**Research Article**

# The Empirical Change of Playing Habits among Children

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**ABSTRACT**

To maximize the growth and manage psychological distress as well as the formation of good character, children need to develop a variety of skills such as cognitive, language, self-regulation, and social-emotional skills which often appended in different outdoor traditional games. Thus, the degree of playing traditional games by the children nowadays compared with the previous generation is discussed in this study. 38 parents regardless of their status and gender were surveyed on their active participation in the traditional games as children, as well as their children's play involvement today who are 1-12 years old. Data were collected through the created Google form link and sent via Messenger and email blasts to parents. Findings reveal that (1) significant number of children nowadays tend to play video games instead of playing traditional games; (2) safety is the utmost concern of the parents which hinder children to play some of the traditional outdoor games; and (3) the availability of mobile phones with uploaded game apps has contributed to the ignorance of traditional game playing culture.

*Keywords*: *Children, games, playing habits, traditional games*

## Background

Being as old as human existence, games and play are one of the fundamental necessities of children, influenced each stages in children's growth and development is usually defined as entirely the physical and mental doings pointing at having fun or enjoying (Gelisli & Yazici, 2015). Games and play may be able to be considered as a type of conduct, which takes place according to policies in a particular area and time (Siregar & Ilham, 2019). They are very essential for children's growth since these contribute to their cognitive, physical, social, and emotional well-being (Goldstein, 2012; Jenvey & Jenvey, 2002). To some researchers, games and play are child's crucial and utmost

important career as an approach to set them up for their future (Miller & Kuhaneck, 2008). There is a strong body of research that suggests that regular exposure to high-quality, unstructured outdoor play opportunities benefits social and cognitive growth (Wyver, 2019). The physiological factors that influence cognitive and social growth are believed to be caused by outdoor play (Fjørtoft, 2001). In addition to its impact on children's growth, game is one of the significant factors in contributing social and cultural improvement to a youngster. Generally, it is already acknowledged in the academe that games and play prepare children physically and cognitively for life, and they are apparatuses that improve their innovativeness, build up their critical thinking abilities, and upgrade their feeling of freedom.

To manage distress among children, they must develop skills set to enhance their growth; some of the skills needed are mostly found in games. Looking at children playing with their toys every day would definitely make parents believe that these children are enjoying what they are doing, from video games, to cardboard boxes, down to traditional outdoor games. Studies prove that developmentally suitable games attended by parents with their playmates are remarkable opportunity to assure social-emotional, reasoning, dialectal, and self-regulation abilities, which will shape executive function and a prosocial brain (Yogman, Garner, Hutchinson, Pasek, & Golinkoff, 2018), Early learning and play are essentially social practices that promote language and cognitive growth (Pellis, Pellis, & Bell, 2010). Moreover, sensory integration skills can be improved when playing outside (Pellegrini & Smith, 2008; Lubans, Morgan, Cliff, Barnett, & Okely, 2012; Ansari, Pettit, & Gershoff, 2015).

Parents, teachers, psychologists, paediatrician and child development researchers would agree that playing outdoor is a normal but serious chunk in the development of a child's health. Over a selected traditional outdoor play activities, youngsters acquire particular skills essential for adult life, these include social capability, problem solving, imaginative thinking, plus safety skills.

Playing outdoor traditional games is beneficial for youngsters' wellbeing and learning as mentioned to some researches. However, the new generation of children is not any more likely to play outside or play further away from their home if there are sufficient freedoms given inside their area (Valentine & McKendrck, 1997). Parents' outdoor play experiences compared with their children, clearly show that youngsters nowadays spend significantly fewer time playing traditional outdoors games than their parents did as children. The study of Clements (2004) unveils some important explanations for this deterioration, these include addiction on television and digital media, and worries about misbehaviour and security. Also, it carries results connected to the regular use of electronic entertainments in exchange of nurturing the child's pleasure for playing traditional outdoor games. Playing outdoor games is naturally connected from real-life consequences.

Traditional games may also develop human relationships among children and increase their socialization skills outside their homes (Kovačević & Siniša Opić, 2014). At the point when play, stable friends, and nurturing playmates are absent in a child's life, harmful pressures can disrupt the improvement of children learning of prosocial behavior. In the occurrence of juvenile difficulties, play and games become even more significant (Yogman, Garner, Hutchinson, Pasek, & Golinkoff, 2018).

Children can improve and adopt public rules and ethics more effortlessly because of playing different games. They also acquire such social rules by means of valuing other children's property, guarding both his and playmates' rights, creating a conclusion on any matter and applying it personally by cooperating with playmates. However, different changes in present societies are distressing childhood involvements. Time for outside play is decreasing, contributing to more inactive ways of life, separated from the regular world (Bento & Dias, 2017). Chances for outside play are lessening to give way to globalization, technology growth and urban development. In this situation, there is a need to bring up awareness with regard to youngsters' right to play outdoors, along with its possible support in children's

welfare, safety learning and growth (Bento & Dias, 2017).

Acknowledging the importance of play experiences among children, this study aimed to check the status of playing habits of children based from the observations of their parents, and compared it to their parents' generation during their younger years. Also, the study analyses the reasons and factors of these changes.

