

The Preference of play Areas in Two to Five Year Old Nursery School Children

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I The Problem and Procedures

Play is an activity distinct from both work and games. Adults turn to play as a well-earned reward after a period of hard work.

It may be relaxing; it may be physically exhilarating; but it is separate from their work. But to young children play is not a casual past time. It is their joyous work as well as their education.

Frank said that play is the way a child learns what no one can teach him (Hartley, 1971). Through play the child learns to solve his problems, to develop his manipulative skills and creativity and then gradually he learns to distinguish between reality and his imagination. A child builds up competence in dealing with his environment. He learns about himself and his culture and through this develops his personality. A child comes to understand concepts directly. He finds out about inclined planes and the forces of gravity while racing toy cars down ramps, rolling down hills or climbing elevated boards. He discovers that some things float and some things sink as he engages in water play. As he play in sand, water and mud, he learns that objects in his world have different textures. Some can be molded and manipulated and some can take the shape of their containers. His body feels the

meaning of heavy while he carries a pail of sand or pulls a wagon load of blocks.

Froebel said that play is the highest phase of child development (Moran, Kalakian, 1974). Children have their own preferred play activity. The purpose of this study is to investigate preference of play areas and its relationship to ages and sex differences.

Statement of the Problem

Is there a difference in preference of play areas of two to five year old children?

Hypotheses

There is no significant difference of preference in the Constructive play area between the toddler group and the five year old group.

There is no significant difference of preference in the Constructive Play area between boys and girls.

There is no significant difference of preference in the Dramatic Play area between the toddler group and the five year old group.

There is no significant difference of preference in the Dramatic Play area between boys and girls.

There is no significant difference in the Adventure Play area between the toddler group and the five year old group.

There is no significant difference in the Adventure Play area between boys and girls.

Significance of the Problem

Play is one of the most important areas in the early childhood education curriculum especially in nursery schools and daycare centers. Children learn basic concepts, skills and relationships with other children which is important in their personality growth. The significant problems of this study are when the children come to nursery school and where the most preferred play area is to them in terms of ages and sex differences. Through the children's play, teachers and adults come to understand and know about children's preferences and also their problems.

Definition

Play is an activity distinct from both work and games. It is an activity which is pursued for its own sake, and is free from compulsion inherent in the necessity of completing a task, as well as from the keen sense of rivalry which enters into most games. Play requires an amusement of oneself (Byer, 1974, Singer, 1973).

Limitations

1. This study was limited to subjects from only one nursery school.
2. This study was limited to subjects not matched in intelligence quotients nor socio-economic background.

Research Design and Procedures

The Problem was identified. A review of selected literature was made to support the problem. Hypotheses were formed; important term was defined and limitations were noted. The materials for this study were designed by the observer to observe and record play behavior at the Constructive, the Dramatic and the Adventure Play area.

The children were observed during their free play time. How many times they played in a certain play area were recorded. Ages and sex differences were noted. Each age group met one day a week, the toddler met on Tuesday morning from 9:00-11:00 A. M. and the five year old group met on Friday afternoon at 1:30-4:30 during the two months observation Period. The collection of data were analyzed by Chi-square in order to test the hypotheses.

Time Schedule

The following time schedule was followed:

January 10, 1978	The title and problem were identified.
January 11-30, 1978	Reviewed the related literature
January 10-March 10, 1978	The sample was chosen and observed.
June 26, 1978	A hypotheses were formed.
June 27, 1978	Assumptions and limitations were noted.
July 18-20, 1978	The data were analyzed.

August 19—22, 1978

Research was evaluated and conclusions were drawn.

August 23—30, 1978

The report was written.

Organization of the Research Report

Chapter 2 contains the review of the selected related literature.

Chapter 3 contains the design of the study.

Chapter 4 contains the analysis and findings of the data.

Chapter 5 contains the summary, conclusions, and recommendations for further study.

The bibliography included.

II Review of Selected Related Literature

This chapter contains a review of selected literature relating to the theories of play, values of play, and development of play.

