveness, mental flexibility, emotion, self-control, stress relief, satisfaction of the desire for motion, the pleasure of learning, and it systematically developed, being simultaneously, but differently, applied on two groups, each group having its own program.

These two groups were:

- **An Experiment Group - Group No. I;**
- **A Control Group - Group No. II.**

The program was generically entitled "Motion games" and "A challenge". "Motion games" was implemented on the experiment group (GE), weekly, in the second sequence of each Physical

Education class. We reserved 10-15 minutes at the end of each class for debates on the lesson, debates that were constructive, and under a playful manner, “A challenge” was considered a mental exercise. This process was continued over a year. The program was applied only on the experiment group – no. I, while the Group Control – No. II did not participate in this program, and they performed Physical Education classes according to the standard program, namely without motion games or themed debates. We have to mention that the two groups were randomly chosen from the Letters and Sciences Faculty.

Surely, there may be objections regarding this research, but one has to take into consideration that this approach was designed as an observation study, with the purpose of perceiving whether motion games have an influence of any kind on personal development. They can be used as such in Physical Education classes for people enrolled in the university program, because education does not end in high school, especially in this field.

This explanation is related to the debate having the theme “A challenge”, considered a mental exercise, with the aim of raising the subjects’ awareness concerning the use of terms and the type of action. This aspect refers to “reading a book“, ”participating in personal development courses”, “analyzing suggestive quotes that can stimulate the mind”, “motivational movies”, etc., and what happens after these actions are performed. The results were recorded in Tables no. 01 and no. 02 (see details in table below):

Table 01. Statistical recording regarding the representative items for questions with closed answer from the questionnaire “Personal development”

Item no. and survey items applied on the whole group -91 students for questions 1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 18	Result in percentage % - I. - Experiment Group (G.E.) - 44 students (s.)			Result in percentage %-II. – Control Group (G.C.)—47 students (s.)		
	No. Stud.	No. Stud.	Explanation	No. Stud.	No. Stud.	Explanation
	YES%	NO%		YES%	NO%	
*1. Do you know who you truly are?	44 s. 100%		Wrote their names.	47 s. 100%		I do not know
3. Do you know what a motion group is? If your answer is “Yes”, make a short description.	37 s. 84.09%	7 s. 15.91%	Rule based activities	41 s. 87.24%	6 s. 12.76%	No definition
4. Did you learn and played motion games at Physical Education during elementary, college or university courses?	32 s. 72.73%	12 s. 27.27%	12s. i.e., 27.27%, answered with NO for elementary and college	10 s. 21.28%	37 s. 78.72%	-

5. Can you enumerate any motion games?	44 s 100%	-	Enumerated learned games during classes and other.	20 s 42.55%	27 s 57.45%	Catch me if you can.
6. Did you play games learned by you in your leisure time?	40 s 90.91%	4 s 9.09%	“Ducks”, “Countries”, “Hit the basket”.	10 s 21.27% sometimes	37 s 78.73% no	-
7. Do you like playing motion games? Why?	41 s 93.18%	3 s 6.82%	Offers freedom of thinking, imagination, free of rules and no penalties	15 s 31.92%	32 s 68.08%	Because time moves faster. We do not have to run.
10. Did you use learned games in your free time activities?	39 s. 88.64% Yes	5 s 11.36%	-	3 s. 6.38%	44 s 93.62%	-
*11. Can a motion game be considered a personal development activity? Explain.	42 s 95.46%	2 s. 4.54%	Yes, by developing intuition, by observing behavior when having to respect the rules, acceptance, facing defeat. All these can be seen as a lesson.	12 s. 25.53% Yes. It is possible.	35 s. 74.46% No. I don't know	It helps you evolve, it helps, (did not have too much to say)
*12. What about reading, is reading a personal development instrument?	4s. 9.09%	40 s. 90.91	No, Reading develops the vocabulary, memory and human interaction.	46 s. 97.87%	1 s 2.13%	Absolutely - YES!
*13. If you hear about personal development courses, will you sign in?	44 s 100%	-	Yes, because I get to learn new things about personality developing.	27s 57.44% yes	20s. 42.57%	Yes, because it is made by rules, it is science based and develops personality.
*18. Is participating at personal developing courses an instrument of personal development?	4 s 9.09%	40 s. 90.91%	Yes, I take contact with a field that provides me information about what I can do with myself.	47s. 100%		Yes, is not something “by the ear” (Romanian saying that refers to something done without research or any scientific information). Then yes, you can name it personal development.

