

**A STUDY OF  
TRANSCENDENCE  
OF YOUNG  
CHILDREN  
DURING PLAY  
UNDER  
TEACHER-CHILD  
RELATIONSHIP**

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What is the meaning  
of transcendence?

# The Meaning of Transcendence

- The meaning of **transcendence** in this study is neither moral, ethical, nor religious.
- It is biological, as expressed by Pearce (2002) as....  
**“the ability to rise above restriction, incapacity, or limitation”**.
- The transcendence results in **a newfound adaptive intuitive sensing** that can be developed in both adult and children.



**change** = alter/replace

**transform** = To change markedly the appearance or form of/To change the nature, function, or condition of

**transcend** = the ability to rise above restriction, incapacity, or limitation; and include the previous skills.



How  
“empathy”  
can be transcended?



**Empathy  
isn't just about hugs and pats  
on the back.**

**"walking in someone else's shoes."**

Children delve into the world of others and  
experience the joy and pain of  
people who are  
**"not exactly like me."**

(Rifkin, 2001)

Hoffman (1987) calls this the role of taking stage and theorizes that **the ability to assume another person's perspective results in increasingly appropriate helping behavior.**



While Hoffman's explanation of the developmental nature of empathy is strong,

there are instances when children respond to others' distress **with greater maturity than the theory might predict.**

**Both biology and experience may account for those deviations.**

(Sandra Crosser, A professor at Ohio Northern University in Ada, Ohio)

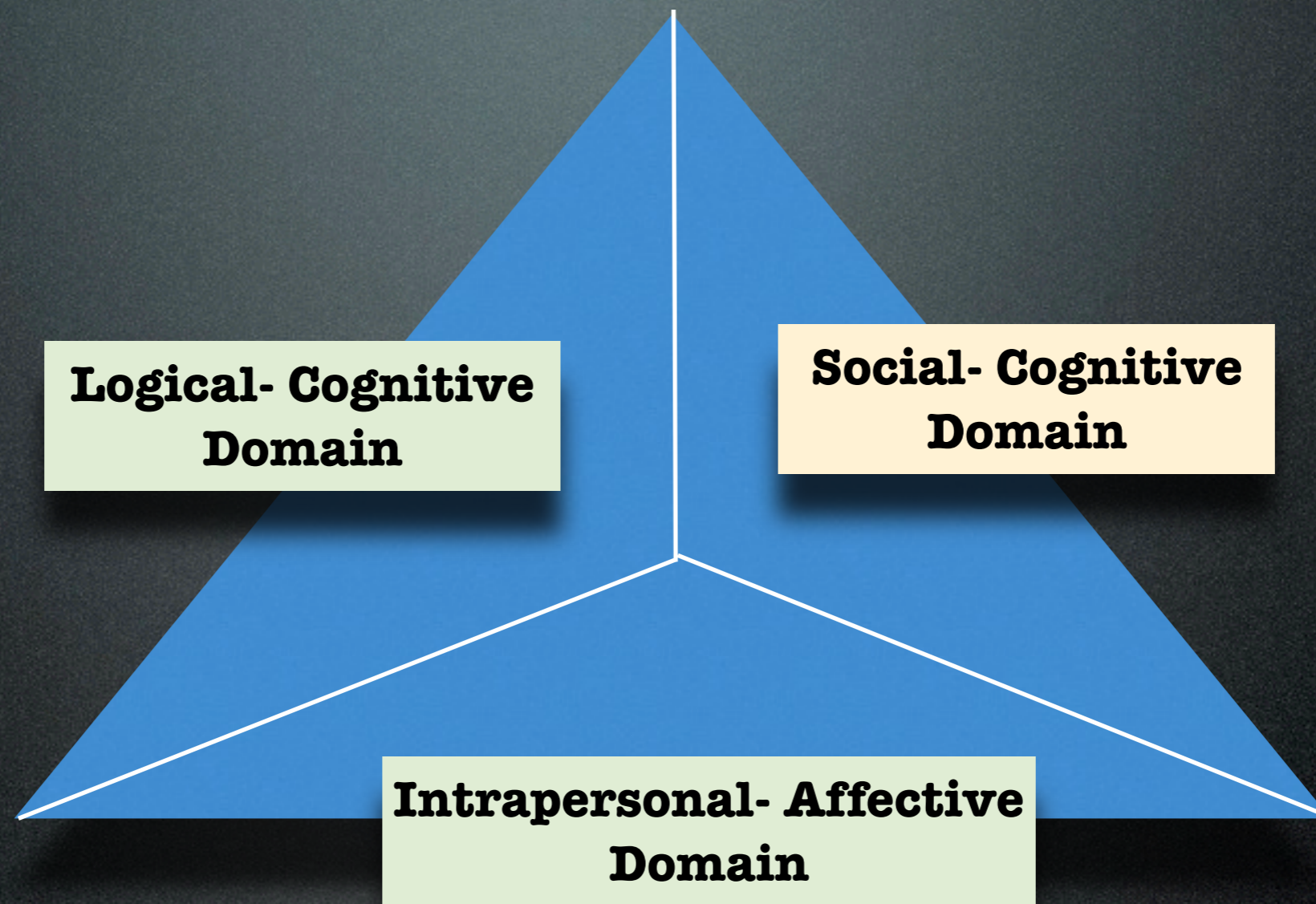
Let's see how  
“Empathy”  
occurs and transcends  
during children play?