Theories of play

Piaget's cognitive theory of play is derived from the child working out two fundamental characteristics of his mode of experience and development. These are accommodation, which represents an attempt to initiate and interact physically with the environment; assimilation, which represents the attempt into the relatively limited number of schemata and differentiated motor and cognitive skills available at a particular age. In his theory of play, Piaget goes far beyond the thinking of other authorities in this field. For him play is not just a preexercise of the activities a child will need in adult life or an expression of unfulfilled wishes or subconscious feelings. For instance, Symbolic play, says Piaget, "derives essentially from the structure of the child's thought..... it is merely egocentric thought in its pure state." (Singer, 1973). He insists play is important as intellectually enriching experiences and it is distinguished by a modification varying in degree, of the conditions of equilibrium between reality and the ego.

Erikson's psychoanalytic theory has broadened the view of the role of play to include the mastery of reality and the creation of model situations. According to

his developmental eight stages, the third stage is a play age to establish a sense of initiative. The play act is a function of the ego (Singer, 1973).

Freud, who is the first psychologist to use play diagnostically, said that play activities in children are conditioned by repetitions in order to master inner and outer unpleasant experiences. In this view, much of child play represents an attempt to satisfy drives partially or to resolve conflicts in the absence of realistic opportunity to do so (Jackson and Todd, 1950).

Lowenfeld's writes: Play as 1) *bodily activity* is the earliest form of all children's play. During the time that speech is being acquired, play as 2) *realization of experience* gained in previous years is the next necessity of childhood. Play as 3) *demonstration of fantasy* follows hard upon the footsteps of play as interior realization, and interweaves all the way with it; experience feeds fantasy and fantasy feeds experience. The child of five or six..... turns naturally outward his environment. Play as 4) *realization of environment* is his means of expressing his new orientation (Jackson and Todd, 1950).

Sociologist Caillois (1961) defines play as free, separate, uncertain, and unproductive, yet regulated and make-believe play (Moran & Kalakian, 1974).

Values of play

Play provides the child with the opportunity to experience social, physical, intellectual and emotional development. Intellectually, the child at play can be taught words, concepts relationships of numbers, names, size, shape and figures and cognitive thought. Physically, play is an opportunity to learn and master fundamental motor patterns and skills. The child can develop and improve his strength, his cardiovascular endurance, his flexibility, his physical health and his physical development. Socially, play develops interpersonal relationships as he learns to work, play, and share with others in a group. He progresses in self-help skills, self-discipline, and self-direction. Emotionally, through play the child can be helped to recognize and find solutions for the problems and conflicts in his real life. (Moran & kalakian, 1974).

Play is a natural method of freeing a child from his inner frustrations, anxieties, tensions and insecurities. One of the most important values of play is

play-therapy. Through the play process, sometimes referred to as play-therapy or group psychotherapy psychologists have aided mentally and emotionally disturbed children in understanding their problems and relationships to their environment. Play-therapy is based upon the fact that play is the child's natural medium of self-expression. It is an opportunity which is given to the child to "play out" his feelings of tension, frustration, insecurity, aggression, fear, bewilderment and confusion (Axline, 1947). Children can play out occupational roles without fear or punishment or ridicule for his mistakes.

Play develops the creative aspect of the child's personality which arises from within and expresses the child's unique response to his environment. It is inherently a self-expressive activity that draws richly on the child's powers of imagination (Hanorick, 1975). The values we see emerging in children's play relate to courage and curiosity, commitment without reserve, self-acceptance, optimism, gaiety, cooperation with peer group and emotional maturity.

Development of Play

Play is developed differently at each stage in a child's early years.

1. Functional Play

Functionally play takes place during the sensorimotor stage. The first forms of play in infants are hand movements and sounds productions. The child then moves to playing with parts of his body-fingers, toes, clothings, or cups that come within his reach. Valentine (1942) observed age sequences in his work with infants. Buhler (1935) gives an especially clear inventory of the child's play during the first two year of life (Frost & Kissinger, 1976).

