

Parental Attitude towards War Toys: Its Perceived Effects to Child's Behavior

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Abstract

This study aims to determine the demographic profile, the presence of war toys at home, Parental Attitude towards War Toys, and perceived effects of war toys to the child's behavior among the respondent. The descriptive survey questionnaires were administered to one-hundred fifty-two (152) respondents of St. Louise College and St. Michael Academy of Maysan Road Valenzuela City. The study revealed that majority of the number of children of parents is one (1) was the highest frequency and percentage among of them, the majority of child's age of the respondent are from eight (8) to nine (9) years old and majority of a child's gender of the respondent are male only. It is also concluded that based on the findings, that majority of the respondent in the presence of war toys at home are cartoon heroes. In addition, the majority of the respondent of parental attitude towards war toys are occasional and majority of the perceived effects of war toys to the child's behavior are agreed. This study also revealed that the parental attitude towards war toys has no significant difference and Perceived Effects of War Toys to Childs' Behavior has no significant difference among the respondent of St. Louise College and St. Michael Academy of Maysan Rd., Valenzuela City.

Keywords: Demographic profile, presence of war toys at home, parental attitude towards war toys, perceived effects of war toys to child's behavior

1.0. Introduction

The child's behavior is the habitual aggressiveness of the children in daily life was my influence by war toys. It may be the aggressive behavior of children is not specific to any play situation, but should be considered as a personality trait recognizable in all kinds of everyday situations. (Jukes, 1991 & Jenvey, 1992). Parents and teachers report the following negative effects on children's behavior as a result of increased use of war toys and these are, children become obsessed with war play and with the realistic- looking products that can be purchased and that are related to the programs they see on television, children's behavior more aggressively with others when they imitate what they see on war related cartoons, children's play becomes less creative and less imaginative as they imitate what they see on TV or in the movies. (Carlsson-Paige & Levin 1990; Levin & Carlsson-Paige, 1995)

A war toy is making poor to children's imagination and help children learn militaristic concepts and values. Some studies suggest that war toys increase aggression among boys during play and perhaps immediately afterwards, but these effects do not generalize to other social situations. (Carlsson-Paige & Levin, 1987). These are toys, which replicate weapons of war, or violence, and could, through their use, cause harm to others. Children may use these toys to simulate killing or injuring others. These toys may illustrate or describe violent acts. (World scout bureau INC, 2013).

Parental attitude towards war toys may influence the behavior of children, as well as by the presence or absence of these toys in the home or environment, they found some effect of parental disapproval on children's war play. (Costabile, Genta, Zucchini, Smith, and Harker, 1992). Parents of young children disagree about the effects of war toys on children's behavior and development. One view is that such forms of play impoverish the child's imagination and encourage aggressive behavior. (Peter K. Smith, 1994).

The aim of the study is to determine the point of view of parents towards war toys and its perceived effect to the child's behavior. Specifically, it answers the following questions:

1. What are common Childs' toys present in the house of the respondents?
2. What is the level of parental attitude towards war toys?
3. Is there a significant difference between the respondent's attitude towards war toys?

4. Is there a significant relationship of the respondents' attitude towards war toys on the type of child's toys in the respondents' house?
5. What is the level of agreement of the respondents towards perceived effects of war toys to child's behavior?
6. Is there a significant relationship on the respondent's level of agreement on perceived effects of war toys to child's behaviour on the type of child's toys in the respondent's house?

2.0 Review of Related Literature

2.1. Theoretical Framework

Social Learning Theory emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." (Bandura, 1977).

Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. The component processes underlying observational learning are:

- Attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement).
- Retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal.
- Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and.

- Motivation, including external, vicarious and self reinforcement.

Because it encompasses attention, memory and motivation, social learning theory spans both cognitive and behavioral frameworks. Bandura's theory improves upon the strictly behavioral interpretation of modeling provided by (Miller & Dollard, 1941).

Social learning theory has been applied extensively to the understanding of aggression (Bandura, 1973) . The psychological disorders, particularly in the context of behavior modification (Bandura, 1969).

It is also the theoretical foundation for the technique of behavior modeling which is widely used in training programs. In recent years, Bandura has focused his work on the concept of self-efficacy in a variety of contexts (e.g., Bandura, 1993).