# The Scope of the Research Study

# The Purpose of Study



To find out what kinds of play patterns lead children to transcend **during authentic play in a natural setting self-initiated by children.**



Each of which was influenced by the nature of learning relationship between teachers and children



The environment was in a school context involving **both outdoor and indoor play** using Grounded Theory research design.

# Research Design

The subjects of analysis were **225 preschoolers from the age of 4 to 6** and 11 teachers.

This was a long-term observation from October 2005 to October 2006, conducted until the data reached a saturation point.

# Sample of Coded transcript of **Kinesics** and **Prosody of Children** during children play

Facial Expression	Eye Expression	Gesture	Hand Movement	Wording
Expression of sympathy, Straight face	Tender Sometimes look worried Sometimes show sympathy, but can't do anything	Taking care of with tenderness Look out for safety for that person	Hugging tapping tenderly	Use comfort words
Pitch	Loudness	Pause	Tempo	Vocal Qualification
Low and soft	soft, low	Silence, wait for other reaction	Lower than normal speed	Mumble, Whisper



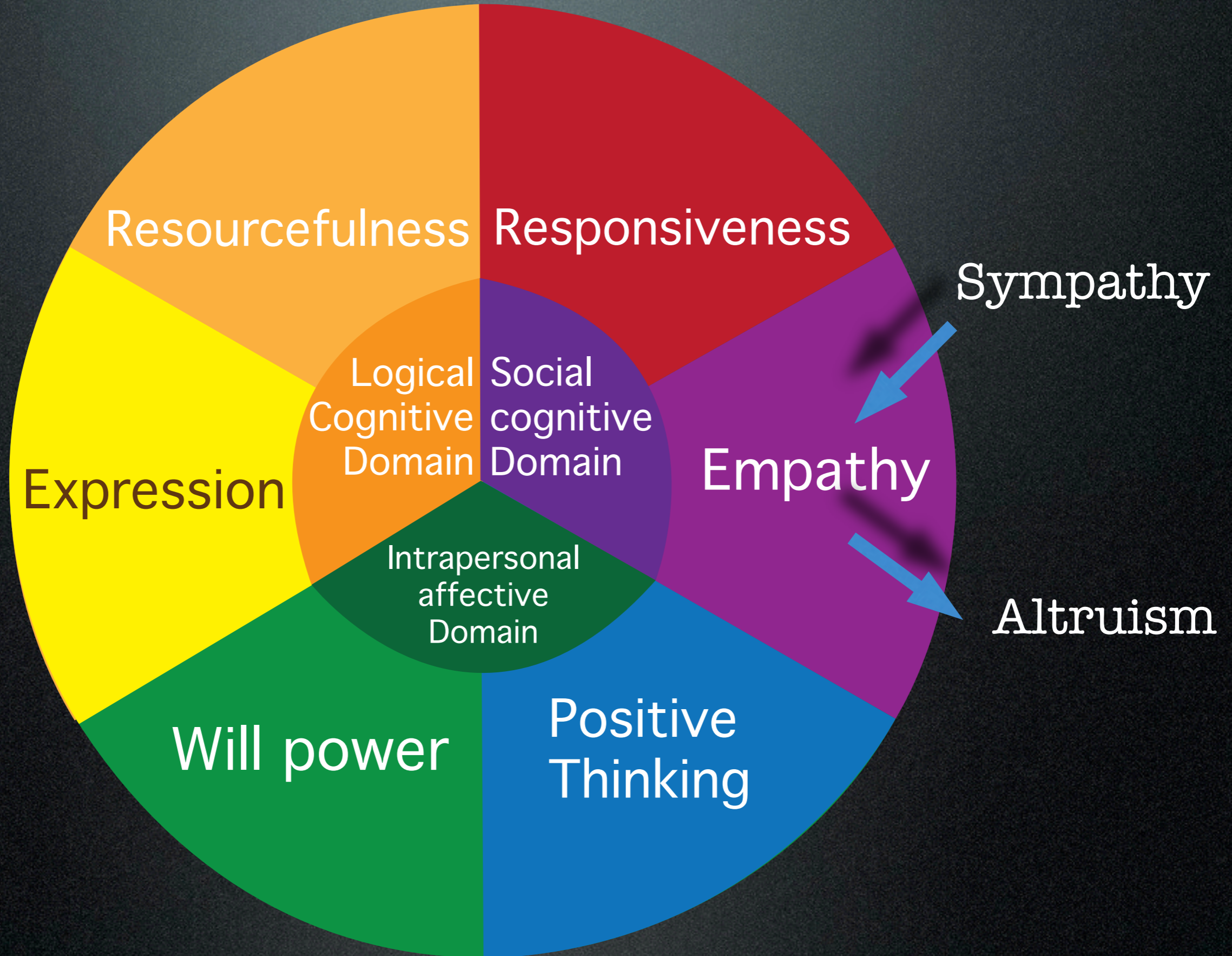
Discourse Analysis



# Case Studies

The researcher had derived from **284 case studies** the series of the three stages that make up each pattern.

# Findings



# Stage of Play which Leads to Transcendence

There were three distinct stages.

The last stage was where the transcendence under a teacher-child relationship takes place.

# Stage of Play which Leads to Transcendence

Stage 1: Sensory Play through Curiosity

Stage 2: Alertness Play

Stage 3: Relaxed Play based on Positive  
Thinking

# The Three Stages of Play before Transcendence

3

Relaxed Play based on Positive Thinking

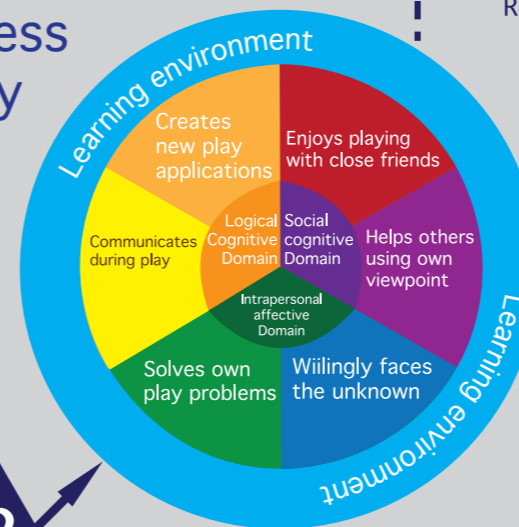


Critical time

R  
Relationship

2

Alertness Play



Critical time

R  
Relationship

1

Sensory play through curiosity



Critical time

R  
Relationship

unable to pass the critical time

unable to pass the critical time

Time

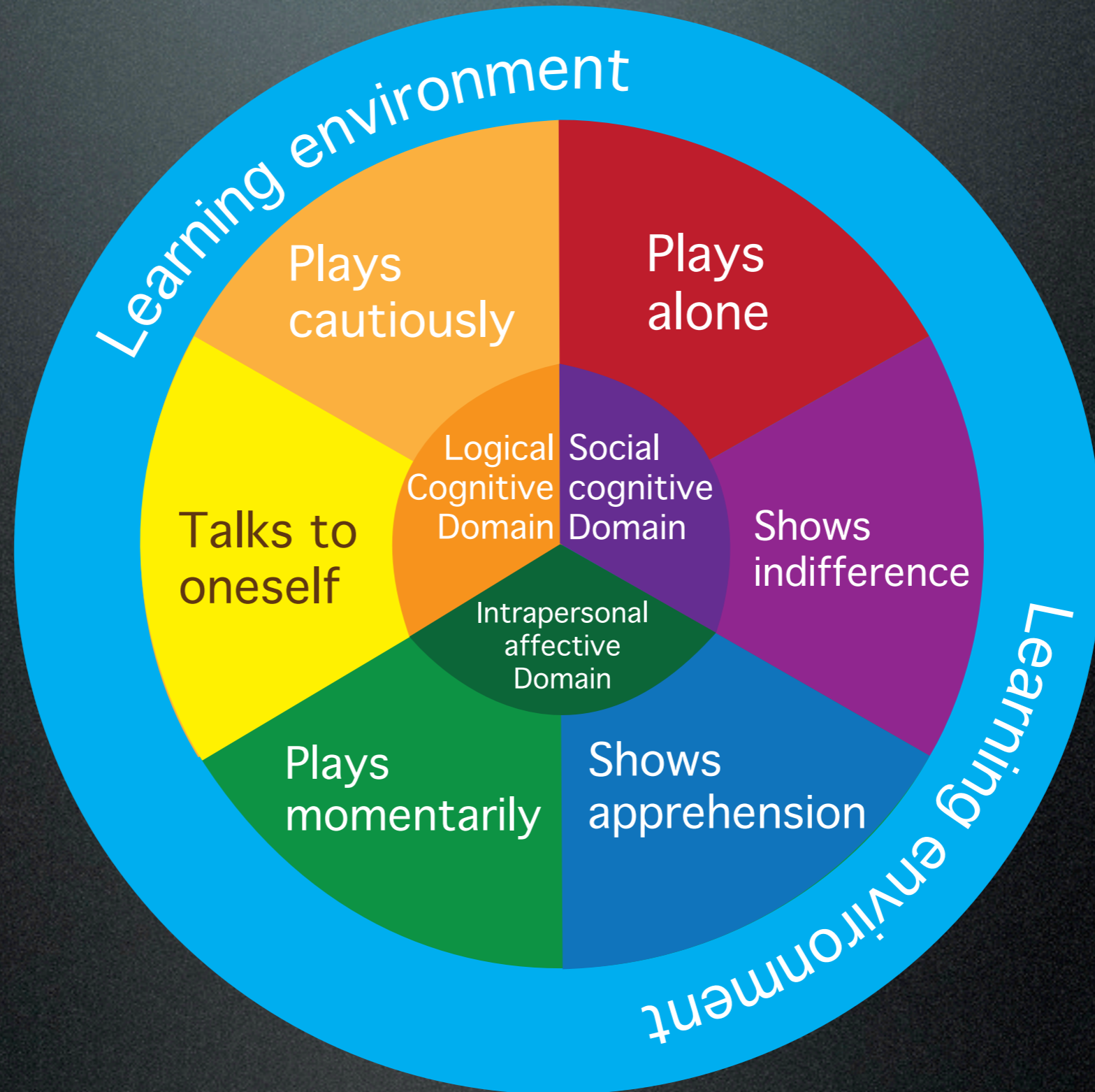
Social Cognitive  
Domain:  
**Empathy**