The free spontaneous play of babies is more often solitary than social. This play, in which the child amuses himself, is classified as individual play. The pleasure is extremely important to learning because it encourages the child to explore and to try out different ways of handling it.

2. Constructive play

Constructive play takes place around 22-24 months of age. The child in transition moves from the preliminary stage of functional play to play with a purpose. He

begins to cooperate with his peers in constructive play. Symbolic or dramatic play emerges at about $2\frac{1}{2}$ years of age and is the child's game of pretending. The child engages in imitative play, e .g. the child imitates the parents or adults.

Parallel play, in which a child plays beside rather than with other children while sharing the same physical environment but for the most part playing independently, is also common during this stage(Moranf & Kalakian, 1974). Blocks and spaces play are very popular in this age of children. While "playing" with blocks children are practicing seriation, gaining skills in the dynamics of balance and learning cause and effect in physical relationships. Finger painting is also a favorite play activity where the child can so easily create welcome impressions of his world. He is encouraged to keep on doing, trying, experimenting. All these activities go into making creative learners (Hartley, 1971).

3. Symbolic Play

Symbolic play occurs at the age of 4 to 5 year old children. At this age children are more social and their needs are broader and complex. The players interact with one another through imitation of adults talk. They use verbal substitution for objects, actions, situations and marking plans to carry on the role-playing. Some major characteristics of sociodramatic play are imitative role-playing, make-believe in regard to objects, actions, situations, persistence, interaction with others and verbal communication. It is called cooperative play in terms of social characteristic of play (Frost & Kissinger, 1976).

Freud was one of the first phychologists to be sensitive to the relationship of early imagiative play and fantasy and later creative tendencies (Singer, 1973). Make-believe play occurs at a relatively early age and gradually internalizes in the form of daydreams and fantasies. The study of Pulaski and Freyberg's on make-believe play with low socioeconomic group kindergarten children-indicates that the 3 and 4 year old generally show considerably less make-believe than do the 5 year old. The sex differences in this study show an intriguing interrelationship with differences in imaginative predisposition. In general, the girls report significantly more make-believe play on the basis of the interviews than do the boys. One would, therefore, expect the girls to show more spontaneons imaginative play

than the boys in the free play situation. The reverse turns out to be the case. In the free play situation the boys showed significantly more make-believe play as well as significantly more concentration and more positive affect than did the girls(Singer, 1973).

Dramatic play is one type of symbolic play as make-believe play. Through dramatic play the child transforms himself from a passive target into an active participant and integrates into his life what was itself only an intrusion. Another aspect of dramatic play related to intellectual development is its service in helping the child maintain a sense of identity. Dramatic play, perhaps the most prevalent type of play in early childhood, is rarely appreciated for its mindbuilding functions (Hartley, 1971).

Summary

Play is one of the most joyous activities of childhood. Child development can not be complete without play. It is a child's work, his education as well as his fun. It is not a casual pasttime. Children need various types of play in which they can create and manipulate. As a child plays, he brings himself and his ideas to such raw materials and creates something uniquely his own. If the teachers and adults are good observers of play, they can learn about children's interests, concerns, confusions and their needs.

Play is the medium through which young children learn and through which adults learn about them. Play is indeed the most "beautiful central fact of childhood" as Gross said (Beyer, 1974).

II Design of the Study

This chapter contains the design of this study, the target population and the method of sampling. It contains a description of the instrument used, the method of data collection and an explanation of statistical methods and procedures.

Target Population

The population used in this study was limited to children enrolled at Georgia College Nursery School during the 1978 school year.

Method of Sampling

The sample was formed of twenty-four children—namely, five boys and four girls in the toddler group, and nine boys and six girls in the five year old group. The sample was randomly divided into two groups in terms of ages and sex differences.

Description of the Instrument

The instrument used in this study was designed by the observer to observe and record behavior during the two months observation period. The record card contains the different play areas—the Constructive, the Dramatic and the Adventure Play area.