## Methods

The study used survey method in collecting data. The degree of playing outdoors, indoors and traditional games by the children was also compared with the previous generation. The researchers conducted the study in the province of Pampanga (figure 1), an area occupying 2,181 square kilometres (Pampanga Socio Economic Profile, 2001).
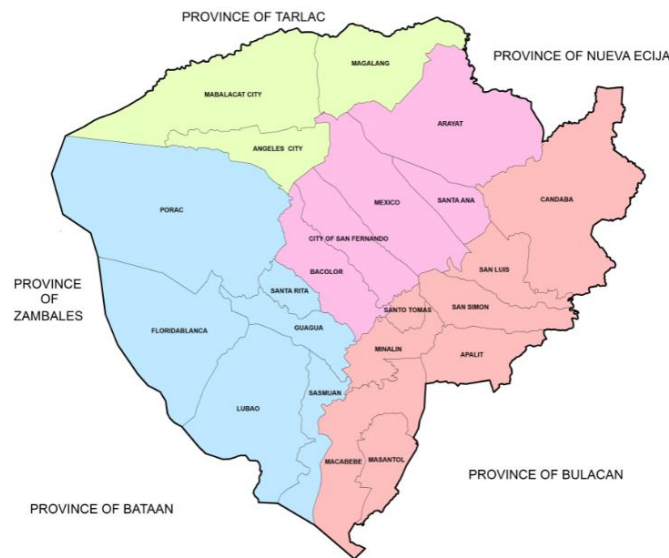


*Figure 1. The Map of Pampanga where the Study was Conducted*

Thirty-eight parents (71.1% are female and 28.9% are male) regardless of their status were surveyed on their active participation in the traditional and outdoor games as children, and this was compared to their children's playing involvement today. Children who are 1-12 years old were included in the study. The observation of the parents on the playing habits of their children using the tool sent to them was the main source of information of the study. The data from 53 involved children in the study also came from the observation of their parents, specifically: 3 (7.9%) aged 0-1 years old, 4 (10.5%) aged 1 to 2 years old, 18 (47.4%) aged 3 to 6 years old, and 28 (73.7%) aged 6 to 12 years old (refer to figure 2).
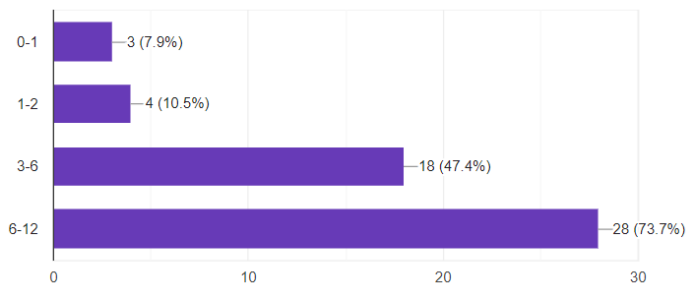


*Figure 2. Age of Children Participants Included in the Study*

A survey tool was developed by the researchers which composed of playing indoor, outdoor, traditional and board games questionnaires. Data were collected through the created Google form link and sent via Messenger, or emailed to parents who are willing to participate in the study. Pertinent documents were analyzed by the researchers to strengthen their claims in the study.

## Results

Figure 3 presents the bar graph of parents' experiences in playing traditional games when they were young. 38 (100%) responded yes which suggests that all respondents played traditional games. However, when it was compared with figure 4 chart regarding their observations to their childrens playing experiences with the same games, it was found out that 15 percent among children missed to experience it, a clear manifestation of declining interest of the children to the traditional games. The same observation is actualy happening in other country when Kalpogianni (2019) stated on her article that even play is clearly connected to children's well-being, fitness, growth and learning, occasions to play outside by children have decreased in recent years.
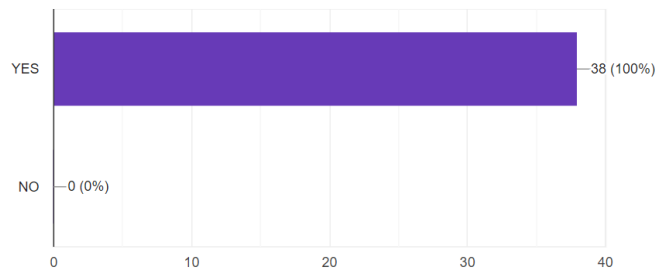


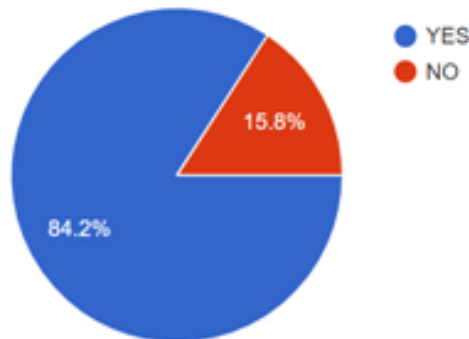*Figure 3. The Experience of Parents Playing Traditional Games when they were Young*