2.2. Literature Review

2.1. Child's behavior

Nancy Carlsson-Paige & Diane Levin

In the study of Nancy Carlsson-Paige (1990) & Diane Levin (1995), they report that some of the negative effects on children's behavior include the following are: an obsession or preoccupation with war play and with products related to programs promoting such play, increased levels of aggression among children as they imitate what they see in programs, and a lack of creativity and imagination in play because the content of children's play originates in TV cartoons or other media.

Bushman & Huesmann

In the study of Bushman & Huesmann (2001), boys are more likely to have experience with toys that are violent and aggressive and that involve competition, danger, risk, and excitement. Indeed, violence in particular was one of the defining features of strongly masculine toys. We suggest that this is possibly the most problematic aspect of boys' toys. Certainly, there

has been concern about violence in television and video games both of which are more likely to be part of boys' experiences than girls.

Klugman, Watson & Peng

In the study of Watson & Peng (1992), Klugman (1999), most of the concerns about violence in boys' toys have dealt with guns although there has been some analysis of the extent to which the promotion of action figures centers on aggression and violence.

2.2. Child's Behavior and War toys

Almquist

In the study of Almquist (1994), during the last decades, war toys or have aroused considerable controversy. Different points of view have been taken and defended by toy manufacturers, pro-gun lobbies, and the anti-war-movement, in the U.S. As well as in other country.

Carlsson-Paige & Levin

In the study of Carlsson-Paige & Levin (1990), child's fascination with war play and war toys is not new items, resembling war toys have been found from ancient Egypt and the Middle Ages nor is the fascination with such toys peculiar to children in the United States.

Diane Levin

In the study of Diane Levin (1998), within one year of deregulation, 9 of the 10 best-selling toys were connected to TV shows, and 7 of these shows were violent. The sale of toys of violence, including action figures with weapons.

Carlsson-Paige & Levin

In the study of Carlsson-Paige & Levin (1990), media cross Feeding allows a child to view these same violent themes in a variety of media: video games, movies, the Internet,

children's books, and comic books. Finally, the war toys produced today are highly realistic, sophisticated, and seemingly authentic.

Watson & Peng

In the study of Watson & Peng (1992), in the relation between toy gunplay and children's aggressive behavior, found that toy gunplay was one predictor of observed aggression in day care. Other important influences included parental attitudes and discipline practices, levels of parental physical punishment, and children's television viewing.

2.3. Parental Attitude towards War Toys and Childs Behavior

Gary Ladd

In the study of Gary Ladd (1992), parents who tolerate war play may be condoning (if not promoting) a context that breeds antisocial behaviours and values (e.g., aggression toward others, stereotyped views of good and evil). Extrapolating upon this argument, it seems reasonable to propose that the lessons children learn in early war play may become familiar and well-rehearsed strategies for resolving real-life conflicts with peers, siblings or other associates.

Diane Levin

In the study of Diane Levin (1998), early childhood educator and author, suggests the following approaches for parents to take to combat the hazards of media culture. Keep TV sets out of children's bedrooms and in a more public place. Work out the limits on the amount of TV viewing. Try to plan in advance what programs will be watched. Try to select programs designed to promote children's positive development and learning.

Costabile, Genta, Zucchini, Smith, & Harker

In the study of Costabile, Genta, Zucchini, Smith, and Harker, (1992), there is some evidence that war toy behaviour of children is influenced by their parents attitudes towards war play.

2.3. Research Simulacrum

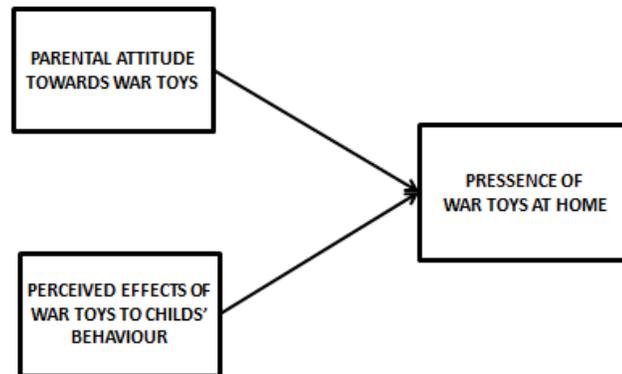


Figure 1. Research Paradigm/Simulacrum

Hypotheses:

1. Null Hypothesis (Ho) 1: There is no significant difference between the respondents attitude towards war toys.
Alternate Hypothesis (Ha) 1: There is a significant difference between the respondents attitude towards war toys.