Data Collection Method

Permission was given to this researcher by the Director of the nursery school to observe and record during the children's play time.

Statistical Methods

The data were divided into two groups: age differences—namely, toddler group and five year old group, and sex differences—namely, the boys and the girls. The chi-square (χ^2) test was used to determine if there existed a significant difference of preference in the Constructive Play area, the Dramatic Play area and the Adventure Play area in terms of the ages and sex differences. A chi-square table was used to interpret the differences (Gay, 1976). The level of significance was established at the .05 level by the researcher for the acceptance or rejection of the null hypotheses.

Procedures

The problem was identified and the selected related literature was reviewed. Hypotheses were formed; important term was identified, and limitations were noted. The target population was defined and the sample was selected. The observation and record schedule were formed and twenty-four subjects were randomly selected. The data were tabulated determining the frequency of each preference. The record of the subjects were divided into two groups: age differences—namely, toddler group and five year old group, and sex differences—namely, the boys and the girls. Chi-square was used to determine if there is a significant difference of preference in the Constructive Play area, the Dramatic Play area and the Adventure Play area between the toddler group and the five year old group, and the boys and the girls. The null hypotheses were tested at the .05 level of significance. The summary and conclusions were drawn and the report was written.

IV Analysis and Interpretations of the Data

This chapter contains the analysis and findings of the data. Tables are included to assist in the presentation of the research results.

Analysis of the Data

The observed frequencies, the expected frequencies and chi-square value for toddler group and five year old group use of the Constructive Play area is shown in Table 1.

The toddler group shows 17 times with cars, 41 times with puzzles, 16 times with shapes and 26 times with blocks in the observed situations. This group's expected frequencies are, 17.50 times with cars, 41.25 times with puzzles, 13.13 times with shapes and 28.13 times with blocks.

The five year old group shows 11 times with cars, 25 times with puzzles, 5 times with shapes, 19 times with blocks in the observed situations. This group's expected frequencies are, 10.50 times with cars, 24.75 times with puzzles, 7.88 times with shapes 16.88 times with blocks.

Table 1. A Comparison of toddler group and five year old group use of the Constructive Play area

Age Differences	Cars	Puzzles	Shapes	Blocks	Total
Toddler group	aO=17 bE=17.50	O=41 E=41.25	O=16 E=13.13	O=26 E=28.13	100
Five year old group	O=11 E=10.50	O=25 E=24.75	O=5 E=7.88	O=19 E=16.88	60
Total	28	66	21	45	160

aO is observed frequencies.

bE is expected frequencies.

df=3 $\chi^2=2.153 < 7.815$

P > .05

The chi-square value was found to be 2.153 with three degrees of freedom for the Constructive Play area for age differences. Using three degrees of freedom at the .05 level of significance, a probability of 7.815 is needed for significance. A chi-square value of 2.153 was obtained. Therefore, the null hypothesis which states that there is no significant difference of preference in the Constructive Play area between the toddler group and the five year old group is retained.

The observed frequencies, the expected frequencies and chi-square value for boys and girls use of the Constructive Play area is shown in Table 2.

Table 2 A Comparison of boys and girls use of the Constructive Play area

Sex Differences	Cars	Puzzles	Shapes	Blocks	Total
Boys group	aO=18 bE=15.58	O=28 E=36.71	O=13 E=11.68	O=30 E=25.00	89
Girls group	O=10 E=12.42	O=38 E=29.29	O=8 E=9.32	O=15 E=19.97	71
Total	28	66	21	45	160

aO is observed frequencies.

bE is expected frequencies.

df=3 $\chi^2=8.067 > 7.815$

P < .05

The boys group shows 18 times with cars, 28 times with puzzles, 13 times with shapes, 30 times with blocks in the observed situations. This group's expected

frequencies are, 15.58 times with cars, 36.71 times with puzzles, 11.68 times with shapes, 25.03 times with blocks.

The girls group shows 10 times with cars, 38 times with puzzles, 8 times with shapes, 15 times with blocks in the observed situations. This group's expected frequencies are, 12.43 times with cars, 29.29 time with puzzles, 9.32 times with shapes, 19.97 times with blocks.