*Figure 4. Parents' Observation to their Children's Playing Traditional Games*

Figures 5 and 6 present the bar graph of parents's and children's exposure to outdoor traditional games, respectively. The *taguan* (hide and seek) game is the only game that almost have the same amount of exposure with the respondents. Unfortunately, most of the outdoor games that entail running, agility, endurance, and flexibility skills were not enjoyed by the youngsters as seen in figure 6 which is children's exposure to some traditional games. The same predicament is arising in Canada and United States for the past two decades regarding the absence of direct experience of youngsters' outdoor play. Rosenow & Bailie (2014) stated that children used most of their time outdoors like playing in the open fields, farms, or wild areas near to their households. It was part of their living which is also happening in other parts of the world. Unfortunately, due to urbanization and industrialization, technology culture resulted to denial of children's access to the games enjoyed by their forefathers, and the effects to their health is alarming.
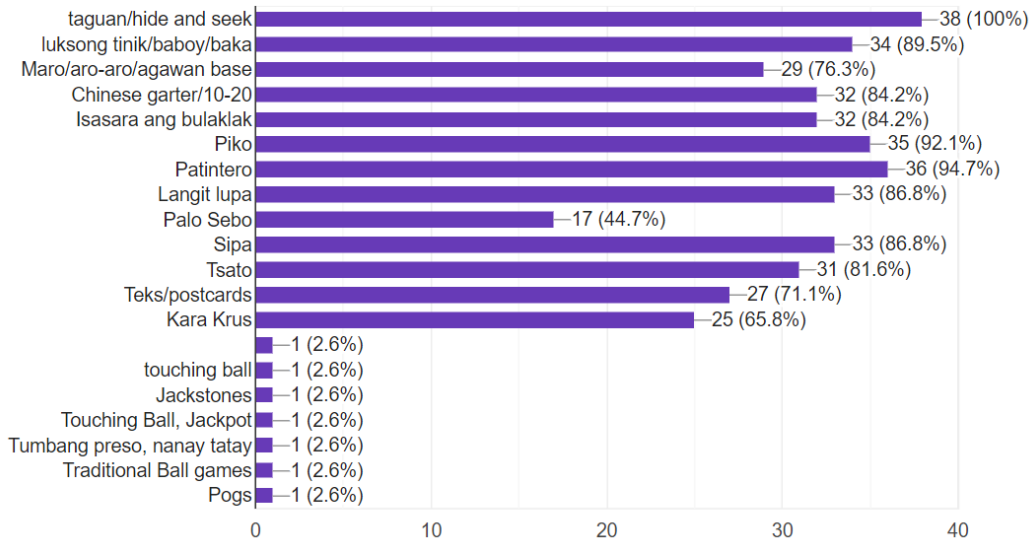
*Figure 5. Parents Experiences to Specific Traditional Outdoor Games*
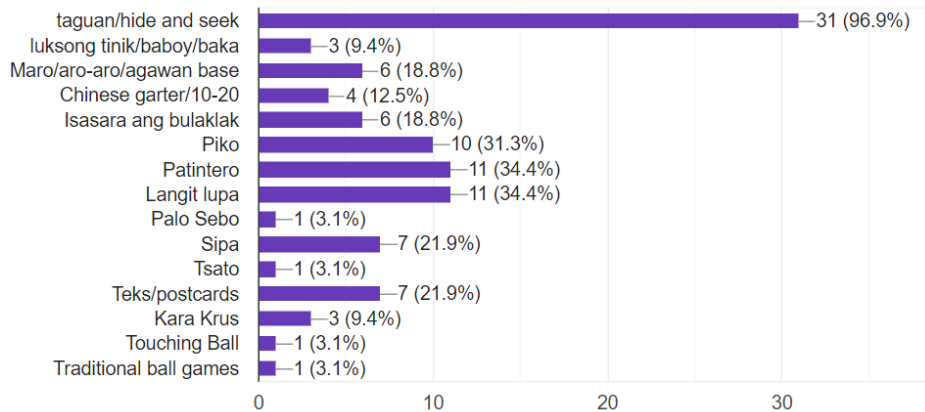


*Figure 6. Children's Exposure to Specific Traditional Games*

Figures 7 and 8 present exposure of both parents and children to indoor games. The indicated indoor games develop critical thinking skills, verbal skills, computing and estimation skills. As seen in the bar graphs percentage, parents' exposure during their younger years to the indoor games are much higher compared with the experiences of their children nowadays.



