In this final chapter, the problem of interpreting and observations reported earlier in this study (Chapter IV) will be dealt with as seen in the first section of this study, both the groups of children prefer mechanical toys. The time spent on mechanical toys by children is maximum, in the same way children of sexes, male and female also prefer mechanical toys. Time spent on this category of toys is approximately of the time observed in all other categories of toys as may be seen in Table 6 and 7.

It seems that children like the mechanical toys more than other categories because these toys are mobile. They attract the attention of little children like two years old. These observations are in line with those of Woodman Irwin (1975) who states the use that young children would prefer play materials to have a variety around them for sensory and motor activity. The variety of choice, activity, and motivation background within toy is a major factor. The use of such toys, confirmed the previous findings and supported the inclusion of play as an activity performed for its own sake in another study conducted on early childhood.
CHAPTER V

DISCUSSION

In this final chapter, the problem of interpreting the observations reported earlier in this study (Chapter IV) will be dealt with. As seen in the first experiment of this study, both the groups of children prefer mechanical toys. The time spent on mechanical toys by all children is maximum. In the same way children of both sexes, male and female, also prefer mechanical toys. The time spent on this category of toys is approximately half of the time observed for all other categories of toys as may be seen in Table V.A and V.B.

It seems that children like the mechanical toys above the other categories because these toys are mobile toys. They attract the attention of little children like 4 to 6 years old. These observations are in the line with the work of Moosmann Irmgard (1975) who tested the hypothesis that young children would prefer play materials which have a higher arousal value for sensory and motor activity. Assessment of playing activity choice and motivational background among 109 kindergardeners using 9 pairs of toys, confirmed the hypothesis and supported the definition of play, as an activity performed for its own sake. In another study conducted on kindergardeners Yeh (1985)
also found that children preferred toys that were colourful, mobile, 3 dimensional, sound generating and realistic.

The first choice of children of both groups are the same but their preferences for toys of other categories are different. Urban children liked dolls etc. after mechanical toys, more than creative toys and lastly they spent time on make-believe toys; while rural children liked creative toys more than dolls etc. and they also played on with make-believe toys for a very few minutes. Perhaps the difference between the choice of toys of rural and urban children is due to difference in their environment. The environment is a great factor that affect the individual's activities. Many theorists have proved this phenomenon (Harlock, 1969). They have stated that children from rural environments play less than those from urban areas, owing to fewer play mates, lack of play materials.

Result shows that playing on with creative toys rural and urban children differ significantly, as may be seen in Table I.B. Their order of preference for these toys are also different. Rural children played on with these toys as their second choice after the mechanical toys and the order of mean time spent by urban children on such toys is third. Rural children spent more time on such
toys than urban children (Table I.A.). This could be explained by the fact that rural children live in direct contact with workers like carpenters, blacksmiths etc. They are aware how these things are created. So playing with creative toys gives them greater pleasure and satisfaction. In an study done by Greif zu (1942) on the children of a village, it was found that in a rural environment the connection between play and work appears particularly close. In a study on crowding and the child play behaviour of preschool children conducted by Blommaert (1979) it was found that the social status of the family had a significant relationship between variety of play and the amount of space in the family living room.

Duay and Pinkett (1986) examined the influence of race and socio-economic status on verbal and non-verbal communication in object centered and object free play in 38 Black and 38 white preschoolers caged from lower and middle SES background. Results show that SES, but not race, influence the subject's ability to integrate verbal communication with object play.

None of the children preferred creative toys including building blocks above the others, so the result of this study is contrary to a previous study of Ushiyama et.al. (1974), who found that wood blocks, seemed to be the most popular toy and the most facilitating for children's
interaction.

In this study there is no significant sex difference in playing with creative toys and blocks. In both environment boys and girls spent approximately the same time on these toys (Table V.3). The result of this study is contrary to a previous study done by Farrell (1957) who observed sex differences in block play in early childhood. He found that 24% of the boys but only 5% of the girls played with blocks. Boys also played with blocks almost twice as girls did. But this study was conducted in 1957. An interval of 30 years is a big interval, and perhaps the trend of playing with blocks has changed over this period, with the availability of newer more attractive toys.

Michăilescu (1984) investigated the game preferences of 1000 rural, semiurban and urban Romanian children (aged 3-14 yrs.) to examine the relationship of game preferences to such social variables as age, sex and environment. Games with rules were divided into the following categories: recurrent games, recurrent competitive games and competitive games. The frequency of recurrent and recurrent competitive games decreased with age, and the frequency of competitive games increased with age. Girls preferred recurrent and recurrent competitive games, while boys preferred competitive games. The frequency of recurrent and recurrent competitive games
decreased in the samples of semi-urban and urban females. So our results are in the line of this study.