The chi-square value was found to be 8.067 with three degrees of freedom for the Constructive Play area for sex differences. Using three degrees of freedom at the .05 level of significance, a probability of 7.815 is needed for significance. Therefore, $8.067 > 7.815$ which results in the null hypothesis being rejected. Therefore, the null hypothesis which states that there is no significant difference of preference in the Constructive Play area between boys and girls is rejected. In other words there is significant difference of preference in the Constructive Play area for sex differences.

The observed frequencies, the expected frequencies and chi-square value for toddler group and five year old group use of the Dramatic Play area is shown in Table 3.

Table 3. A Comparison of toddler group and five year old group use of the Dramatic Play area

Age Differences	Playhouse	Cooking	Storytelling	Total
Toddler group	aO=13 bE=13.09	O=9 E=10.69	O=9 E=7.23	31
Five year old group	O=25 E=24.9	O=22 E=20.32	O=12 E=13.77	59
Total	38	31	21	90

aO is observed frequencies.

bE is expected frequencies.

df=2

$\chi^2 = .770 < 5.991$

P > .05

The toddler group shows 13 times with playhouse, 9 times with cooking, 9 times with storytelling in the observed situations. This group's expected frequencies are, 13.09 times with playhouse, 10.68 times with cooking, 7.23 times with storytelling.

The five year old group shows 25 times with playhouse, 22 times with cooking, 12 times with storytelling in the observed situations. This group's expected frequencies

are 24.9 times with playhouse, 20.32 times with cooking, 13.77 times with storytelling.

The chi-square value was found to be .770 with two degrees of freedom for the Dramatic Play area for age differences. Using two degrees of freedom at the .05 level of significance, a probability of 5.991 is needed for significance. A chi-square value of .770 was obtained. Therefore, the null hypothesis which states that there is no significant difference of preference in the Dramatic Play area between the toddler group and the five year old group is retained.

The observed frequencies, the expected frequencies and chi-square value for boys and girls use of the Dramatic Play area is shown in Table 4.

Table 4. A Comparison of boys and girls use of the Dramatic Play area

Sex Differences	Playhouse	Cooking	Storytelling	Total
Boys group	aO= 15 bE=18.16	O=15 E=14.81	O=13 E=10.03	43
Girls group	O=23 E=19.84	O=16 E=16.19	O=8 E=10.97	47
Total	38	31	21	90

aO is observed frequencies.

bE is expected frequencies.

df=2 $\chi^2=2.740 < 5.991$ P) .05

The boys group shows 15 times with playhouse, 15 times with cooking, 13 times with storytelling in the observed situations. This group's expected frequencies are, 18.16 times with playhouse, 14.81 times with cooking, 10.03 times with storytelling.

The girls group shows 23 times with playhouse, 16 times with cooking, 8 times with storytelling in the observed situations. This group's expected frequencies are, 19.84 times with playhouse, 16.19 times with cooking, 10.97 times with storytelling.

The chi-square value was found to be 2.740 with two degrees of freedom for the Dramatic Play area for sex differences. Using two degrees of freedom at the .05 level of significance, a probability of 5.991 is needed for significance. A chi-square value of 2.740 was obtained. Therefore, the null hypothesis which states that there

is no significant difference of preference in the Dramatic Play area between boys and girls is retained.

The observed frequencies, the expected frequencies and chi-square value for toddler group and five year old group use of the Adventure Play area is shown in Table 5.

Table 5. A Comparison of toddler group and five year old group use of the Adventure Play area

Age Differences	Climb	Junglegym	Slide	Total
Toddler group	aO=7 bE=7.24	O=4 E=9.66	O=17 E=11.10	28
Five year old group	O=8 E=7.76	O=16 E=10.39	O=6 E=11.90	30
Total	15	20	23	58

aO is observed frequencies.

bE is expected frequencies.

df=2 $\chi^2=12.432 > 5.991$ $P < .05$

The toddler group shows 7 times with climb, 4 times with junglegym, 17 times with slide in the observed situations. This group's expected frequencies are, 7.24 times with climb, 9.66 times with junglegym, 11.10 times with slide.