*Figure 7. Parents' Exposure to Indoor Games when they were Young*

*Figure 8. Children's Exposure to Indoor Games*

Smartphones are a generally used in various ways, and one of which is for communication globally in this century and probably to continue as such, particularly among the youth (Schlosser, 2018). However, a phone has developed its functions from its simple communicative purpose to a computer-auxiliary gadget.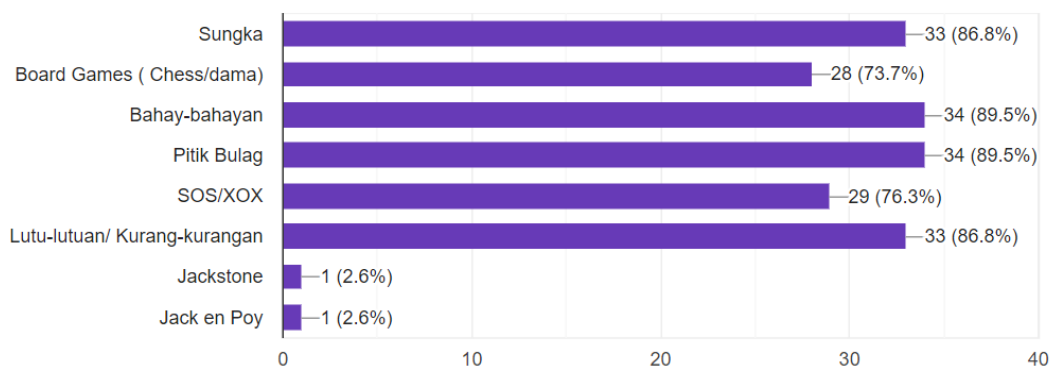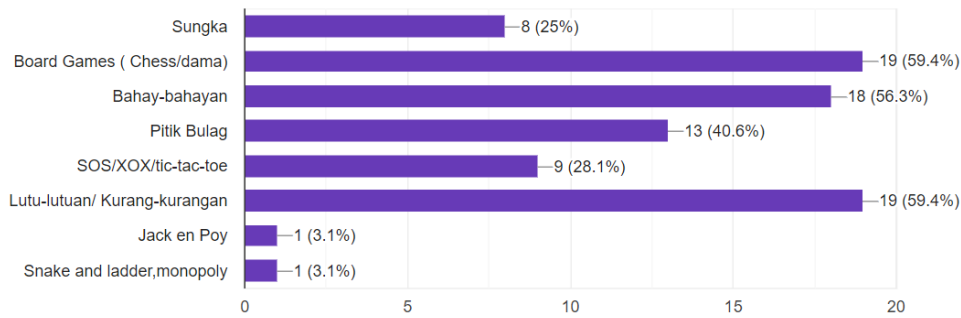 It is now used for library searching, web surfing, playing mobile and online games, social media platforms, blog making, photography and other professional efficiency tools. This is supported by Topalli (2016) on her study by stating that children use mobile phones to have an access in the internet and social networking sites which unfortunately makes it indeed hard for their parents to sway them. As seen in figure 9, a significant number of children have their personal smartphones with 76.3% responded yes. Acquiring smartphones at an early age obstructs children enthusiasm to play and enjoy with their playmates playing outdoors because of different mobile application features downloaded to it. In some cases, [incomplete?]
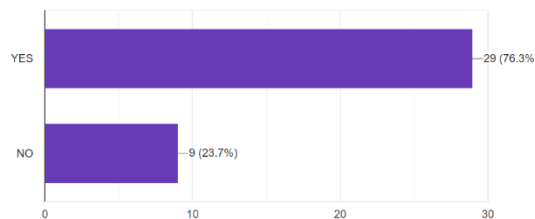


*Figure 9. Children having a personal smart phone*

Children can easily adopt and learn by observing, listening, creating, and later by doing it which can be found in the mobile games. Figure 10 presents the percentage of mobile game apps uploaded in their smart phones. A significant number of respondents with 78.9% said their mobile phone has uploaded game/s on it. It is a clear manifestation how mobile games invaded the personal lives of the children preventing them to play outdoors.
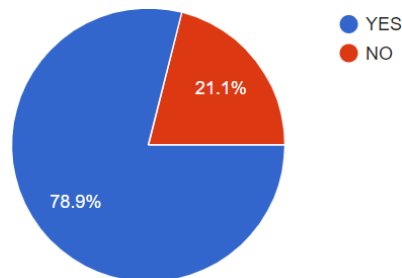


*Figure 10. Having a Mobile Game Applications on the Smart Phone*

Figure 11 presents the reasons why children are not playing traditional and outdoor games. The primary reason is that no one is playing in the community (54.5%) followed by security reasons (42.4%). Having no playmate and locations issues come next, both with 30.3%.



*Figure 11. Reason/s why children are not playing traditional and outdoor games*

## Discussion
### *The Purpose and Effects of Computer Games*

Video games have created ripples of impact not only on popular culture but also on the behavior of society in general.

*"OXO"* or a game that is just like that of the tic-tac-toe was created by A.S. Douglas as a requirement for his doctoral dissertation in 1952. After few years, the game "*Pong"* w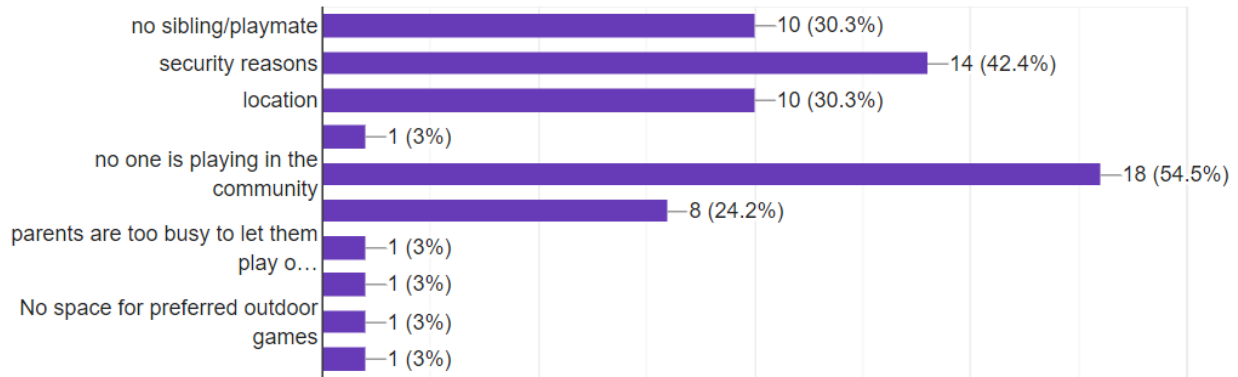as first introduced in 1958 to merely invite individuals to visit the laboratory of its inventor, Dr. William Higinbotham (BBC, 2021). It was then developed together with Bob Drovak, and the game was called *Tennis for Two.*