Playing on with dolls rural and urban children differ significantly (Table III,B). Urban children spent more time on playing with dolls in comparison to rural children. It seems that in urban area the number of children in a family is less than that in rural area, as it is only one or two. And at the same time in urban areas most families are nuclear families. While in rural area there are joint families. The explanation could be that the children of urban areas do not get companions to play with and so they play with dolls etc. while in rural areas children get more companions to play with and therefore they play with other toys in the company of their friends, brothers, sisters and cousins.

Results also indicate no significant difference between the mean time spent by boys and girls while playing on with dolls (Table III,B). In Table III,A it can be seen clearly that in rural area this sex difference has not been observed for dolls etc., but in urban area this difference is clear. Boys spent longer time on dolls etc. in comparison to girls. Dolls are feminine toys and there should be a marked difference in the mean time spent by boys and girls on these toys. Several previous researchers Wolf, 1976; Serbin et.al., 1979; Dileo et.al. (1979), Liss (1979), Schau et.al. (1980), Frasher et.al. (1980) and Eisenberg
(1982) etc. found that girls played with feminine and masculine toys equally and boys played with masculine toys only.

Wolf (1976) conducted a study to know the effects of the adult modeled sex-inappropriate play behaviour in a naturalistic setting. Results show that females played with the inappropriate toys more than did males. Children were not influenced in their play behaviour by the adult modeling conditions. Serbin et al. (1979) studied on sex-stereotyped and non-stereotyped introductions of new toys in the pre-school class-room. No significant sex differences in toy choices were found following the non-stereotyped introductions. Following the sex-stereotyped introductions subject's toy choices were consistent with sex-role stereotypes. Liss (1979) examined effect of model's toy preferences on preschoolers sex-typed toy selections in 2 experiments. Result imply that despite strong sex typed preferences, children's play can be modified. Schau et al. in 1980 found that girls played longer with neutral toys while equally long with feminine and masculine toys; boys played longer with masculine toys while equally long with feminine and neutral toys. With increasing age both sexes played longer with feminine toys while no differences were found for masculine, neutral toys. Fraser et al. (1980) found that subject by preferences were as rigidly stereotyped by sex as those
of children of previous decades. In 1982 Eisenberg et al. researched children's reasoning regarding sex-typed toy choices. Subjects used considerable amounts of sex-role oriented thinking to justify their answers regarding other children's likes and dislikes.

In urban areas the result of this study is in line with these previous studies but in rural areas the results do not confirm to these studies. One reason would be that in rural areas the children do not get much toys for playing, therefore they are not much aware of sex-appropriate toys and whatever toys they get for playing, they play with.

Make-believe toys are those toys which are not preferred by any group of children. And the mean time spent by children with these toys is minimum (Table V.A). For this type of category of toys no difference (sex difference and environmental difference) were found significant in the mean time (Table IV.B). These toys were the last to be preferred by all the children. The main reason may be that each child was observed only for ten minutes and in this very short period they preferred mobile and colourful toys firstly and only after playing with these mechanicals toys and creative toys and dolls etc. their attention went to these make-believe toys.

Greenacre (1959) and Marshall (1961) found that dramatic or make-believe play usually begin between the
ages of 1½ and 2 years and reach their peak at about 5½ years. This kind of play loses much of its appeal after the child enters school because he then begin to view life more realistically.

In experiment II the outdoor and indoor play patterns are observed for older children. It seems environment is an important determinant of play patterns in children (Table VI.A and VII.A). Nine outdoor games like Badminton, Hockey, Hide and seek, Barf-Pani etc. have significant chi-squares and seven outdoor games like Chain, Vish Amrit, Gitti Fore, Table-Tennis, have been played only by urban children. Six outdoor games like Langri Tang, Kabaddi, Gilli Danda, Ball Toss etc. have been played by rural children only.

Only five games as Cricket, Football, Race, Kho-Kho and Aankh Michoni have been shared by children of both environment. These games especially cricket, football, and kho-kho are more popular among children may be because these games are shown in the TV frequently. In the same way when Table VII.A is observed it seems clear that only three indoor games Chhore-Sipahi, Chess and Ginthu are played by children of both environment (rural and urban). In this table one thing also seems clear that urban children play more indoor games than rural childrens, six indoor games are played only by urban children. And for those indoor games which are shared
by both groups of children (rural and urban) the frequencies of the urban children are greater than that of the rural children.

The reason may be that in urban area open space for playing is not easily available to children as in rural area. This has also been mentioned by the urban children when questioned on their game materials. So children remaining in their homes play with indoor games. The urban children get less time for playing. Because outdoor games need more time than indoor games, so urban children play indoor games more frequently. The effect of environment was observed earlier by several investigators such as Marshall (1931), Indegucho, N. (1939) etc.

Marshall in 1931 made a series of studies of play activities and he came to several conclusions. Among them, one was that older rural children are less mature in play interests than are urban children. Indeguchio, N. (1939) found clearcut differences of play caused by environment and socio-economic conditions.