2. Ho 2: There is no significant relationship of the respondents' attitude towards war toys on the type of childs' toys in the respondents' house.
Ha 2: There is a significant relationship of the respondents' attitude towards war toys on the type of childs' toys in the respondents' house.

3. Ho 3: There is no significant relationship of the respondents' level of agreement on perceived effects of war toys to childs' behaviour on the type of childs' toys in the respondents' house.
Ha 3: There is a significant relationship of the respondents' level of agreement on perceived effects of war toys to childs' behaviour on the type of childs' toys in the respondents' house.

3.0 Research Method

This chapter presents the research design, locale and population of the study, description of the respondents, sampling design, data gathering procedure, instrumentation and try-out phase and statistical treatment of data.

3.1. Research Design

The method that we use in the research is descriptive. It describes and interprets situation, practices, phenomena, events and trends developing. It was done qualitatively, through observations, impression and interpretations (Johnson et.al 2001). The study subjects of non-experimental research are not exposed to unpleasant, unusual or even burdensome conditions. In brief, descriptive research aim to reveal conditions and relationships that exist or do not exist, practices the prevail or do not prevail, belief or point of view or attitudes that are held or do not hold procedures that are continuing or otherwise, effects that are being felt or trends that are developing.

This research focused of the fulfilment of common goals that sooner will include the context of current social problem, situation or population within a certain places to formulate a constructive program regarding community peace and order. This study aimed to determine the parental attitude towards war toys.

3.2. Research Locale

The research conducted in two local and first is the St. Louise College of Maysan Rd. Valenzuela City. Second is the St. Michael Academy of Maysan Road Valenzuela City. We choose this two (2) campus because they have lot of qualified respondent like parents.

3.3. Population and Sampling

One hundred fifty-two (152) respondents will be given a set of questionnaire to gain reliable information to be conducted in St. Louise College of Valenzuela and St. Michael Academy in Maysan Rd. Valenzuela City.

The researchers prefer to use the non-probability sampling method, which does not offer a fair opportunity to each member of the population to be considered in the study use by the researchers.

We prefer to use the convenience sampling, in which, selected respondents in the easiest and expeditious way. The surveys were given to the selected campuses to obtain certain ideas and for the computation of the table.

3.4. Research Ethics

Ethical considerations were observed during the course of the study. Letter of consent to conduct the study was secured prior to the actual interview. The information garnered was kept confidential, and complete anonymity was practiced for the respondents. They were given adequate amount of time for interview and were not given intrusions from the research. Each participant was given the chance to identify the purpose of the study.

3.5. Research Instruments

Researchers made questionnaire survey were used in this study. The questions were specifically simple and designed to get specific data from the subjects. It contains four sections such as: Demographic profile, Child's Toys at Home, Parental Attitude towards War Toys, and The Characteristics of War Toys and Its Effect to Child's Behaviour.

3.6. Data Collection

The survey questionnaires were distributed to the St. Louise College of Maysan Rd., Valenzuela City and St. Michael Academy of Maysan Rd., Valenzuela City. Prior to the distribution of the survey questionnaires the researchers asked permission to the two faculty members and principal conducting classes and the researchers were able to gather a total of one hundred fifty-two (152) respondents.

3.7. Data Analysis

Data were encoded using spreadsheet software. SPSS v20 was utilized to automatically compute for the statistics. SPSS or Statistical Package for Social Sciences is a Microsoft Windows package program (Arbuckle, 2006 cited in Schreiber, 2008) that calculates quantitative data for a many multivariate statistical methods (IBM, 2012). Specifically it can process and present a researcher's proposed model in more understandable interface to determine the relationship among variables, may it be causal strength or direction, or direct or indirect relationships (Hsu et al, 2011).

4.0. Result and Discussions

4.1. Demographic Profile

A.1. Number of Children

Table 1. No_of_child

	Frequency	Percent	Valid Percent	Cumulative Percent
1	96	63.2	63.2	63.2
2	40	26.3	26.3	89.5
Valid 3	14	9.2	9.2	98.7
4	2	1.3	1.3	100.0
Total	152	100.0	100.0	

Table 1 explicates the demographic profile of the respondent as to their number of child as shown on the table with the frequency of 96 and (63.2%) of the respondent gathered are one (1) number of child. The frequency of 40 and (26.3%) are two (2)

number of child's. The frequency of 14 and (9.2%) are three (3) number of child's and with the frequency of 2 and (1.3%) are four (4) number of child's. It shows that the majority of the number of child of the respondent of one (1) and two (2) with the frequency of 96 (63.2%) and 40 (9.2%) respectively.