The five year old group shows 8 times with climb, 16 times with junglegym, 6 times with slide in the observed situations. This group's expected frequencies are, 7.76 times with climb, 10.39 times with junglegym, 11.90 times with slide.

The chi-square was found to be 12.432 with two degrees of freedom for the Adventure Play area for age differences. Using two degrees of freedom at the .05 level of significance, a probability of 5.991 is needed for significance. Therefore, $12.432 > 5.991$ which result in the null hypothesis being rejected. Therefore, the null hypothesis which states that there is no significant difference of preference in the Adventure Play area between the toddler group and the five year old group is rejected. In other words there is significant difference of preference in the Adventure Play area for age differences.

The observed frequencies, the expected frequencies and chi-square value for boys

and girls use of the Adventure Play area is shown in Table 6.

The boys group shows 9 times with climb, 12 times with junglegym, 8 times with slide in the observed situations. This group's expected frequencies are, 7.63 times with climb, 10.18 times with junglegym, 11.19 times with slide.

Table 6 A Comparison of boys and girls use of the Adventure Play area

Sex Differences	Climb	Junglegym	Slide	Total
Boys group	aO=9 bE=7.63	O=12 E=10.18	O=8 E=11.19	29
Girls group	O=6 E=7.37	O=8 E=9.82	O=14 E=10.8	28
Total	15	20	22	57

aO is observed frequencies.

bE is expected frequencies.

df = 2 $\chi^2 = 3.021 < 5.991$ $p < .05$

The girls group shows 6 times with climb, 8 times with junglegym, 14 times with slide in the observed situations. This group's expected frequencies are, 7.37 times with climb, 9.82 times with junglegym, 10.8 times with slide.

The chi-square value was found to be 3.021 with two degrees of freedom for the Adventure Play area for sex differences. Using two degrees of freedom at the .05 level of significance, a probability of 5.991 is needed for significance. A chi-square value of 3.021 was obtained. Therefore, the null hypothesis which states that there is no significant difference of preference in the Adventure Play area between boys and girls is retained.

Findings

The chi-square value was found to be 2.153 with three degrees of freedom for the Constructive Play area for age differences. Using three degrees of freedom at the .05 level of significance, a probability of 7.815 is needed for significance. A chi-square value of 2.153 was obtained. Therefore, the null hypothesis which states that there is no significant difference of preference in the Constructive Play area between

toddler group and five year old group is retained.

The chi-square value was found to be 8.067 with three degrees of freedom for the Constructive Play area for sex differences. Using three degrees of freedom at the .05 level of significance, a probability of 7.815 is needed for significance. Therefore, $8.067 > 7.815$ which result in the null hypothesis being rejected. Therefore, the null hypothesis which states that there is no significant difference of preference in the Constructive Play area between boys and girls is rejected. In other words there is significant difference of preference in the Constructive Play area for sex differences. The difference is greater than we would expected by chance.

The chi-square value was found to be .770 with two degrees of freedom for the Dramatic Play area for age differences. Using two degrees of freedom at the .05 level of significance, a probability of 5.991 is needed for significance. A chi-square value of .770 was obtained. Therefore, the null hypothesis which states that there is no significant difference of preference in the Dramatic Play area between toddler group and five year old group is retained.

The chi-square value was found to be 2.740 with two degrees of freedom for the Dramatic Play area for sex differences. Using two degrees of freedom at the .05 level of significance, a probability of 5.991 is needed for significance. A chi-square value of 2.740 was obtained. Therefore, the null hypothesis which states that there is no significant difference of preference in the Dramatic Play area between boys and girls is retained.