Motion games had themes related to personal development. Here are some examples of motion games and their role in the class: “Numbers game” – contributes in gaining self control and reaction control. “Defend the fortress” – contributes to the “leader” behavior. “Ducks and hunters” – contributes to learning responsibility, developing distributive attention, observation, observing the behaviour of the opponents but also of the people around them. “Little bird, change your nest!” – contributes to learning perseverance. “Logs on rolls”- contribute to the development of courage, and, of course, there any many other examples, but we think these are enough for the reader to understand our statement.

Table 02. Statistical recording regarding the representative items for questions with open answer from the questionnaire “Personal development” (2, 8, 9, 14, 15, 16, 17, 19, 20)

No. items and survey applied on the whole group -91 students:	Result in percentage % - I- Experiment group (G.E.) - 44 students (s.)	Result in percentage % -II- Control Group (G.C.) – 47 students (s.)
	Items results - Explanation and students No. that have answered, percentage presented%	Items results - Explanation and students No. that have answered, percentage presented %
*2.How would you describe yourself?	39 s. 88.63% answered: With a personality, sociable. Life passers	40 s. 85.11 % answered: tall, fat, slim, brunette, blonde. Trivial description
	5 s 11.37 % answered: I can't be objective with myself, I have defects, hobbies	7 s 14.89 % answered: I don't know I prefer the description of others. I would describe myself in a pessimistic way.
8. How is your behavior in motion games?	38 s. 83.36% answered easily, I get involved, I don't get upset, it's just a game, nothing more, I don't win or lose anything, but I get relaxed. I get very involved.	34 s. 72.34% answered: to win, to cheat
	6 s. 13.64% answered: I get involved	13s 27.66% answered: I like to be in front of others
*9. How do you feel when you play a motion game?	37 s. 84.09% answered: I detach from the real world, I relieve myself from negative thoughts and stress	15s31.91% answered: Nothing special. You just play
	7.s 15.91% have answered: I don't see anything around anymore	32 s 68.09% - drew a line, did not answer
14. What parts do you think are developed by motion games?	10s 22.72% answered: Intuition, imagination, understanding, personality, motion satisfaction	37 s. 78.72% answered: I don't know
	34s. 72.28% answered: has a direct impact in personal development.	10 s. 21.78% answered: The desire for motion.
15. Why do you think motion games have rules?	40 s. 90.91% answered: To get to control yourself, to manage to model yourself, because all we do has rules that develop certain characters and influence personal development	30 s 63.82% answered: to get to be known by more people.
	4s. 9.09% answered: only to manage to achieve myself	17s. 31.18% answered: because I have to
16. Who do you think are the ones that win in a motion game?	41 s. 93.18% answered: the one that can control himself and his opponent, becoming the best.	43 s. 91.48% answered: The one that cheats best.
	3 s. 6.82% answered: the one that will control himself	4 s. 8.52% answered: the best!
*17. Who do you prefer to team up with in a motion game?	38 s. 86.36% answered: With the strong ones but also with the ones with less talent, to help them.	45 s 95.74% answered: with the strong ones
	6 s 13.64% answered: with people that don't get upset, that accept the game that play for the pleasure of playing the ones that don't have a negative thinking.	2 s. 4.26% answered: I don't know.
*19. Do you think that today you are the same way that you were yesterday?	41s 93.18% answered: No. I learned new things, I evolved, I gained more experience.	25 s. 53.19% answered: I don't know.
	3s. 6.82% answered: Yes, more or less, the same	22 s 46.81% answered: I think I've changed.
*20. What do you think about during motion games?	41s 93.18% have answered: How wonderful that I am playing! I feel like a child, I have free time, I can take care of myself!	27s. 57.44% have answered: Nothing special! Just spending time!
	3s 6.82% did not answer, just drew a line	20 s. 42.56% did not answer, just drew a line

