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Chinnu Varghese
PG Student, Department of Home
Science, Morning Star Home
Science College, Angamaly,
Ernakulam, Kerala, India

Megha Thampy
Asst. Professor, Department of
Home Science, Morning Star
Home Science College,
Angamaly, Ernakulam, Kerala,
India

A comparative study on the attitude of parents towards child's play in rural and urban areas

Chinnu Varghese and Megha Thampy

Abstract

Most of the children loved to play in groups and only very few children preferred to play alone and quietly. However, children seem to be getting fewer opportunities to play. This study looks into the satisfaction, enthusiasm and effect of play in children. The time durations of play have changed. Children are still enthusiastic to play in spite of the restrictions given to them to play. The objective of the study was to compare the attitude of parents towards child's play in rural and urban areas. The study was conducted in the Municipality of Angamaly and the Panchayat of Nedumbassery in Ernakulam district, Kerala. The study was conducted among the mothers of children between the age group of 3-6 years old with the questionnaire as a tool. Children were satisfied in their play and also for a greater part of them, their play influenced in their character formation. The parents took initiative in playing with the child and helped them with the creative activities. They also took the child to play with other children. The study identified the relevance of play in children both in urban area and rural area.

Keywords: Play, attitude, character

1. Introduction

Early childhood play times are a place for young children to learn, grow, build friendships and have fun. One way that children can do all of these things at once is through play. It is through play that children can learn about themselves, and their environment. It is up to the elders to set up the play environment that is welcoming for the children to interact with one another while inquiring about the materials they are given. Through this process of play, children can develop the skills necessary to succeed in their everyday lives both in rural and urban areas if they are given the opportunities to explore.

'Play' is a very important factor in child development. It is an essential part of every child's life and is vital for the enjoyment of childhood as well as social, emotional, intellectual and physical development. Having time and space to play both in rural and urban areas gives children the opportunity to meet and socialize with their friends, keeps them physically active, and gives them the freedom to choose what they want to do. Play, particularly outdoor play, increases the levels of physical activity, alongside with other positive influences on a child's well-being, such as opportunities to understand and respect the natural world.

Play is defined as an activity engaged in for its own sake, without any direct purposeful goal in mind. It is a voluntary activity pursued solely for the pleasure it gives (Suriakanthi, A; 2009) [3]. It is a basic right for all children and is worthwhile for the enjoyment it brings to children and their families in the moment. It is something children do in their own time, following their own ideas, in their own way, for their own reasons (Cole-Hamilton, I., 2011) [1]. Recent research in rural and urban areas suggests that children's access to good play provision can increase their self-awareness, self-esteem, and self-respect. It can improve and maintain their physical and mental health. It provides them the opportunity to mix with other children. It also allows them to increase their confidence through developing new skills. It promotes their imagination, independence and creativity.

2. Methodology

The Areas selected for the study were the Municipality of Angamaly and the Panchayat of Nedumbassery in Ernakulam district, Kerala.

The study was conducted among the mothers of children between the age group of 3-6 years.

Correspondence
Chinnu Varghese
PG Student, Department of Home
Science, Morning Star Home
Science College, Angamaly,
Ernakulam, Kerala, India

The sample consisted of 20 mothers of children between the age group of 3-6 years each from urban and rural area. The tool used to collect information was a questionnaire survey. The questionnaires were filled by the mothers of children aged 3-6. This method was used as it was easy for them to give responses.

After the survey, the information were consolidated and tabulated and the results were discussed and analyzed.

3. Results and Discussion

3.1 Interests of the child

| Interests | Rural (N=20) | | Urban (N=20) | |
|-----------------------------------|--------------|--------|--------------|--------|
| Likes to play the Same Game | 1 | (5%) | 3 | (15%) |
| Likes to play with mud | 19 | (95%) | 18 | (90%) |
| Likes to play with clay | 16 | (80%) | 7 | (35%) |
| Likes to play riddles | 11 | (55%) | 6 | (30%) |
| Likes to play jumping from top | 5 | (25%) | 12 | (60%) |
| Likes to play jumping on the sofa | 14 | (70%) | 15 | (75%) |
| Likes colouring book | 20 | (100%) | 20 | (100%) |
| Likes crosswords/puzzles | 13 | (65%) | 15 | (75%) |
| Imitating other persons | 14 | (70%) | 18 | (90%) |
| Make things with Clay | 11 | (55%) | 7 | (35%) |
| Watch TV/Mobile | 18 | (90%) | 16 | (80%) |

