

The Cause of Child Play of Different Age Group in West Bengal

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Abstract: In this investigation the researcher was tried to find out the actual cause or causes of playing and discover a new dimension of play theory. Total two hundred and seventy (270) children (male subjects) were randomly selected from West Bengal. The researcher was finally identified three groups according to their age i.e. 10-14 year's age group, 14-18 year's age group and 18-22 year's age group. The researcher was self-constructed a single multiple type question with different five options i.e. Why do you play? Options > (A) For recreation. (B) For health development. (C) To make a good player. (D) Influence by others and (E) For professional development. The subject are individually solved this question. One individual subject was select only one reason from the five options confidentially. The number of children who play for recreation gradually decreases with the increase of their age. Children play for developed their health this reason of play developed up to 18 years of age, after 18 years the percentage of children decreased who play for this reason. A good number of children play for make a good player up to 14 years of age; These numbers moderately decrease up to 18 years age and after 18 years of age this number slightly decrease with the increase of their age. A minimum number of children influence by others to play in all age groups. The number and percentage of boys who play for professional development or getting job, these number and percentage highly increase with the increase of their age from 10 to 22 years.

Keywords: play theory, children, recreation, health development, good player, Influence by others, professional development,

1. Introduction

Play is behavior that humans and animals participate in to explore and learn in their environments. Humans are involved in play all their lives to learn and to have pleasure – one of the basic human needs. Through play children, among other things, develop language that then is the basis for literacy skills that are taught at schools. There is structured and unstructured play. Adults often direct structured play and there are rules etc. In unstructured play children choose the activity and make their own rules. (J. Moyles, 1995)

Ulrich has traced out the meaning of “play” from an Anglo-Saxon word “Plega” which means “to guarantee, stand for, or take a risk for something, and to risk danger or devote oneself to a single purpose”. In fact the word ‘play’ has different meaning to different people in different contexts. In the modern theories and principles of education, ‘play’ has wider meanings and far reaching effects. Whatever the meaning of play one takes. The common thing is physical activity or movement of the body as a whole in every play. Any play without physical activity is like the body without a soul. Play is not only a biological satisfying activity aiming to help human survival but it is also woven in the intellectual texture of personality. Play is an integral part of our cultural inheritance. It reflects the quantum of our social development and cultural evolution of civilization. (A. Singh, et al. 2003)

The answer to a simple question, why do a child play or what are the bases of play? The biologist, sociologists, psychologist and educationists have given many theories of play like **Surplus Energy Theory, Recreational Theory, Cathartic Theory, Social Contact Theory, Psycho-analytical Theory, Anticipatory Theory, Recapitulatory Theory, Instinct Practice Theory, “Play is Life” Theory** etc. But no one single theory has been found to capable of fully explaining the true origin of play. Each individual

differ from each other according to age, sex, mental setup, social culture, educational status, genetic nature as well as economic condition. Nowadays play or physical activity not only used for leisure time management but also used for health development, professional construction, positive social relationship, leadership and followership quality development, tension free life etc. So in this investigation the researcher was tried to find out the actual cause of playing and discover a new dimension of play theory.

2. Methodology

Total two hundred and seventy (270) children (male subjects) were randomly selected from different playground of Hooghly, Howrah and Nadia district. Ninety (90) subjects i.e. thirty (30) from 10-14 years of age, thirty (30) from 14-18 years of age and thirty (30) children were selected from 18-22 years of age, from each district. The researcher was finally identified three (3) groups according to their age i.e. 1) 10-14 year's age group (90 subjects, 1st group). 2) 14-18 year's age group (90 subjects, 2nd group) and 3) 18-22 year's age group (90 subjects, 3rd group). The researcher was self-constructed a single multiple type question with different five (5) options i.e. Question>Why do you play?

Options >(A) **For recreation.** (Leisure-time activity / Joyful activity / Mental or Physical recovery etc.) (B) **For health development.** (Freedom from disease / Rehabilitation / Internal organic development / Postural development / Body build / reduce nonessential fat etc.)(C) **To make a good player.**(D)**Influence by others**(Parents / Teacher / Friends or others). (E) **For professional development.** (In future Physical Education teacher / Coach / Sports administrator/ Professional player or get job in army and other sectors etc.). Researcher was collecting the necessary data from 5pm to 6pm throughout two month. The subject are individually solved this question after playing. One individual subject was selecting only one reason from the five options confidentially.

3. Results

Table 1: No. of Children and Percentage of Different Playing Reason for 1st Group (10-14 years)

SL No.	Reason	No.	Percentage (%)
1.	Recreation	37	41.1
2.	Health Development	18	20
3.	Make a Good Player	25	27.8
6.	Influence by Others	6	6.7
7.	Professional Development	4	4.4

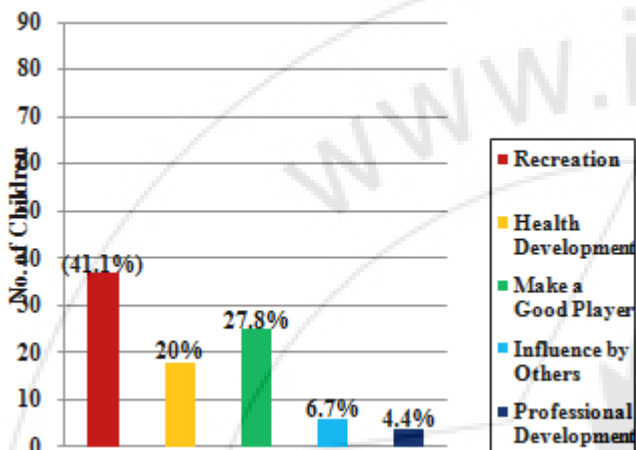


Figure 1: Graphical Representation of No. of Children and Percentage of Different Playing Reason for 1st Group (10-14 years)

Above table and figure shows that thirty-seven (37) or 41.1% children play for recreation, eighteen (18) or 20% children play for their health development, twenty-five (25) or 27.8% children play to make a good player, six (6) or 6.7% children influence by others to play or physical activity and four (4) or 4.4% children play for their professional development.