Game consoles are mostly hyped on video game players of various ages. The first console was developed by Ralph Baer in 1972 and was initially called Magnavox Odyssey where games associated with sports are usually played. This video game console involves a multi-player video game system which can be played on a television. Basically, it is the parent of Xbox and PlayStation in our day (History.com, 2021).

As far as video games are concerned, all video game players are familiar with the best-selling video game, "*Tetris*", which sold to over 170 million units as it was associated with the launching of Game boy in the 1980's (BBC, 2021). After few years, Nintendo acquired other famous games in the gaming history such as Mario, Legend of Zelda, and Pokemon.

Arcade games have also hit the market especially *"Pac-Man"* which has covered an all-encompassing audience on its introduction in the gaming market.

Due to the development of violent video games, the Videogame Rating Council in 1993 was established by Sega which indicates label descriptions on games released by the home console company. Eventually, it led to the now known as the Entertainment Software Rating Board, which analyzes the contents of video games being released on the industry (History.com, 2021).

Computer games were also created to allow interaction with other games around the globe. For instance, MMORPG also known as *massively multiplayer online role-playing games* were developed to provide gamers with the experience to interact with other players and exchange communication through chat functions (Tech Crunch, 2021).

Increasing advances in technology have also covered its influence in computer gaming. Three-dimensional gaming established by Sony and Nintendo has allowed more gamers to enjoy the thrill of computer games. This was further developed into more modern age high-definition gaming using Blu-ray capability and the use of motion capture system through Microsoft Kinect as provided by Microsoft Xbox 360, Nintendo Wii, and Sony PlayStation 3. Currently, more developments are being

recommended such as the use of virtual reality gaming and artificial intelligence technology that will allow gamers to be part of the game itself with the opportunity to immerse on the 3D world—an experience that will definitely be a huge game changer for various individuals.

In the Philippines, the commonly played online games include *Clash of Clans and Defense of the Ancient (DOTA)*. The respondents on the same study also reported that they usually spend 1-3 hours on playing online games (Verecio, 2018).

### Computer Games in Various Perspectives

Various studies have indicated the benefits of computer games on individuals although negative outcomes are also being considered as its effects. Nonetheless, computer gaming cannot be detached from the society as more and more people, especially young individuals, are hooked up on this culture.

Individuals would have different reasons for playing video games. Gamers who played video games reported that they engage on this activity because of the following: to distract oneself from stress, obtain more online connections, and stimulate imagination and curiosity (Heiden et al., 2019). The same study also determined that gamers with low school performance prefer to engage on action games since they are more rewarding and are avenue of frustration *["avenue of frustration" is contradicting*]. Gamers who selected role-playing games have higher scores on shyness, preference for solitude and lower self-esteem as well as fewer connections on the real world. Lastly, gamers on this study identified role-playing games and unclassified games as a way to manage self-distraction (Heiden, Braun, Muller, & Egloff, 2019).

Enhancing social skills is one of the benefits being associated with computer games. A study among Korean undergraduate students determined that online gaming has statistically significant effect to social interaction factors such as escape from loneliness, as well as increasing and reinforcing social interactions (Kim & Kim, 2017). At the same time, the research shows that self-identity is a factor in moderating the relationship between the two variables. The value of cooperation/success and competition/failure circumstances on online gaming is identified to be favorable on between the partnership and competitors of online gamers. It was also figured out that the experience of gamers on a cooperative setting provided a more entertaining experience than that of the competitive setup (McGloin, Hull, & Christensen, 2016). As stated by Ferguson & Olson (2013), game players also develop a sense of competence as they engage themselves on various obstacles embedded on the game. The sense of achievement and control allows the individual to attain the freedom which is not possible in the real world (Sălceanu, 2014).

On the other hand, adolescents who are addicted to mobile games were associated with higher level of depression, social anxiety and loneliness. This result is being linked with social isolation as more time is spent on the mobile game that results to weakened psychological health (Wang, Sheng, & Wang, 2019).

In the perspective of parents, computer games are beneficial among children through the following areas: developmental thinking, observation skills, and creativity. On the other hand, the disadvantages that the parents have agreed upon include decrease on physical activity, visual disorders, and agitation (Sălceanu, 2014).