The table shows the interests of the studied subjects. 5% in rural area and 15% in urban area liked to play the same game. Children in rural (95%) urban (90%) area liked to play with mud. 80% in rural area liked to play with clay compare4d with 35% in urban area. 55% in rural and 30% in urban area liked to play riddles. Urban children (60%) liked to play by jumping from the top compared with rural children (25%). 70% in rural and 75% in urban area liked to play by jumping on the sofa. All children, both in rural and urban area liked colouring books. 65% in rural and 75% in urban area liked crosswords/puzzles. 70% in rural and 90% in urban area were interested in imitating other persons. 55% in rural and 35% in urban area used to make things with clay. 90% in rural area and 80% in urban area were watching TV/mobile.

3.2 Duration of play

| Hours | Rural (N=20) | | Urban (N=20) | |
|--------|--------------|-------|--------------|-------|
| 1 hr | 6 | (30%) | 6 | (30%) |
| >1 hr | 2 | (10%) | 5 | (25%) |
| >2 hrs | 4 | (20%) | 3 | (15%) |
| >3 hrs | 8 | (40%) | 6 | (30%) |

30% of the children both in rural and urban area played for an hour per day. 10% of them played more than an hour a day in rural area and 25% in urban area. 20% of them played for more than 2 hours a day in rural area and 15% in urban area. Children who played for more than 3 hours a day in rural area were 40% and that in urban area were 30%. Play is not a public service, much less a commodity. Play is a natural and universal human impulse... adults never have to make children play, and only rarely do we have to help children play. Adults have to let children play' (Shier 2010: 19) [2].

3.3 Restrictions by the parents to the child

| Restrictions | Rural (N=20) | | Urban (N=20) | |
|---------------------|--------------|-------|--------------|-------|
| Playing in mud | 17 | (85%) | 15 | (75%) |
| Jumping on the sofa | 11 | (55%) | 15 | (75%) |

The restrictions by the parents to the child among the studied subjects show that 85% of the parents in rural area and 75% in

urban area allowed the child to play in mud area. 55% of the parents used to scold the child for jumping on the sofa in rural area and 75% in urban area.

3.4 Effect of Play in children

| Effects | Rural (N=20) | | Urban (N=20) | |
|--------------------------------------|--------------|--------|--------------|--------|
| Playing due to compulsion from peers | 1 | (5%) | 1 | (5%) |
| Influence Character Formation | 18 | (90%) | 18 | (90%) |
| Satisfied in Play | 20 | (100%) | 20 | (100%) |

The effect of play in children depicts that 5% of the children were played by the compulsion of peers both in rural and urban area. 90% of them, both in rural and urban area, the plays had influenced in character formation. All of them, both in rural and urban area, were satisfied in play.

3.5 Parent's initiative in playing with the child

| Parents initiative | Rural (N=20) | | Urban (N=20) | |
|--|--------------|-------|--------------|-------|
| Help Child with Creative Activities | 14 | (70%) | 14 | (70%) |
| Parents Play with the Child | 17 | (85%) | 4 | (20%) |
| Take the child to play with other children | 16 | (80%) | 17 | (85%) |

The above table shows the parents initiative with the child among the studied subjects. 70% of the parents both in rural and urban area helped the child with creative activities. 85% of the parents played with the child in rural area and 20% in urban area. The parents used to take the child to play with other children both in rural (80%) and urban (85%).

4. Conclusion

The study shows that rural as well as urban children had different interests in play. Most of the parents bought colouring book and child's publications for their kids but buying puzzles was very less in urban area. Majority of the children played for more than one-hour duration every day and only very few played less than that. Parents used to restrict the child to play in mud and jumping on the sofa. Only very less children played due to compulsion from peers. And children were satisfied in their play and also for a greater part of them, their play influenced in their character formation. The parents took initiative in playing with the child and helped them with the creative activities. They also took the child to play with other children. The study identified the relevance of play in children both in urban area and rural area. It also helped to identify various types of games played by children both in urban and rural areas. This study helped to identify how much interested were children to play both in rural and urban areas.

5. References

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