Table 2: No. of Children and Percentage of Different Playing Objective for 2nd Group (14-18 years)

SL No.	Reason	No.	Percentage (%)
1.	Recreation	24	26.7
2.	Health Development	23	25.5
3.	Make a Good Player	22	24.4
4.	Influence by Others	5	5.6
5.	Professional Development	16	17.8

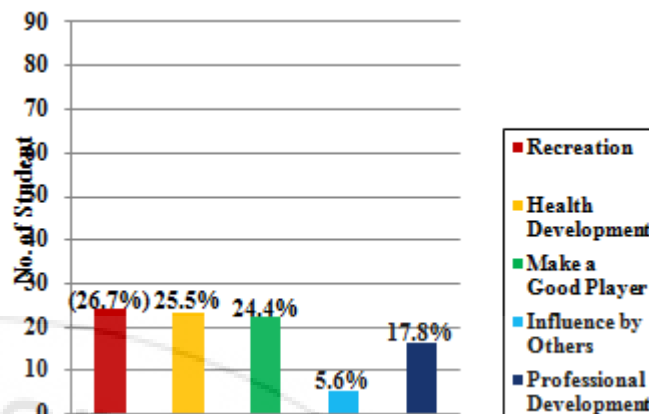


Figure 2: Graphical Representation of No. of boys and Percentage of Different Playing Reason for 2nd Group (14-18 years)

Table and figure-2 shows that twenty-four (24) or 26.7% boys play for recreation, twenty-three (23) or 25.5% boys play for their health development, twenty-two (22) or 24.4% boys play to make a good player, five (5) or 5.6% boys influence by others to play or physical activity and sixteen (16) or 17.8% boys play for their professional development.

Table 3: No. of Children and Percentage of Different Playing Objective for 3rd Group (18-22 years)

SL No.	Reason	No.	Percentage (%)
1.	Recreation	18	20
2.	Health Development	15	16.7
3.	Make a Good Player	21	23.3
4.	Influence by Others	6	6.7
5.	Professional Development	30	33.3

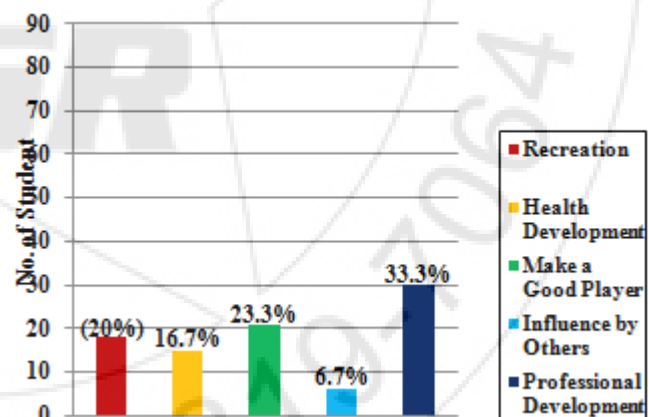


Figure 3: Graphical Representation of No. of boys and Percentage of Different Playing Reason for 3rd Group (18-22 years)

Table and figure-3 shows that eighteen (18) or 20% boys play for recreation, fifteen (15) or 16.7% boys play for their health development, twenty-one (21) or 23.3% boys play to make a good player, six (6) or 6.7% boys influence by others to play or physical activity and thirty (30) or 33.3% boys play for their professional development out of ninety (90) subjects.

4. Conclusion

- 1) The number and percentage of children who play for recreation (in this portion, maximum children play for recovery from mentally fatigue which situated in school, college or in tuition) these number and percentage gradually decreases with the increase of their age from 10 to 22 years.
- 2) Children play for developed their health (in this portion, maximum children play for body build and reduce nonessential fat) this reason of play developed up to 18 years of age, after 18 years the percentage of children decreased who play for this reason.
- 3) A good number of children play for make a good player up to 14 years of age. These numbers moderately decrease up to 18 years age and after 18 years of age this number slightly decrease with the increase of age up to 22 years.
- 4) A minimum number of children influence by others (maximum from physical education teacher) to play in all age groups.
- 5) The number and percentage of boys who play for professional development or getting job (in this portion, maximum children play for getting job in army, state police and a little number of boys after 19 years of age, who play for getting chance in B.P.Ed. course), these number and percentage highly increase with the increase of their age from 10 to 22 years.

5. Recommendation

- 1) Similar studies may be conducted on girl's children or boys and girls children both.
- 2) Similar study may also be conducted from the age of 6 years old children.
- 3) Study may be conducted by observation data collection method.
- 4) Study may be conducted by combining with other play reasons.
- 5) A study of similar nature may be conducted with broad area and more number of children.

References

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