The study of Shao & Wang (2014) supports the idea that there is a positive correlation between the adolescent's exposures on violent video games to aggressive behavior. The same study also determined that the family environment also plays an important role in managing aggressive behavior as adolescent's are exposed on violent video games. This is also supported by the results of the study of Milani, et al., (2015) where Italian children who used violent games displayed more externalizing problems, more aggression, and more avoidant coping approaches.

However, these claims are not supported by the study of Przybylski & Weinstein (2019) wherein it was determined that balanced video game engagement among adolescents is not related to observable variability on their aggressive behavior.

In the Philippine setting, playing on-line games shows a positive effect in the social behavior of Grade 8 students and that their

academic performance does not necessarily get affected by this activity as the study mentioned that the students are aware on how to limit themselves (Dumrique & Castillo, 2017). This is supported by a study from Zamboanga del Sur that has determined that online game addiction has no influence on the academic attitudes particulary the study habits, goal achievement, and academic responsibility of students. Although, results of the same study show that online gaming has signifcant influence on the students' involvement on extra-curricular activities (Garnada, 2020). Even so, in a descriptive study conducted at Tacloban City among college students, it was reported that online games have adverse effect in the students academic performance with particular implications such as keeping focus on studies, missing assignments, and absences on class (Verecio, 2018).

### *Traditional versus Contemporary games*

Play is described as the way a child is able to learn things that nobody teaches him. It is a method of exploration and a manner of orientation of himself to the world around him. The symbolic world of meanings and values are all derived from a child's individualized way of play. It is through play that a child is able to practice and rehearse endless and complicated patterns of human living and communication which is essential to become a participating adult in social life (Smith & O'Brien, 2010)

The Filipino word *laro* refers to any kind of recreational activity. The closest word for the game is *palaro*, which refers to a set of special occasion games played at wakes, festivals, and town fiestas. This may also apply to games that are competitive in nature and have a set number of contestants. It is pointed out that Filipinos like to play a game which is observed to be true. The neighbourhood gathers and shares games in plazas, open areas, and main roads as part of their recreation, socialization, and relaxation after a hard day's work, especially in rural areas and on moonlit nights. They try different sets of games and interact with one another as part of their recreation, socialization, and relaxation after a hard day's work (Barbosa, 2003). Traditional Filipino Sports are games played by

Filipino children using local materials and instruments (Guia, 2012).

In this study, some of the traditional games which share similarities nationwide and Philippines' neighbouring countries are discussed. Children have various games for varying contexts—some they can play outdoors and some, indoors. *Tagu-taguan* or most commonly known as "Hide and Seek," is a game which has no limit to both boys and girls. This is a game that can be played both during the day and at night when the moon is shining brightly. Parents sometimes discourage their children, partially because they believe in unknown spirits who can harm them. The game begins in an unknown base, with the 'it' closing his eyes and counting to 100 as the other players begin to hide. The 'it' starts to search for the players once down [*done?]* counting. A player is considered to be automatically out of the game once found. In certain provinces, however, after a player is discovered, the 'it' must rush to the base and hit it, while the discovered player attempts to outrun him. When the found player defeats the 'it,' he stays 'it' until the rest of the players are found (Barbosa, 2003).

*Luksong-Baka* when literaly translated in English is 'Jump over the Cow' is a popular variant of Luksong-Tinik or 'Jump over the Thorns'. While one player crouches, the other players leap over him. As the game progresses, the crouching player eventually stands up, making it more difficult for the other players to leap over him. If he dangled the *baka* or cow, he will be the next "it." It will continue to repeat until one of the players declares the winner or the players decide to end the game (Guia, 2012).

The *Agawan Base* is played by two teams with two bases. The number of players in the game depends on the discretion of players. Each team has two bases that they claim as their own. The objective is to tag the base of the opposing team without being tagged. When a player is tagged, he is automatically passed to the opposing team and must be rescued (Guia, 2012).

When playing 'Chinese Garter', two people hold both ends of a horizontally stretched garter as the others try to cross it. The objective is to cross without tripping over the garter. Each

round raises the height of the garter from the previous round. The game starts with the garter at ankle-level, followed by knee-level, until the garter is positioned above the head. Higher rounds need dexterity, and players usually jump with their feet first in the air, crossing the garter and landing on the opposite side (Guia, 2012).

*Isasara ang Bulaklak* is a sing-song used by children as they form a circle. A child would then enter the circle with eyes closed as she turns around with her finger pointed. Whoever her finger points at is the next "it."

*Piko* is the Philippine spin-off of the famous hopscotch game. The players should each throw their cue ball from behind the edge of a frame. The order in which the players play is decided by their agreement (e.g. nearest to the moon, wings or chest). Whoever succeeds in tossing the cue ball closest to the agreed-upon location will be the first to play. The next closest individual comes in second, and so on (Guia, 2012).

*Patintero* is a game played both by boys and girls in mixed teams. This game comes in two versions. One team requires six players, while the other requires eight. The game can be played outside at any time of day or night. Prior the start of the game, the ground would be drawn to form a rectangular field, usually five to six meter with four parallel lines inside, using water, stick, or charcoal on the ground. To play, one set of taggers, referred to as the "it," positions themselves inside the rectangle's lines, while the runners attempt to run around both ends of the field and back without being tagged or blocked. When they are caught, they immediately switch positions. The team with the fewest tagged incidents is declared the winner (Barbosa, 2003).