Through these games, we aimed to stimulate initiative, self-control, responsibility, perseverance, courage, etc. (Internet - Motroc, 2009), extremely important qualities, necessary in achieving “self help”. **We mention that we reserved 15-20 minutes from the end of every lesson to discuss** about the topic of the lesson and to respond to a challenge exposed in the form of a statement: “Would you read a book! How would it help you?”; “Do courses help in personal development?”; “A suggestive quote”; “Physical Exercise”; “Motion Games”. How do these influence personal development? The results were recorded in Tables no. 01 and no. 02 (see data in the tables above).

We resume the explanation - These groups were made out of two types of people, namely:

- **The Experiment Group – No. I** was composed of 44 subjects - students in this experiment group were given motion games in every class over a year - and a 10-15 minutes themed debate entitled “A challenge” – considered a mental exercise absolutely necessary in developing initiative, self control, responsibility, courage, perseverance, etc. Internet - Motroc N., L., 2009).

- **Control group - No. II** was composed of 47 subjects - they participated in Physical Education classes developed according to the standard methodology, namely without motion games in the program.

5. Findings and Discussion

In the questionnaire (see Tables No. 01 and 02), questions were organized in such a manner as to help in the discovery of reality regarding personal development. Research subjects were organized into two groups. Based on these two groups, we conducted a series of testing at the end of the academic year (see Tables no. 01 and 02). The opinion of the group was relevant for our research and was verified with the help of the questionnaire, which represented the barometer in our research and a manner of verifying the research hypothesis, and the registered indicators were recorded in Tables No. 01 and 02. In these tables, we recorded and explained opinions for each item and then analyzed them. One may question the need of two tables for one questionnaire. This is due to the two types of questions (items) in our research, namely:

A. With closed answer (questions number 1, 3, 4, 5, 6, 7, 10, 11, 12, 13, 18; see Table - 01) that showed clear knowledge about the notion of ”personal development”.

B. With open answer (questions number 2, 8, 9, 14, 15, 16, 17, 19, 20 - see Table - 02). These questions allowed us to emphasize the idea that motion games have a positive impact in

realizing the discovery of physical reality, self awareness, and, naturally, for the students' the personal development, and relationships between individuals.

We developed two sets of questions (A) – with 11 questions and (B) - with 9 questions, as described above, some of the questions were marked with an asterisk because they are relevant questions for our research, which helped us verify each individual's statement and in Tables 01 and 02 we aimed, as required by the research, to render relevant statistical indicators for personal development in percentage (%) for all 91 subjects that participated in the experiment. As one may notice, not all subjects registered similar answers, therefore significant differences appear. This is the reason for which the number of students who responded with "Yes" or "No" is different from the number of subjects who entered the research and helped us submit certain information relevant to personal development (see Tables no. 01 and no. 02 - we abbreviated in Table no. 01 and no. 02 students = s. due to the lack of space). As a result of the recorded data in the two tables and the survey conducted for the 91 students in the research we observed a difference between the two groups (GE and GC) (Tables 01 and 02).