How “Empathy”  
occurs during  
Children’s play?



# Stage 1

# Stage 1: Sensory Play through Curiosity



# Stage 1: Sensory Play through Curiosity

Shows indifference.

Rushed in to observe others who were in trouble. **Showed sympathy through facial expression but was unwilling to help.**

# Case study

Children from Kindergarten 3 were helping each other how to make a house for the caterpillar instead of feeding it by throwing leave and sticks at him.



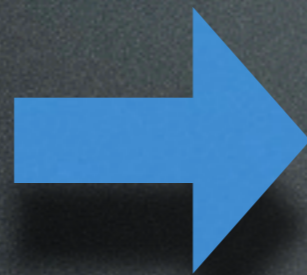


Children threw things to the caterpillar.

# Transcending

Stage 1

Threw  
sticks to  
the  
caterpillar



The  
caterpillar  
shranked  
with fear

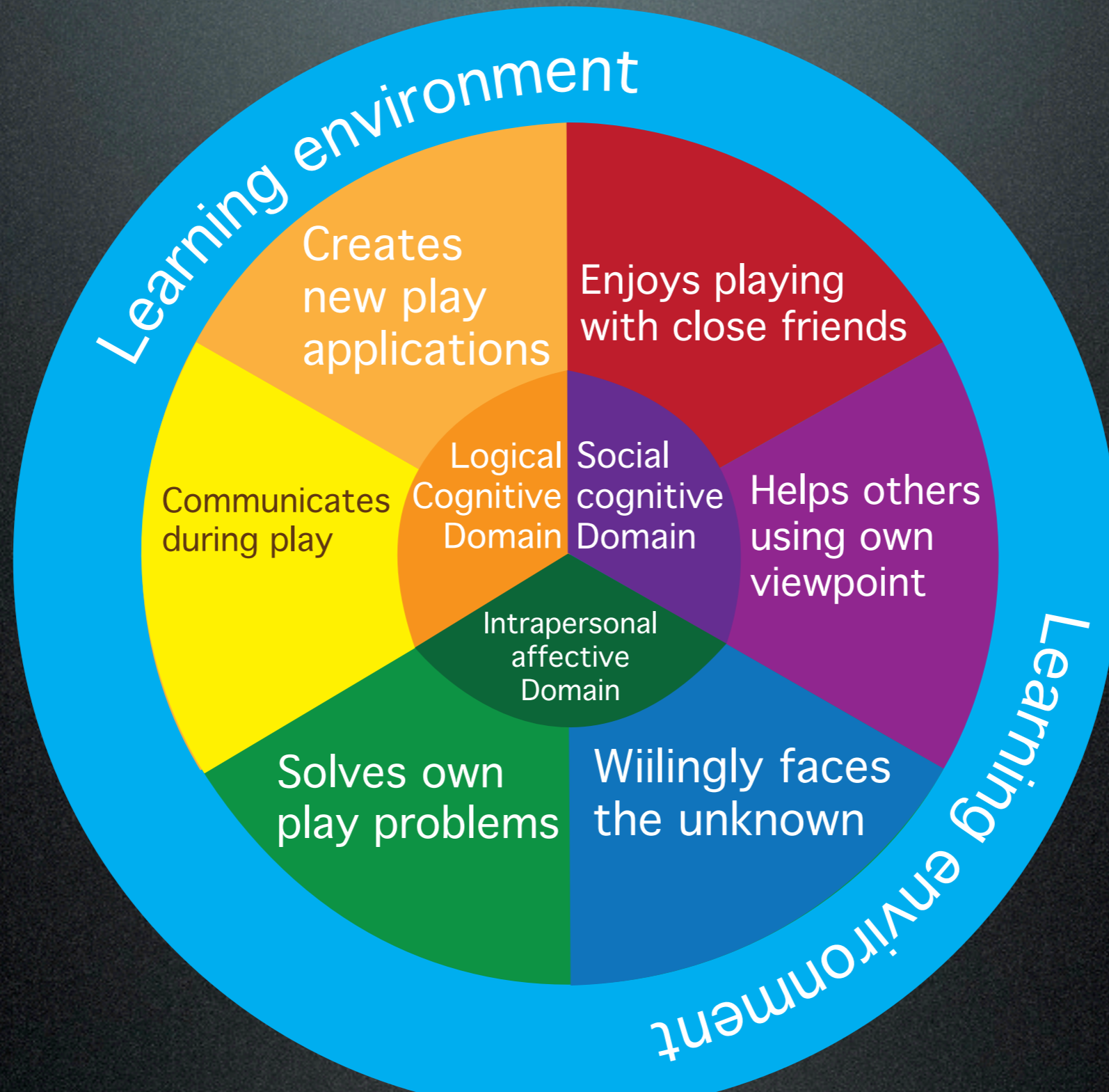


Stage 2

Critical  
Phase

# Stage 2

# Stage 2: Alertness Play





# Stage 2: Alertness Play

Helped others..

There were 6 ways to express empathy on the 2nd stage of children play

# Stage 2: Alertness Play

1. Helped others on occasions **as one wanted**

\* **Showed empathy, praised friends** who had done well,

\* **Give verbal support,**

\* **Touched** someone to show empathy,

\* **Warned someone** on what to do or not to do, but didn't get involved.

# Stage 2: Alertness Play

2. Helped others..

**\* Didn't hurt animals**

The more children could exchange ideas, the more creativity could occur.

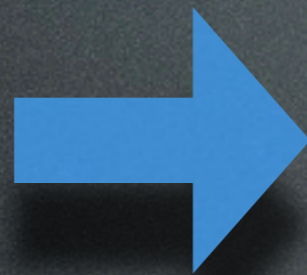
What they needed was the opportunity for them to be able to express what they thought.