*Langit-Lupa* ("Heaven and Earth") is a game where the "it" chases after the players who run on level ground (lupa) and climbs over objects (langit). Players who stay on the ground may be tagged by the "it," but not those who are standing in the "langit" (heaven). The game continues after the tagged player becomes "it" (Guia, 2012).

*Palo Sebo* is a game that is traced back to a game from Visayas that had men racing up a greased coconut tree. It's also similar to the Javanese game of *'Pinang.'* Young males play the game, which is usually performed in an open area during fiestas and other celebrations. The award is mounted at the top of a long polished bamboo pole greased with oil that is planted on the ground. To win the reward, all players, whether individually or as a team, attempt to climb the pole. The prize, which is normally cash, is increased based on the generosity of the sponsor (Barbosa, 2003).

*Sipa* is a Filipino game which requires kicking skills. The game is played outdoors during the daytime with young adults in groups of two, four, or eight players. The rattan ball, like the volleyball ball, is kicked by the players to their opponents, who then kick it back and forth. Except for the knee down to the toes, the ball can never hit any other part of the body (Barbosa, 2003).

Ten-Twenty is a garter game involving two pairs of people, with one pair stretching the garter. One pair is facing each other from afar, with the members of the other pair then begin a jumping "routine" while singing a song over the garters ("ten, twenty, thirty, and so on until one hundred). A garter is drawn around them in such a way that there are two parallel lengths of garter between them. Each level starts with the garters at ankle height and progresses to higher positions as the players perform their routines while jumping nimbly on the garters (Guia, 2012).

*Tsato* is a stick game involving two players. Player A is the designated hitter whereas Player B is the catcher. This game is played outside on a ground in which a square tiny hole is dug for where the player puts the small wood so it would stick out. Player A strikes the wood with the stick, causing it to attract enough air to be struck by the stick. The more the wood is struck farther, the more points you can get (usually counted by the number of stick length). Player B, on the other side, must either anticipate and capture the small piece of wood in order to negate the points and become his turn, or anticipate and miss reaching the wood by Player A (Guia, 2012).

*Tumbang Preso* is a well-known Filipino street game involving slippers and tin cans. Members follow the same rules as in other Filipino traditional games: one is the *taya*, or 'it'

who follows the law of a-player-at-stake and is in charge of the *lata* (tin can), and the other two are the players attacking. The game is played by each player hitting the tin that is held beside the *taya* with a *pamato*, which is their own slipper (Guia, 2012).

*Teks* is a texted game cards Filipino children collect. The cards contain comic strips and speech balloons. They're played by tossing the cards into the air before they land. The cards are flipped upwards through the air with the thumb and forefinger, creating a cracking sound when the thumb's nail strikes the card's surface. Depending on how the cards are set out as they hit or fall on the deck, the winner or gainer gathers the cards of the other players (Guia, 2012).

*Kara Krus* is a coin flipping game where a player chooses between "heads" or "tails," indicating on which side the coin would land. *Sungka* is a game widely known in Southeast Asian countries. Two players compete with a pea-pod-shaped wooden board with seven small holes in rows on each side and a large hole on each end filled with an equal number of *sigays* (small shells). Each player takes turns picking up one *sigays* from any hole on his or her side and placing it in the small/big hole to his or her left, then picking up all the *sigays* from the last hole where the last *sigay* was placed and placing them in the big hole to his or her left. This continues until one person has no more *sigays* to play with and is declared the loser. The person with the most number of *sigays* is declared the winner (Barbosa, 2003).

*Dama* is a game which utilizes skill and is predominantly played by males. On a small wooden board with 10 squares and 14 end points, the game is played. The checkers (*dama*) pieces are made up of 24 pitsas, which are made out of small bamboo, stones, or bottle caps, with each player receiving 12 pieces. The players position the 12 pitsa pieces on the diagram's end points. The players alternate between moving from point to point. The game ends when the opponents' pitsas, particularly the dama or queen, are captured or literally eaten, similar to chess (Barbosa, 2003).

*Bahay-bahayan* is a role-playing game in which children take on the roles of members of an imaginary family, often to the point that one of them becomes the "pet" of the family. They then act out different household scenarios, such as dinner, mass, and so on (Guia, 2012).

*Pitik-Bulag* is a game requiring two players. One person covers his eyes with his hand, while the other person flicks a finger (pitik) over the hand that is covering his eyes. At the same time as the other, the person with the covered eyes gives a number with his hand. If their numbers are similar, they switch roles in the game (Guia, 2012).

SOS is a two-or-more-player paper and pencil game. A square grid of at least 3x3 squares is drawn before play begins. Players take turns adding an "S" or an "O" to any square they choose, with no requirement that they use the same letter each turn. The goal of the game is for each player to try to build the straight sequence S-O-S among connected squares (either diagonally, horizontally, or vertically) as many times as possible. If a player creates an SOS, the player immediately takes another turn, and so on until no SOS can be generated on their turn. *Kurang-kurangan* is a *Kapampangan* role playing game of cooking involving small clay pots.