The chi-square value was found to be 12.432 with two degrees of freedom for the Adventure Play area for age differences. Using two degrees of freedom at the .05 level of significance, a probability of 5.991 is needed for significance. Therefore, $12.432 > 5.991$ which result in the null hypothesis being rejected. Therefore, the null hypothesis which states that there is no significant difference of preference in the Adventure Play area between the toddler group and the five year old group is rejected. In other words there is significant difference of preference in the Adventure Play area for age difference. The difference is greater than we would expected by chance.

The chi-square value was found to be 3.021 with two degrees of freedom for the Adventure Play area for sex differences. Using two degrees of freedom at the .05 level of significance, a probability of 5.991 is needed for significance. A chi-square-

value of 3.021 was obtained. Therefore, the null hypothesis which states that there is no significant difference of preference in the Adventure Play area between boys and girls is retained.

V Summary, Conclusions and Implications

This chapter contains the summary, conclusions and implications of the study. The divisions included are: restatement of the problem, restatement of the hypotheses, restatement of the procedures, findings, conclusions of the study, implications and recommendations of the study.

Restatement of the Problem

The purpose of this study is to investigate the probable difference in preference of play areas of two to five year old children.

Restatement of the Hypotheses

There is no significant difference of preference in the Constructive Play area between the toddler group and the five year old group.

There is no significant difference of preference in the Constructive Play area between boys and girls.

There is no significant difference of preference in the Dramatic Play area between the toddler group and the five year old group.

There is no significant difference of preference in the Dramatic Play area between boys and girls.

There is no significant difference of preference in the Adventure Play area between the toddler group and the five year old group.

There is no significant difference of preference in the Adventure Play area between boys and girls.

Restatement of the Procedures

The Problem was identified and the selected related literature was reviewed. Hypotheses were formed; important term was identified and limitations were noted.

The target population was defined and the sample was selected. The observation and record schedule were formed and twenty-four subjects were randomly selected. The data were tabulated determining the frequency of each preference. The record of subjects were divided into two groups: age differences-namely, toddler group and five year old group, and sex differences-namely, the boys and the girls. Chi-square was used to determine if there is a significant difference of preference in the Constructive Play area, the Dramatic Play area and the Adventure Play area between the toddler group and the five year old group, and the boys and the girls. The null hypotheses were tested at the .05 level of significance. The summary and conclusions were drawn and the report was written.

Research Findings

The chi-square value was found to be 2.153 with three degrees of freedom for the Constructive Play area for age differences. Using three degrees of freedom at the .05 level of significance, a probability of 7.815 is needed for significance. A chi-square value of 2.153 was obtained. Therefore, the null hypothesis which states that there is no significant difference of preference in the Constructive Play area between toddler group and five year old group is retained.

The chi-square value was found to be 8.067 with three degrees of freedom for the Constructive Play area for sex differences. Using three degrees of freedom at the .05 level of significance, a probability of 7.815 is needed for significance. Therefore, $8.067 > 7.815$ which result in the null hypothesis being rejected. Therefore, the null hypothesis which states that there is no significant difference of preference in the Constructive Play area between boys and girls is rejected. In other words there is significant difference of preference in the Constructive Play area for sex differences. The difference is greater than we would expect by chance.

The chi-square value was found to be .770 with two degrees of freedom for the Dramatic Play area for age differences. Using two degrees of freedom at the .05 level of significance, a probability of 5.991 is needed for significance. A chi-square value of .770 was obtained. therefore, the null hypothesis which states that there is no significant difference of preference in the Dramatic Play area between toddler group and five year old group is retained.

The chi-square value was found to be 2.740 with two degrees of freedom for the Dramatic Play area for sex differences. Using two degrees of freedom at the .05 level of significance, a probability of 7.991 is needed for significance. A chi-square value of 2.740 was obtained. Therefore, the null hypothesis which states that there is no significant difference of preference in the Dramatic Play area between boys and girls is retained.

The chi-square value was found to be 12.432 with two degrees of freedom for the Adventure Play area for age differences. Using two degrees of freedom at the .05 level of significance, a probability of 5.991 is needed for significance. Therefore, $12.432 > 5.991$ which result in the null hypothesis being rejected. Therefore, the null hypothesis which states that there is no significant difference of preference in the Adventure Play area between the toddler group and the five year old group is rejected. In other words there is significant difference of preference in the Adventure Play area for age differences. The difference is greater than we would expect by chance.