# Transcending

Stage 2

Warned  
friends not  
to hurt the  
caterpillar  
/Praised  
friends



The  
caterpillar  
hid under  
the leaf

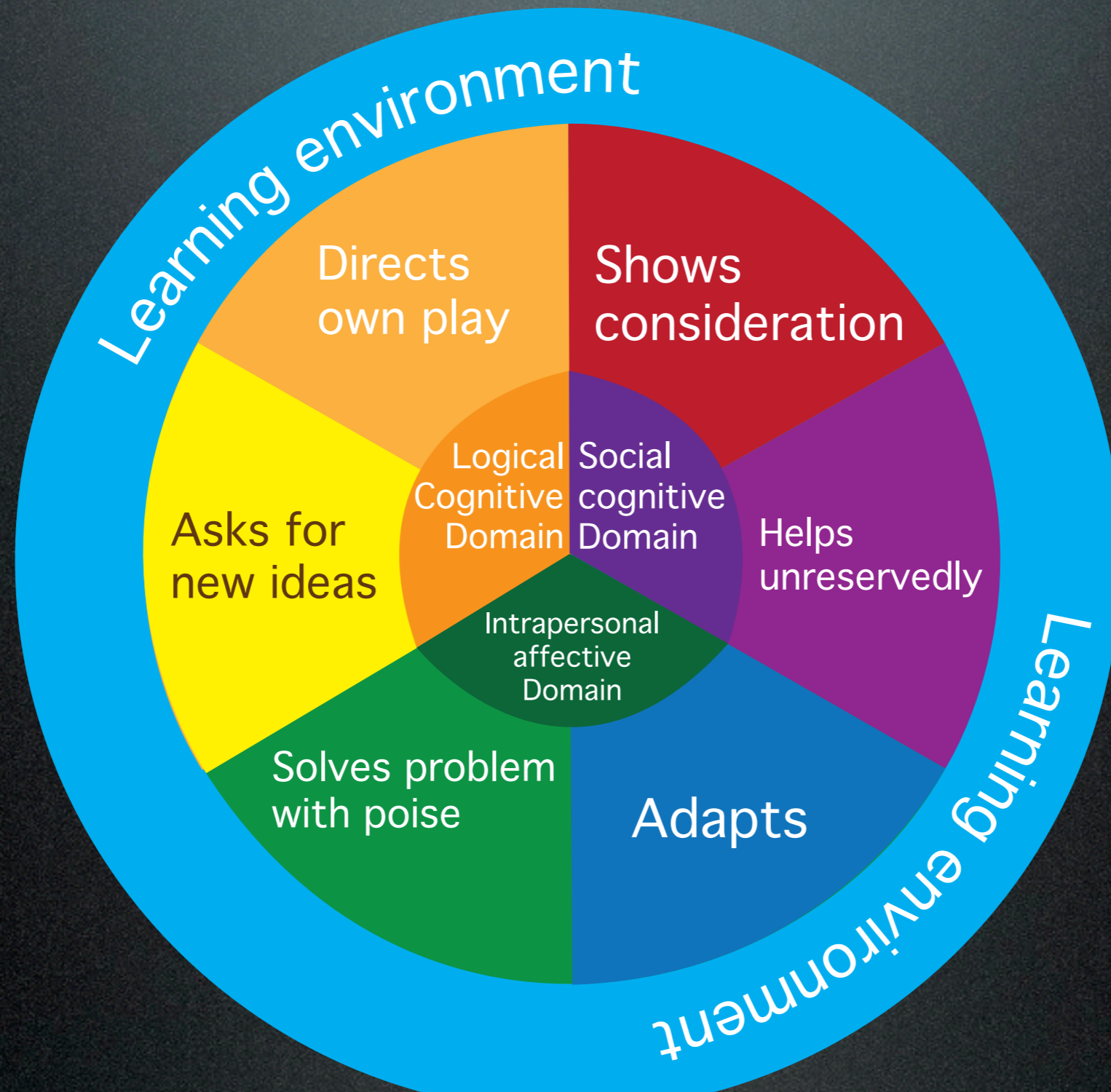


Stage 3

Critical  
Phase

# Stage 3

# Stage 3: Relaxed Play based on Positive Thinking



# Stage 3: Relaxed Play based on Positive Thinking

**Altruism:** Helped to all of one's ability

There were 6 ways to express empathy on  
the 3rd stage of children play



# Stage 3: Relaxed Play based on Positive Thinking

Altruism: Helped to all of one's ability

- 1. Helped all kinds of animals until they're truly safe**



They used leaves that could be found  
in the playground to build a house  
for the caterpillar.



## The house for the caterpillar

(Total of the amount of time from stage 1 till stage 3 was 1 hour and 32 minutes)

# Conditions

The most important was to play together with **calm** and **relaxed** in **any unexpected situation.**

Emergent plan instead of fixed plan always occurred in this kind of play.



# Stage 3: Relaxed Play based on Positive Thinking

Altruism: Helped to all of one's ability

**2. Waited without getting frustrated**

To deal with each other in **flexible** and **open-minded** **manner without competition** was the atmosphere which will lead to transcendence play.



To care for others  
even a small  
animals was one of  
the characteristics  
of transcendence  
play.





# Stage 3: Relaxed Play based on Positive Thinking

**Altruism:** Helped to all of one's ability

3. **Consoled** a saddened friend **to one's best ability until he/she felt better**

**Consoled and helped a saddened friend to  
one's best ability until she felt better**



**Helped friends until they all could get out from the rope safely.**



1



2



3

Make a dam to prevent water to get into the place where the ants were staying.

**Ants**



# Stage 3: Relaxed Play based on positive thinking

Altruism: Helped to all of one's ability

**4. Thinks of others.**

**5. Shares, returns borrowed objects to others.**

**6. Forgives.**

# Forgiveness



# Being taken away the tray



# Moment of thought





# Found new solution



# Being asked to forgive



# New Relationship



# Teacher's Roles

With **warm relationship, full attention and proper guidance** by using **open-ended questions** that fit each child needed.



In other words was  
to **truly accepted**  
**the child the way**  
**he/she was.**

