

# The Quality of Ethnic Groups Child Game in Yunnan Province of China

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**Abstract**—The role of play can be viewed as a set of complex multidimensional skills develop long time in human life. Yunnan is multiple ethnic and multiple cultural areas in China. Researching on Yunnan traditional ethnic groups game play curriculum development is not only the inevitable choice of Yunnan ethnic group education, but also the realistic need for inheriting ethnic group culture and developing generation for crossing cultural communication. Game Play is a critical media in diversity education to solve the contradiction between the cultural diversity and the state integration of multiple ethnic countries and regions, especially in Yunnan Province. More than 46 million people living in the province of Yunnan, over 12 million belong to one branch or another of the more than 25 different ethnic minorities inhabiting the province, among them the Yi, Bai, Hani, Miao, Lisu, Wa, Naxi, Bulang, Yao, and Tibetans. This diverse cultural mosaic, coupled with magnificent sceneries. This study examined the quality of Yunnan ethnic group game in preschool curriculum.

**Index Terms**—ethnic group, game play, preschool education

## I. INTRODUCTION

“Play” is contrasted with “work” and characterized as a type of activity which is essentially unimportant, trivial and lacking in any serious purpose [1]-[5]. As such, it is seen as something that children do because they are immature, and as something they will grow out of as they become adults. However, play is one of the highest achievements of the human species, alongside language, culture and technology [6]-[9]. Indeed, without play, none of these other achievements would be possible. The value of play is increasingly recognized, for adults as well as children, as the evidence mounts of its relationship with intellectual achievement and emotional well-being. In fact, toys and games are synonymous with “play”. Almost everyone likes to play and such a desire continues throughout an individual’s life [10]-[15]. Psychologists inform us that play is not just a filling in of an empty period, or just a relaxation or leisure activity, but it is an important learning experience in child development [16]-[19]. For example, babies play with their fingers and toes and in so doing bring about a social interaction with adults who join in their game with them.

As the baby develops this same form of play is extended to assist the child towards numeracy. In present, part of Yunnan ethnic group games is popular in those ethnic group inhabitant areas. Thus, this study would examine the quality with questionnaire to those Yunnan preschool teachers.

## II. PLAY LITERACY ACQUISITION

The role of play can be viewed as a set of complex multidimensional skills develop long time in human life related to its contexts within human societies has been addressed within archaeological, historical, anthropological, educational, psychological and sociological research. Archaeological and cross-cultural records indicate the prevalence of play and games since prehistoric times, supported by the existence of dice, gaming sticks, gaming boards and various forms of ball-play material made of stones, sticks and bones from the Pala eolithic Era [20]-[21]. Ancient China, Peru, Mesopotamia and Egypt have revealed miniature models made of pottery and metal, most probably used as toys for children and drawings showing depictions of people playing and play objects such as tops, dolls and rattles [22]. Within historical times, studies of the nature of childhood within European cultures have revealed a remarkably consistent picture [23], [24]. A similar picture emerges in studies of childhood throughout medieval Europe and into the period of the Reformation and Renaissance [25], [26]. Ideas such as developmentally appropriate education, play-based pedagogy, learning through first-hand experience, the importance of vigorous play for healthy development and adult participation in children’s play can be seen clearly articulated by the thinkers and educators of these times, including Martin Luther, John Amos Comenius and John Locke. In the modern era proponents of early childhood education such as Rousseau, Pestalozzi and Froebel advocated similar ideas, and in some cases implemented them in their own educational centres (e.g.: Pestalozzi’s Institute for children in Switzerland established in 1805 and the first ‘kindergarten’ started by Froebel in Germany in 1837). There are also currently tensions within the educational area. Chudakoff, for example, has documented the sharp decline in children’s free play with other children across the ‘Western’ world [8]. Powerful evidence supporting this view of the role of play in

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human functioning has also emerged within recent developmental psychology. We also now have extensive evidence of the inter-relationships between the complexity and sophistication of children's play, particularly their symbolic or pretend play, and their emotional well-being [27].