The chi-square value was found to be 3.021 with two degrees of freedom for the Adventure Play area for sex differences. Using two degrees of freedom at the .05 level of significance, a probability of 5.991 is needed for significance. A chi-square value of 3.021 was obtained. Therefore, the null hypothesis which states that there is no significant difference of preference in the Adventure Play area between boys and girls is retained.

Conclusions

It was concluded from the research that the null hypothesis which states that there is no significant difference of preference in the Constructive Play area between toddler group and five year old group is retained. It means that they both preferred to play in the Constructive Play area.

The null hypothesis which states that there is no significant difference of preference in the Constructive Play area between boys and girls is rejected. In other words there is significant difference of preference in the Constructive Play area for sex differences. Boys are more preferred to play with cars, shapes and blocks than girls. Girls are more preferred to play with puzzles than boys. The difference between boys and girls are greater than we would expect by chance.

The null hypothesis which states that there is no significant difference of preference in the Dramatic Play area between toddler group and five year old group is retained. They both preferred to play in the Dramatic Play area. The age differences do not make any difference in their preferences of play.

The null hypothesis which states that there is no significant difference of preference in the Dramatic Play area between boys and girls is retained. The sex differences also does not make differences to their preference of play.

The null hypothesis which states that there is no significant difference of preference in the Adventure Play area between toddler group and five year old group is rejected. In other words there is significant difference of preference in the Adventure Play area for age differences. Toddler group are more preferred to play with slide than five year old group. Five year old group area more preferred to play with junglejym than toddler group. The differences between toddler group and the five year old group are greater than we would expectg by chance.

The null hypothesis which states that there is no signfiicant difference of preference in the Adventure Play area between boys and girls is retained. The sex differences do not make any difference in their preference of play.

Implications

A psychologically disturbed child is often one who has lacked opportunity of satisfying his play needs at the time when they were most urgent. His Play development did not follow the orderly course, and the result is a mixing-up of phases (Jackson & Todd, 1950). This researcher feels that the findings of this paper can help teachers and parents to understand children's play and their preferences. Generally, we may think the girls would prefer to play in the Dramatic Play area than the boys. However, the results of this study show that there is no significant difference between them which means they both enjoy in the Dramatic Play area unless teachers or parents inhibit his play because it is stereotyped play for girls. Teachers and parents must avoid discrimination concerning play for boys and girls. They should just offer a good play environment to them and let them play freely. Then, children can grow heal thier physically, emotionally as well as mentally.

Recommendations

This researcher recommends that this study be done with a larger sample and long term observation including children's interview. Then, the results will give more understanding about children's play and their preference as well as their needs.

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〈요 약〉

2才에서 5才까지의 유아원 어린이들의 遊戯場所 選好度

金 良 順

兒童들의 生活은 대부분 놀이(遊戯)속에서 이루어진다. 놀이를 통하여 兒童들은 자신의 感情을 表現하므로써 스스로의 感情均衡을 이루고 外部世界에 대한 새로운 모습을 探索하여 만족감을 보기도 한다.

早期教育機關中の 하나인 유아원(Nursery School)에서 놀이는 重要的 교과과정중의 하나이다. 이곳에서 兒童들은 놀이를 통하여 새로운 개념, 기술을 배우며, 다른 兒童들과의 關係속에서 협동심을 기르고 人性發達에 도움을 주게 된다.

本 研究는 유아원에 나오는 2才에서부터 5才까지 兒童들의 연령과 성별에 따라 가장 흥미를 갖고 있는 遊戯場所(play area)가 무엇인가를 알아내고 그들의 놀이를 관찰하므로써 兒童에 대한 이해도를 높이려는데 目的이 있다.

* 주 : 이 논문은 미국 Georgia College 1979년도 석사학위 논문의 일부임.