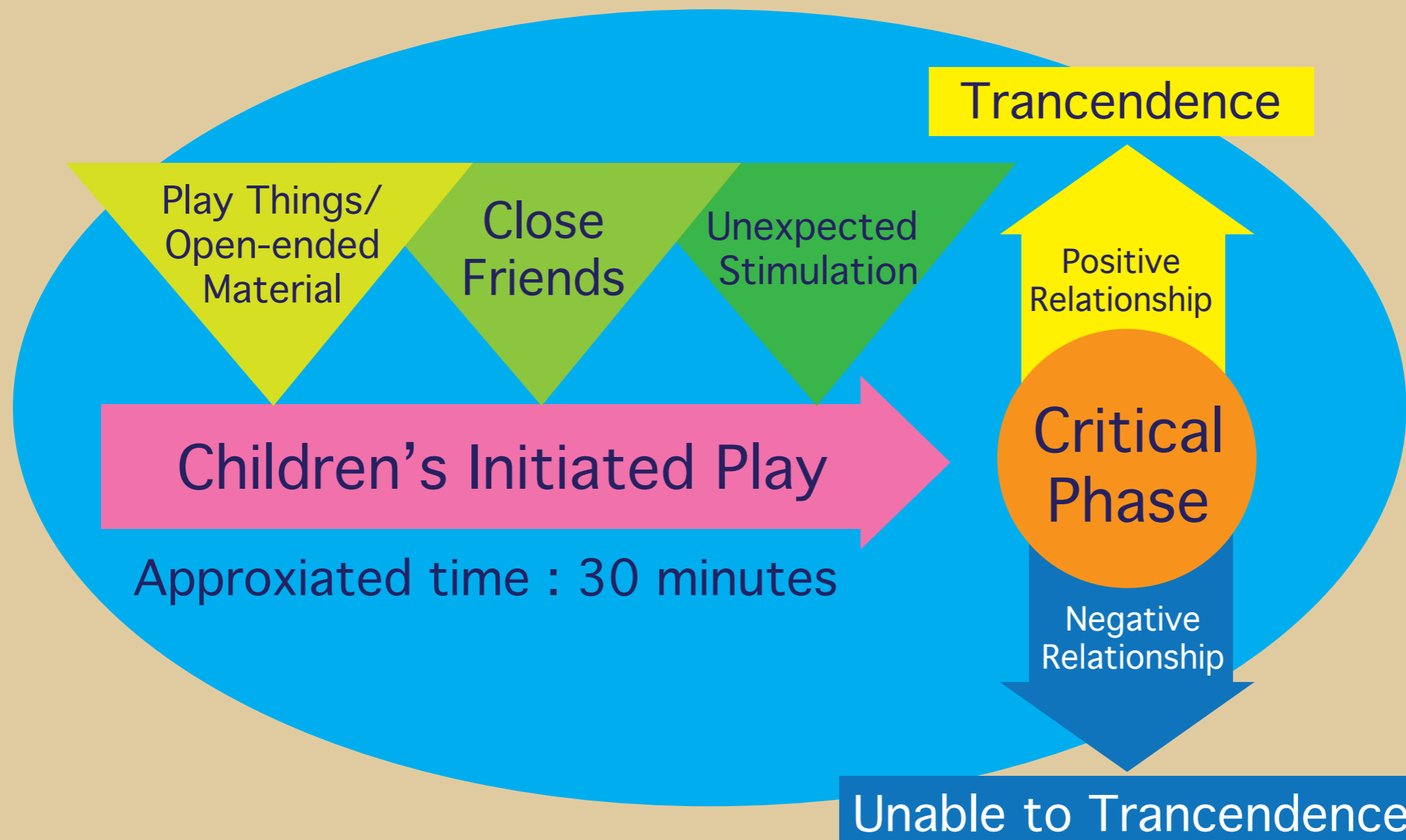
Children could find a  
way to solve the  
problem by  
themselves.



# Hypothesis Formation Workflow

## Conditions which Lead to Transcendence during Play

Calm and Relaxed Atmosphere  
with Large Space for Children  
to Play with Peers



# THANK YOU

**Please give a chance for children to  
truly initiate their own play**



corrected misspell on  
page 440

# Research Questions

- 1. What kinds of **play patterns lead to transcendence** in young children in the ability to perceive in the logical-cognitive, social-cognitive, and the intra-personal-affective domains?

# Research Questions

- 2. What kinds of **teacher-child relationships support transcendence in young children** in the ability to perceive in the logical-cognitive, social-cognitive, and the intra-personal-affective domains?
- 3. What are the **ways to develop teacher-child relationships** that will lead to transcendence in young children?

# Systematic Design of data analysis

Discourse Analysis: mode of  
meaning (Well, 1973)