### III. METHOD

#### A. Instrument Design

This study examined the quality of Yunnan ethnic group game in preschool curriculum. The first step to make Yunnan ethnic group game recorded as video material to show all participating preschool teachers. About participant selection, it is gathered from 122 teachers in 17 pre-schools. The teachers had a mean age of 34.8 years. All of the teachers were female. The data was collected in Yunnan Province, China. The second step is to classify Yunnan Ethnic game as physical or recreation type. The third step is to distinguish current Yunnan ethnic games such as rope, hunting, hide & seek, ethnic dancing, ethnic song singing, ethnic music instrument play in physical or recreation types according to participants questionnaire outcome. The study was conducted during the spring semester of 2015, using a paper based survey form. The questionnaire for this study consists of five parts: (1) Strengthen bone and muscle, (2) use of outdoor environment, (3) sedentary behavior. Each question in the survey is phrased in terms of a statement that addresses different aspects of activities, using (1) strongly agree, (2) agree, (3) neutral, (4) disagree, (5) strongly disagree, and (6) not applicable.

#### B. Validity and Reliability

The samples in this study are a sample of convenience. It may include all participating teachers from the same preschool education system. The results should be valid for this area. The validity here means the results may not be generalized to other areas in preschool education. Even those questionnaire items under consideration were analyzed to determine the extent to which they actually relate to the quality and those questionnaire items that are irrelevant could be eliminated.

Reliability refers to the extent to which the measurement error is minimized and provides an evaluation of accuracy of measurement. The reliability coefficient of an instrument is generally measured by Cronbach's  $\alpha$ . High correlation between alternative survey items or large Cronbach's  $\alpha$  ( $> 0.70$ ), are usually indications that the survey items are indeed reliable. Cronbach's Alpha value for all questionnaire items was 0.898, indicating strong reliability.

### IV. ANALYSIS

Currently, the following statistics states what child play type Yunnan ethnic games such as rope, hunting, hide & seek, ethnic dancing, ethnic song singing, ethnic music instrument play is in preschool curriculum. Table I responses clearly shows that the majority of participating teachers have notably sufficient knowledge

and experience with child play, and are familiar with child play curriculum. Such as 60 % of ones recognize Yunnan ethnic game: rope strengthens bone and muscle, 78 % of ones recognize Yunnan ethnic game: rope uses outdoor environment, 5 % of ones recognize Yunnan ethnic game: rope keeps sedentary behavior. This suggests that most ones in this study rated Yunnan ethnic game: rope as a kind of physical child play, see in Table I.

TABLE I. PARTICIPANTS RESPONSE FOR YUNNAN ETHNIC GAME ROPE (x100%)

Question	1	2	3	4	5
Strengthen bone and muscle	0	0	0.40	0.39	0.21
Use of outdoor environment	0	0	0.22	0.57	0.21
sedentary behavior	0	0.27	0.68	0.05	0

1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree.

Table II summarizes the responses clearly. For example, 75 % of ones recognize Yunnan ethnic game: hunting strengthen bone and muscle, 94 % of ones recognize Yunnan ethnic game: hunting use outdoor environment. This suggests that most ones in this study rated Yunnan ethnic game: hunting as a kind of physical child play (see Table II). In Table III, at least 75 % of ones recognize Yunnan ethnic game: hide & seek strengthen bone and muscle, 70 % of ones recognize Yunnan ethnic game: hide & seek use outdoor environment. This suggests that most ones in this study rated Yunnan ethnic game: hunting as a kind of physical child play, see in Table III.

TABLE II. PARTICIPANTS RESPONSE FOR YUNNAN ETHNIC GAME HUNTING (x100%)

Question	1	2	3	4	5
Strengthen bone and muscle	0	0	0.25	0.48	0.27
Use of outdoor environment	0	0	0.6	0.30	0.64
sedentary behavior	0.72	0.28	0	0	0

1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree.

TABLE III. PARTICIPANTS RESPONSE FOR YUNNAN ETHNIC GAME HIDE & SEEK (x100%)

Question	1	2	3	4	5
Strengthen bone and muscle	0	0	0.25	0.48	0.27
Use of outdoor environment	0	0	0.20	0.64	0.16
sedentary behavior	0.72	0.28	0	0	0

1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree.