In the following lines, we put our observations as a consequence of the questionnaire analysis:

- **The first set of questions - A. - Closed answer:** there were 4 questions marked with an asterisk symbol "*" (see Table 01). These questions were 1, 11, 12, 13 that showed the starting stage of personal development for the two groups (GE and GC). Answers are suggestive and we analyzed them as following:
 - For question No. 1 - You know who you really are? - Although we recorded a maximum of 44 subjects, namely (GE) and 47 (GC) with a 100%, who answered "Yes", when they had to explain who they were, subjects from the control group (GC) responded "I do not know", and subjects from the experiment group (GE) wrote their names as a result, thus managing to identify themselves, and as a consequence we consider this a step forward in personal development.
 - For question No. 11 – Can a motion game be a way of personal development? Explain. The Experiment Group (GE), with a total of 42 students and a percentage of 95.46%, answered "Yes" and offered the following explanation: yes, through the developed intuition, behavior when having to respect rules, acceptance and defeats, that at the end can be seen as a lesson. While the control group (GC), having a standard program without motion games, and a number of 35 students – a percentage of 74.46% - answered "No, I do not know", because they have not realized the constructive dimension of these games for their personal development.
 - Also noticeable discrepancies appear between the two groups and for **questions No. 12 and No. 14**, where we have the impact of reading and courses for the process of personal development (see

answers and percentage in Tables no. 01 and 02). As a consequence, the absence of prior training and information leads to a wrong mentality about things that apparently are used correctly (for example – “I read to cultivate myself”, reading without implementing the phenomenon that the reader has just learned does not produce any change, he/she only has the information, but to cause personal development one has to do something with it and with oneself), and only in this manner the individual would achieve “personal development”. So none of the phenomena above (reading, attending personal development courses etc.) used separately in conditions of isolation, can determine personal development.

It appears that students from the experiment group (GE), as a result of the program generically entitled “Motion Games” and “A challenge” were those who discovered the truth after enrolling in the described program, namely that only if one directly works with oneself, personal development occurs. Therefore, we can sustain and state the aforementioned, given the percentages recorded in Table No. 01 for the two questions, thus confirming the hypothesis of the research. This aspect is reinforced by the results recorded and the second set of questions (see Table No. 02).

- **B. The second set of questions with open answers** (namely questions number 2, 9, 17, 20 - see Table no. 02) allowed us to outline the idea that motion games have a positive impact in achieving the discovery of physical reality and self awareness, thus leading to the students’ personal development.
- **For question no. 2** - How would you describe yourself? - is a mirror for question no. 1 and marks the visible difference between the two groups, hence confirming the research hypothesis. The 39 students, namely a percentage of 88.63% in the experiment group (GE) said they have personality; they are sociable, passers through life. This means they realized the extent of life, the passage of time and the importance of defined personalities in personal development, while students from the control group (GC), 40 in number and a percentage of 85.11%, find themselves at the opposite side, as they describe themselves from a physical point of view as: tall, fat, thin, dark / brunette, blonde, etc. This is a trivial description without reference to their personality, indicating immaturity in thinking and a slower rate of personal development. Apart from these issues, we also mention the answers given for questions no. 17 and no. 20, which leave the topic open for debate and for everyone interested in researching this issue (see Table no. 02). As one may observe from the research, human beings were created to succeed, having the necessary inner strength, but it is not enough to use only reading, attending courses, using quotes, watching motivational films, using positive thinking for personal development. These are no longer enough to represent a trigger in the complicated mechanism of personal development, due to the fact that: reading only helps the mind and the memory and provides information, attending personal

development courses – other people do things for an individual – one receives information about what personal development means and some methods that have worked for others, not guaranteed to work for him/her; suggestive quotes represent the wisdom of others, not of the respective individual, one cannot have the same experience as another person who became wise by himself/herself; motivational films are experiences that do not belong to the individual and, according to unwritten laws, a mistake cannot be identically repeated, therefore it can only remain an example of “what should not be done”. Other elements are essential, which have been, until recently, almost ignored by our society, namely physical motion, physical exercise, various sports games and especially motion games with simple rules of cognitive capacities, imaginative, creative practice, these representing qualities which will later lead to maturing, to the evolutionary leap, because only at this point, in this context – of the individual working with oneself, active on all levels and learning that personal development is about him/her. Only where one directly works with the self, we may say that we have personal development, otherwise being nothing more than exercises, and in motion games we fulfill the work with the self. (See the Fig. No. 01)