Contemporary games often involve gadgets such as the phone, computer, play station, and more. Developers have created modern games, and they are still responsible for system changes. Users are given the opportunity to download and install the game at any given time. Children who play are more passive and have less social contact with their peers. However, most contemporary games mimic the nature of traditional games. Role playing games are the trend among children where they act out roles of characters in a narrative video game. Examples of modern games that are a big trend among children and adults alike are Fortnite—a survival game in which 100 players compete to be the last one standing in player versus player battle; League of Legends—an online game in which players must destroy the enemy base; and Minecraft in which players appear in a new world and are challenged to utilize the resources to be able to build shelter, search for food, and create tools to help them build the universe they want to inhabit.

Back then, vacations were looked forward to by every children because it meant that they didn't have to go to school, there were no

homework, and there was no need to study for an exam. Children would play on the streets with neighborhood friends until they exhaust their energy. Today, most children would opt to play with their phones, iPods, computer, and PSPs (Booc, et al., 2019). Electronic games tend to have an extraordinarily broad appeal and to fulfil a surprising number of mental, social, and cognitive needs. They're also becoming a more diverse and varied medium, with a growing number of formats and locations to choose from (Olson, 2010) Traditional games, on the other hand, require peers to be able to play and are oftentimes more physically demanding than electronic games.

### *The Decrease in Children Playing Outdoors of Children*

Children learn best when they play. It is in this time when they develop a lot of important skills and many key aspects to test their ideas, give them control, and how they engage and get along with playmates. Why do children learn through play? According to Arnerich (n.d) "When children are making up a game, moving toys around, creating new worlds in their head – they are not just engaging in meaningless fun (as if fun was ever meaningless anyway!)". Helen Dood and Tim Hill also added that "Free play can also help children make sense of things they find hard to understand".

It is very important that we engage our children in different games to develop some skills that they may apply in real-life situations. Thus, promoting traditional games is highly encouraged. Researches and studies show some reasons why children are not playing the traditional games. According to Flannigan (2016), playgrounds are developed in cities for the children to enjoy active outdoor games and becomes creative. The absence of play environment misses out the opportunity to explore one's imagination, creativity, and challenges that may contribute in their growth. Some studies reveal that the outmost concern of the parents is the safety of their kids that's why they are not permitting their children to roam and play outdoor games. They worry about the strangers, bullies, teenagers, and traffic and other related vehicular accidents. In addition, they consider the safety of their children specially with the restriction given by the Government by not allowing children to go outdoors due to the presence of the pandemic. Also, Yeh (2011) added that parents are the main reason why children do not play outdoors because parents are afraid that their children will be attacked by bees, or other bugs, need them to protect from UV rays which are cancer causing, while others on the other hand just simply don't want their children let go off their sight.

Modernization and urbanization have replaced the way children play. Children prefer to play indoor games like video games, use their computers, and smart phones and other online games that can be easily accessed through internet. Gray (2019) explains the excitement children can get in playing online games and the challenge they wanted to be a part of virtual gaming experience just like the majority of children are doing. Children love video games because games are short and they attract kids with all animations ad moving pictures. They feel relaxed and interested with the games and they can form team with friend and enjoy the games (Mehrotra, 2017).

### Conclusion

The study deduced that there is a clear decline of interest among children today to outdoor and traditional games which might affect to this generation's well-being, fitness, growth and learning. The opportunity to play outdoors and having an active interaction with other children are slowly downgrading, while virtual and gadget entertainments on the other hand brought by technology have risen tremendously through the use of smartphones, and this unlocked the access to the internet world together with the dangers connected to it.

Study also revealed that kids nowadays are unable to complete tasks that are easy for the past generation because of being exposed to mobile games, computer gadgets, and being prone to social media.

Some major reasons that hinder parents' decisions for letting their children to do an outdoor play are: (a) active supervision and accountability. The "blame culture" imbedded in the society during critical situations became one of the factors why it is difficult for the

parents to let their children play outside. Sometimes, despite of having an adult supervision which can help avoid injuries while children are enjoying playing outdoors, accidents may arise, as to who is accountable plus the huge trouble it might cause to parents contributed to the reasons of deciding whether their children will be allowed to play outdoors or not; (b) safety. Whether material, people, or environment, parents are worried on the safety of their children; and (c) location. There is no place to play anymore, spaces where children can play outdoors are far narrower now compared to decades ago. Population growth and urbanization play a vital role in the decrease of play among children and worst no one is playing in the community.

Finally, the attitude of the new generation of parents gave a significant impact in the empirical change of playing habits among children. At an early age of their children, it was parents who gave mobile phone, gadgets and other devises, and even creating social media accounts for their children without any regards to the effect it may cause to their children, also probably because "almost all new generation of parents nowadays are doing it" and it "keeps children busy and quiet."

The community with the help of parents must work together to think of new ways in which they can bring back vigor of outdoor plays and must sustain it over a variety of activities, specifically in highly urbanized communities and poor residential subdivisions which may be likely to have less access to quality space good for outdoor play. School where children spent most of their time must think of a better ways to cope with this missed opportunities.

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