Table IV summarizes the findings clearly. For example, 36 % of ones recognize Yunnan ethnic dancing use outdoor environment. This suggests that most ones in this study rated Yunnan ethnic dancing as a kind of recreational child play (see Table IV). Table V summarizes the findings which 90 % of ones disagree Yunnan ethnic song singing use outdoor environment. This suggests that most ones in this study rated Yunnan ethnic song singing as a kind of recreational child play (see Table V). Table VI shows Yunnan ethnic music

instrument play as a kind of recreational child play. 5 % of ones agree Yunnan ethnic music instrument play keeps sedentary behavior (see Table VI).

TABLE IV. PARTICIPANTS RESPONSE FOR YUNNAN ETHNIC DANCING (X100%)

Question	1	2	3	4	5
Strengthen bone and muscle	0	0	0.05	0.58	0.37
Use of outdoor environment	0	0	0.64	0.20	0.16
sedentary behavior	0	0	0.05	0.72	0.23

1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree.

TABLE V. PARTICIPANTS RESPONSE FOR YUNNAN ETHNIC SONG SINGING (X100%)

Question	1	2	3	4	5
Strengthen bone and muscle	0	0	0.25	0.60	0.15
Use of outdoor environment	0.7	0.2	0.10	0	0
sedentary behavior	1	0	0	0	0

1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree.

TABLE VI. PARTICIPANTS RESPONSE FOR YUNNAN ETHNIC MUSIC INSTRUMENT PLAY (X100%)

Question	1	2	3	4	5
Strengthen bone and muscle	0	0	0.25	0.60	0.15
Use of outdoor environment	0.2	0.4	0.4	0	0
sedentary behavior	0	0.27	0.68	0.05	0

1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree.

## V. RESULTS AND DISCUSSION

Overall, the result of this study suggests that Yunnan ethnic group child game can offers children free play in outdoor. Currently, of the more than 46 million people living in the province of Yunnan, over 12 million belong to one branch or another of the more than 25 different ethnic minorities inhabiting the province, among them the Yi, Bai, Hani, Miao, Lisu, Wa, Naxi, Bulang, Yao, and Tibetans. This diverse cultural mosaic, coupled with magnificent sceneries. Nowadays, many preschools in China there are increasing pressures to meet academic standards with child play curriculum. Therefore, these findings support recommendations to increase another selection with Yunnan ethnic group child play as a strategy for increasing physical activity among preschool children. However, due to the small sample size and relatively short study duration, it is definitively hard dismiss further research in Yunnan ethnic group child play curriculum in preschool children.

## VI. CONCLUSION

Most ethnic groups in China are typically ignored in early childhood programs. There are no books, dolls, pictures, puzzles, or other curriculum materials that represent contemporary ethnic group available in most classrooms. There are two responses to that argument. The first is that we often don't fully know the backgrounds of the children we teach. A second point to ponder is that the children we teach today will grow up to

live and work in a multiethnic society, one that includes ethnic group from many diverse cultures. Another problem in the early childhood field is inaccurate curriculum materials related to ethnic group. Since teachers may lack the background to adequately evaluate materials, they often make inappropriate selections. This leads to misinformation and stereotyping. Omission of ethnic groups from the curriculum, inaccurate curriculum, and stereotyping all amount to cultural insensitivity. This is heightened, however, when well-meaning teachers introduce projects that are culturally inappropriate. Through permeable nature of play as it interacts with, parallels, represents and integrates physical, social, emotional, aesthetic and cognitive experiences., ethnographic studies have illustrated that young human beings play in all societies although it is recognized that the types and forms of children's play and the amount of play varies depending upon age, gender, cultural contexts and ecological characteristics of the play settings. An anthropological view of play views it as an activity in its own right, where the main motive for children to come together. Yunnan is one multiple ethnic and multiple cultural area in China. Game Play is a critical media in diversity education to solve the contradiction between the cultural diversity and the state integration of multiple ethnic countries and regions, especially in Yunnan Province.

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