

DE LA SALLE UNIVERSITY

FREE PLAY PATTERNS OF CHILDREN
AT THE SALOME L. TAN PRE-SCHOOL

08440

A Thesis
Presented to
the Faculty of the College of Arts and Sciences
De La Salle University

In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Arts in Behavioral Science

by

Ma. Lourdes Fargas and Ma. Milagros Torroba
October 1980



DE LA SALLE UNIVERSITY

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	i
Chapter	
1. INTRODUCTION	1
Statement of the Problem	4
Hypothesis	4
Assumptions	5
Definition of Terms	5
Scope & Limitations of the study	6
Significance of the study	7
2. REVIEW OR RELATED LITERATURE	
2.1 Free Play Patterns	8
2.2 Relationship Between Educational Attainment & Play Patterns	10
2.3 Home Factors	11
2.4 Relationship Between Sex & Play Patterns	14
3. METHODOLOGY	
Research Design	16
Subjects	16
Instrument	16
Procedure	17
Treatment of Data	19



DE LA SALLE UNIVERSITY

Chapter	<u>Page</u>
4. RESULT & DISCUSSION	
On the Free Play Patterns of Children . . .	21
On the Relationship Between Free Play Patterns & Parent's Educational Attainment	26
On the Relationship Between Free Play Patterns & Sex	29
Discussion	32
5. SUMMARY, CONCLUSION & RECOMMENDATIONS	
Summary	35
Conclusions	36
Recommendations	37
REFERENCES	39
APPENDIX OF CHECKLIST	41



Chapter IV

RESULTS AND DISCUSSION

This chapter presents the discussion on the free-play patterns of children involved in the study. A discussion on the correlation between free-play patterns and factors such as the parent's educational attainment and the sex of the child.

ON THE FREE PLAY PATTERNS OF CHILDREN

It is interesting to note that the free-play patterns of the children in this study do not differ from those found out by previous researchers in their study of free-play behavior.

In the overall results of play categories as shown in Table A, a very notable difference was seen in the types of play that the children engaged in. In the social play category, the associative play ranked highest in frequency with a total time of 43259 seconds or comprising of 57%. This play pattern was manifested in group play like playing in a swing, see-sawing, playing house or school, cat, and dog, hide-and-seek, running around the playground, and even cops and robbers. The onlooker and unoccupied behavior ranked second in frequency with a total time of 16861 seconds or 22%. It includes watching



others play, sitting, walking or wandering around, and staring blankly. Solitary play was next with a total time of 1443 seconds or 19%. This is characterized by activities such as playing alone with the swing, running without company and imagining play by oneself. Parallel play was the least popular among the other play patterns because of its low 2% rating. This include playing side by side like reading books or creating something beside one another.

In the cognitive play category as shown in Table B, most popular type of play is the functional with a total 36516 seconds or 62% which is more than half of the total time engaged in all other plays. It included activities with repetitive movements like swinging, see-sawing and running. The dramatic play with a percentage of 26 came in far second with constructive play the least popular among the cognitive play category with a 12%. Dramatic play consists of playing house or school, cops and robbers, imitation of fictional heroes like Batman, Superman and even monsters. Constructive play included activities like building sand castles, putting together wooden blocks or created plastic guns, houses and cars out of plastic pieces.

The results of the combination of cognitive play within social play as shown in Table C showed very dis-



tinctly the most popular tyoes of play and the least popular types. Ranked the highest was the associative-functional which amounted to 32%, next was the unoccupied and on-looker behavior with 22%, followed by associative-dramatic (17%) and solitary-functional (14%). The least popular types of play were the parallel-constructive and parallel-dramatic with a)% rating.