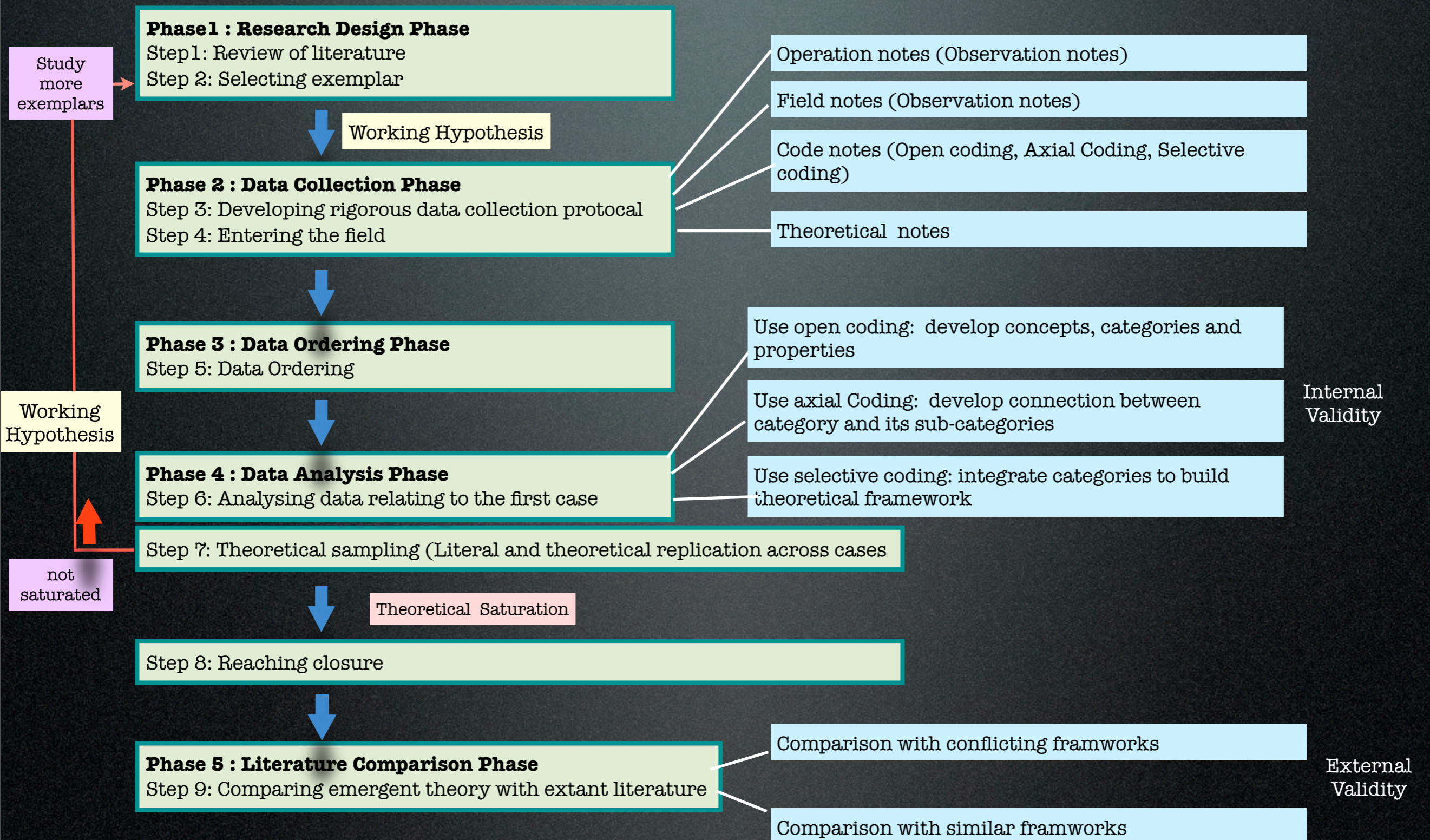
# Systematic Design of data analysis

- **Mode of meaning** (Well, 1973)
  - **General information**: name, date, length of time (starting-ending), location
  - **Transcript**
  - **Action series episodes**: move, time, line, speaker, speech-act, picture, action transcend, action relation
  - **Coded transcript**: verbal communication and nonverbal communication
  - **Action**: sub-steps of play (changing of play type, changing of relation with others during play, changing of location during play)
  - **Analysis**
  - **Interpretation**

# Coded transcript of verbal communication

- **Codes during the conversation of children play**
- **underline = Overlapping speech**
- **<> = uncertainty about transcription**
- **\* = unintelligible word-like segment**
- **- = interruption**
- **. = a noticeable pause**
- **Initial letter = the context of the situation**
- **Bold letter = Stressed the words by using loud voice**
- **( ) หมายถึง Body expression**
- **: หมายถึง Speech**

# The Research Process (Pandit, 1996)



# The Purpose of Study

- 3. to study the performance indicators of the key informant teachers using Robert Kegan's Subject-Object Interview (SOI) to find out **how differences in the teachers' orders of mind affected ways of transcendence in young preschoolers during their self-initiated play.**
- This can be used to determine how teachers, in the Thai social context, should interact with the children to maximize transcendence.





# SIGNIFICANCE OF THE RESEARCH

# Significance of the Research



Countless creative ideas are constructed while preschoolers play, and are often reflected in their expressions and performance.

Various psychological developments can occur during such activities including empathy.

# Instruments

- It's an **overt observation**,
- the researcher was the vital research instrument that collected **qualitative and quantitative data** by taking action as an **onlooker-observer** inside and outside the classroom from the morning to the afternoon.

# Data Collection

# Instruments

- The data collection was done by
  - **observing,**
  - **interviewing,**
- Multiple discreet recording methods, namely **field notes, writing, drawing, and picture taking** were used for data collection.

The capacity of empathy builds the socio-economic potential for individuals, and, further, likely holds the key for the success of business in the 21st century.

(Acharya, 2012)