Table VI.B indicates that for many outdoor games sex difference is significant. Many games like Table-Tennis, Kancho, Kite, Langri Tang, Kabaddi, Gilli-Danda and Ball-Toss are played by boys only and in the same way many games like Skipping, Flying Disc, Tippi-Tippi Top, Unch-Neech, etc. are played by girls only. Though some
masculine games are also played by girls but their percentage is very poor e.g. for cricket it is 13% for Football it is 6% and for Hockey it is only 1% etc.

The results shown in Table VI.B is supported by the results of a previous study done by Foster (1930). In that study he found that of the outdoor games catching and throwing, chasing and fleeing and hiding and seeking type were popular with both sexes of all ages; boys showed more interest in catching, throwing games while girls prefer, hopping, jumping games. The observed sex difference has also been found in a study by Stadts (1962). He found that girls did not use much play ground space as boys.

Sex in a great factor that influences the whole behaviour of a child. Sex differences in play patterns has been found in several previous studies also. Dileo et.al. (1979), Halliday and McNaughton (1982), Eisenberg (1982) etc. Halliday and McNaughton (1982) examined sex differences in the preferred play activities of children and the influence of teacher participation and location of activities on such differences. Sex differences in play generally confirmed to previous research. It was also observed that girls tended to choose activities in which their teachers were involved. Although the presence of female teachers seemed to maintain many of the girls stereotyped choices of activity, this same presence
appeared to extend the range of boys' choices beyond activities that were stereotypically male. Hurtig (1971) found sex more important determinant of social play behaviour than age.

In a recent study of boys and girls in elementary schools, Thorne (1985) found marked differences in the play styles of the two sexes. Girls tend to play in low energy-games in small groups near the school building and chose to adult supervision. Boys occupy nearly ten times the space of the girls and play high energy run and chase games when they are young and organised rule-oriented games when they become older. Moreover, young boys are involved in boisterous, rough and tumble play or play with blocks and cards. (Dipietro,1981; MacDonald & Parke, 1984), while girls prefer art, books and dolls (Eisenberg, Murray & Hite, 1982).

Indoor games were found more popular with girls in previous studies. But this was not observed in this study. Many indoor games are played by boys more frequently than girls. The chi-squares of Carrom Board and Cards are significant (in Table VII.B) and for Ludo and Chess also the number of boys is larger than that of girls. Only in Antakshari, Dolls and Ginthu are the games which are played by girls. So it can be concluded that boys play more indoor games in comparison to girls.
Age is also an important factor that influences the behaviour of a child. As a child grows older, its patterns of behaviour change slowly and slowly. In the same way play patterns of children also change as they grow older. From early babyhood to maturity certain play activities are popular at one age and not at another, regardless of the environment, nationality, socio-economic status, and sex of the child. These play activities are so universally popular and predictable that it is customary to divide the childhood years into specific play stages, each with its own name. These stages have been described in chapter I as the exploratory stage, toy stage, play stage and day-dream stage. In this study chi-squares of games regarding age are not significant. Outdoor as well as indoor games have been played by children of both age groups equally. Only some games like Gitti Fore, Flying disc, Unch-Neech etc. (in Table VI.C) have been played by the first age group (8-10 yrs.) and some games like Table-Tennis etc. by the second age group 11-13 yrs.

In the same way in indoor games only one game naughts & crosses (Table VII.C) is played by younger children and Business game is played by older children.

One thing is more notable that those games which are played only by one age-group, these children are very few in number only 1.25% play for naughts & crosses.

Business game which needs more intellectual maturity
have been found only in 6% of older children.

According to theory given by Garai and Scheinfeld (1969); Mass and Michael (1964); Sutton Smith (1965), indoor games are more popular with girls. But in the observation of this study the results are not in favour of this theory and girls as well as boys equally play both types of games (outdoor and indoor). Although some games are played only by boys and some only by girls, yet the trend of their play patterns is more or less the same.

Results of this study highlight another thing; that cricket is the game that is most popular among children. Its total frequency is 83 which is more than half of the total sample of the II experiment. Perhaps it is a game which is most frequently shown in the television and the players are associated with glamour (appearing in TV advertisements etc.).

After cricket the game most frequently played is of hide and seek. This game is played by children of all age groups.

As far as the amount of time for playing is concerned, it was found that it differs in the two environments. The mean time spent for playing by younger (age 8-10 years) rural boys is 90 minutes and by older (age 11-13 years) rural boys is 71 minutes. The 7-10 yrs. old rural girls spend a mean time of 88.5 minutes and older (age 11-13 yrs.) girls about 68 minutes
(Table VIII). Similar results have been obtained by Stone & Church, 1968; Wilty, 1966.