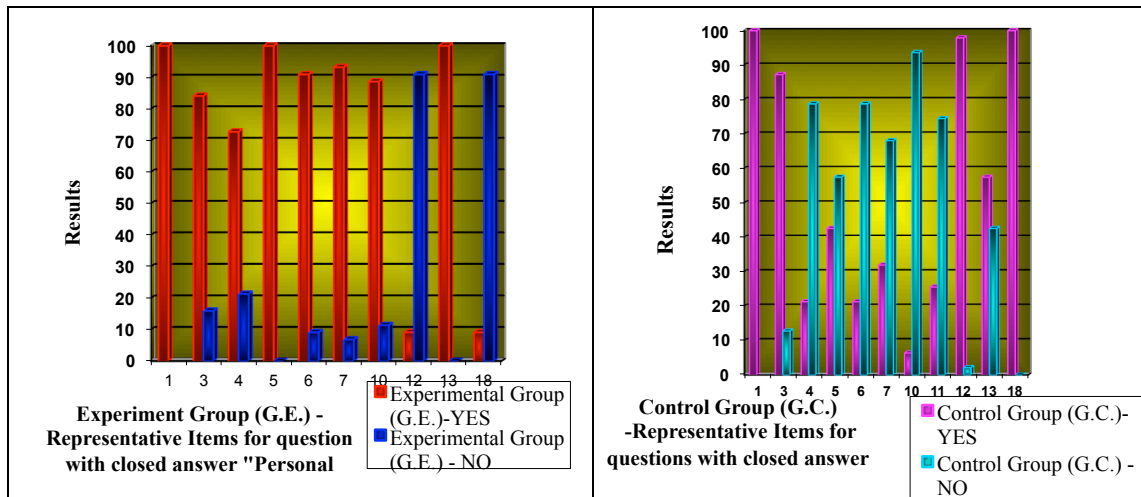


Fig. 01. Graphic representation – for Table no. 01 and items (1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 18) – For the questionnaire “Personal Development”;

Experiment Group (GE);
Control Group (GC)

6. Conclusions

Weekly applied motion games in the students' schedule would be a starting point with a positive effect in their personal development. We believe that the psychological development would be influenced by the engine of contradictions, achieved by external requirements, "internal possibilities" and skills gained by each individual due to the weekly motric activities systematically combined with motion games, because they can stimulate the mind and help their personal development

People were created to succeed, having the inner strength, although it is not enough in personal development only to use reading books, to attend courses about personal development, to have suggestive quotes that can stimulate the mind, to watch motivational movies with an impact on the psyche, positive thinking, as these no longer represent the trigger in the complicated mechanism that determines personal development:

Reading only helps the mind and the memory and provides information, attending personal development courses – other people do things for an individual – one receives information about what personal development means and some methods that have worked for others, not guaranteed to work for him/her; suggestive quotes represent the wisdom of others, not of the respective individual, one cannot have the same experience as another person who became wise by himself/herself.

None of the mentioned phenomena (reading, attending personal development courses, etc.) used separately in conditions of isolation, can determine personal development.

It appears that students from the experiment group (GE), as a result of the program generically entitled "**Motion Games**", and "**A Challenge**" **were those who realized the truth after they entered the described program, namely that only** where one work directly with oneself, we can discuss about personal development. Therefore, **we can sustain and state the aforementioned, based on the percentages recorded in Table No. 01 for the two questions, thus confirming the research hypothesis.**

Other elements are essential, which have been, until recently, almost ignored by our society, namely physical motion, physical exercise, various sports games and especially motion games with simple rules of cognitive capacities, imaginative, creative practice, these representing qualities which will later lead to maturing, to the evolutionary leap.

The absence of motion games from the second link would produce a visible differentiation of relationship for students in the group, with a regression of the phenomenon of personal development, thus confirming the research hypothesis.

Only where one directly works with the self, we may say that we have personal development, otherwise being nothing more than exercises, since personal development is about the self.

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