But for urban area the results are opposite to this theory. The mean time spent on playing by younger children is less than older children of both the sexes. The younger boys' mean time is 40 minutes and for older boys the mean time is 127.5 minutes. On the other hand younger girls get 25 minutes and older girls get 50.76 minutes for playing. The reason may be that in urban area when a child enters school the pressure of education is so much that children do not get time to play, trying to cope with their school work. This comes in the way of the healthy natural development of a child. Many educationists now realize this problem. Bakshi (1988) states "We as parents and teachers are making life for children miserable; we have foolishly set goals for them, not realising whether they have the potential or not. We disregard whether the children would later be able to have job satisfaction or contentment. We want them to live up to our own expectations. It is a form of adult chauvinism being practiced through our love. We are doing things which dwarf them and take them away from the mainstream of life making them into rebels."

During summer vacations also most school pile their students with home work. Bakshi (1988) again points out
that summer holidays is a break for the children from the rigid schedule of the academic year. It is the only time of the year when they can get a change. The children should be allowed to play games and pursue any educational vocation hobbies, the children might be interested in. In this direction about 20 modern school students have been sent to a summer camp in Leh. The study of culture language and people is an education in itself not contained in any text book.

Bookish parents may be upset with Bakshi's remarks and make children sit with their books just to pre-occupy them is not a good step. Summer home work would be useful if the child tried to grapple with the problem but futile if he learns nothing from it.

Children should get more time for playing and only then their all round development may be possible. But in our country the position of playing is very poor. Parents do not like their children engaged in playing. The government also does not help much for the players as the governments of other countries do. And our players do not play good in international games. In 88 olympics India did not get a single medal for game.

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Nagraja (1986) discusses play as one of the media through which a child develops in a healthy way, and considers ways in which play fosters positive mental
health. Play allows a child to be him/herself and to express interests fully. In the same way Moran (1986-87) has suggested that parents can use playfulness to ease the demands of the reality principle and the harshness of the child's introjects. The child may use play to save before parents and it is noted that parental attitudes towards the child's fantasy play may facilitate or impede harmony between psychic structures before the establishment of the repression barrier.

Isenberg and Quisenbury (1988) also argued the necessity of play from infancy to adolescence and affirmed its centrality in the lives of children.

Play therefore is very essential in the lives of children and it is the media through which the child develops his personality. In India, parents are so observed with academic excellence that they consider playing as a waste of time. Unless the child is representing his school in a particular area of sport playing for "playing sake" is looked upon with a frown. On the basis of children's interests and hobbies parents can anticipate and help in choosing a correct vocation children. Many theorists and psychologists give for their much importance to play in the development of children. Groos (1905) in his book, emphasized the utility of the child's play as a preparation for life. Play has an important role in the development of every
field of life as it is important for social development, sensory motor development, intellectual and cognitive development etc.

This is the most important stage where children around six years of age learn of socialization and participation in group games, teach them of competition, self assertiveness, to value other people, build self-esteem and confidences.

Jain points out that children in this stage indulge in games tend to mimic adult life. Children can not verbalize as well as adults. They play games which reflect their hopes, values, and social behaviour. It is symbolism.

In rural area the burden of education is not so much on the children, they get more time to play. In the urban areas older children get more time to play because they can cope with their home-work more efficiently and therefore manage their time better. They take out sometime daily for their games and sports.

In Table VIII it is clear that boys get more time for playing in comparison to girls. In both the environments and in both the age groups girls play for lesser time than boys. In rural area younger boys get about an average of 90 minutes and girls get an average of 88.5 minutes for playing. In the same way
Round about 10% of children have stated that their hobby is television viewing. Other hobbies include cycling, touring, making pictures, seeing films etc. Some girls of both rural and urban areas report that their hobby is to help their mothers in the kitchen and other household duties.

In rural area also comic reading is very popular 70% of children enjoy reading comics. About 50% of rural children are fond of television viewing and 10% of cycling.

An important thing that has emerged from this study is that both in the urban and rural schools no concrete effort is made to channelize talented children to participate in sports and games played at the national and international level. The children who take part in these events are mostly children from elitist institutions where the importance of participating the sports events are emphasized. Even parents in urban areas discourage children from taking part in sports as they perceive this as a "waste of time. In rural areas where 70% to 80% of our children live much of the talent in sports go waste. This may be one of the main reasons why India does not fare well in international sports meet. Even our national records are far below international standards.

Isenberg and Quisenbury (1988) in their study indicate
the necessity of play from infancy through adolescence and affirm its centrality in the lives of children. The characteristics of play are defined and its contribution to physical, psychological, and cognitive development are described. Parents, teachers and administrators are urged to understand the contributions, play makes to development to ensure that all children experience a balance of play and non-play activities.

Knowing the play patterns of urban and rural children may help us in channelizing their spare time activities in a fruitful manner. The importance of play in development cannot be over emphasized.