A.2. Child's Age(s)

Table 2, Child_age_s

	Frequency	Percent	Valid Percent	Cumulative Percent
	4 to 5	5	3.3	3.3
	6 to 7	50	32.9	36.2
Valid	8 to 9	92	60.5	96.7
	10 to 11	5	3.3	100.0
	Total	152	100.0	100.0

In the table 2 is the demographical profile of the child's age. As shown on the table with the frequency of 5 and 3.3% of the respondent gathered are the child's age from four (4) to five (5). The frequency of 50 and 32.9% are the child's age from six (6) to seven (7). The frequency of 92 and 60.5% are the child's age from eight (8) to nine (9) and the frequency of 5 and 3.3% are the child's age from ten (10) to eleven (11). It shows that the majority of the child's age of the respondent of 6 to 7 and 8 to 9 with the frequency of 50 and (32.9%) and 92 (60.5) respectively. This is also explaining that the most respondent came from the campus of St. Louise College and St. Michael Academy of Maysan Road Valenzuela City.

A.3. Child's Gender

Table 3. Childs_gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male Only	104	68.4	68.4

Female Only	15	9.9	9.9	78.3
Male and Female	33	21.7	21.7	100.0
Total	152	100.0	100.0	

In the table 3 is the Demographical profile of the child's gender of Maysan Road, Valenzuela City. As shown in the table with the frequency of 104 and 68.4% of the respondents gathered are Male only, the frequency of 15 and 9.9% are Female only, and the frequency of 33 and 21.7% are Male and Female. The data revealed that the majority of respondent are Male only.

4.2. Presence of Toys at Home

Table 4. Presence of Toys at Home

No.	Toys at Home	Frequency	Percentage	Rank
1	Jet Plane	58	38.2%	2
2	Bow and Arrow	11	7.2%	5
3	War Tank	31	20.4%	4
4	Knights	9	5.9%	6
5	War Toy Soldier	51	33.6%	3
6	Sword	1	0.7%	8.5
7	Cartoon Heroes	71	46.7%	1
8	Knife	1	0.7%	8.5
9	Robots	1	0.7%	8.5
10	Toy Gun	1	0.7%	8.5

Table 4 explicates the Presence of Toys at Home as shown on the table with the frequency of 58 and 38.2% are Jet Plane. The frequency of 11 and 7.2% are Bow and Arrow. The frequency of 31 and 20.4% are War Tank. The frequency of 9 and 5.9% are Knights. The frequency of 51 and 33.6% are War Toy Soldier. The frequency of 1 and 0.7% are Sword. The frequency of 71 and 46.7% are Cartoon Heroes. The frequency of 1 and 0.7% are Knife. The frequency of 1 and 0.7% are Robots and the frequency of 1 and 0.7% are Toy Gun. The data shows that the majority of respondent in presence of toys at home are Cartoon Heroes.

4.3. Parental Attitude towards War Toys

Table 5. Parental Attitude towards War Toys

		1	2	3	4	5	WM	V.I.
1	Allow my child to take part in play session involving war toys	24	70	20	33	5	2.51	Seldom
2	Buy war toys for my child	19	55	30	40	5	2.74	Occasional
3	War toys create enjoyment or fun for my child	15	74	12	45	33	3.22	Occasional
4	War toys is good for my male child (Gender-role)	25	34	22	24	47	3.22	Occasional
5	War toys teach the children that the world is divided between good and evil	42	41	9	29	31	2.78	Occasional
6	War toys encourage my children to be brave	30	47	14	37	24	2.86	Occasional
TOTAL WEIGHTED MEAN							2.89	Occasional

Table 5 presents the weighted mean scores and verbal interpretation of Parental Attitude towards War Toys. In one (1) (Allow my child to take part in play session involving war toys) representing “Seldom” has a weight mean score of 2.51. Two (2) (Buy war toys for my child) representing “Occasional” has a weight mean score of 2.74. Three (3) (War toys create enjoyment or fun for my child) representing “Occasional” has a weight mean score of 3.22. Four (4) (War toys is good for my male child, Gender-role) representing “Occasional” has a weight mean score of 3.22. Five (5) (War toys teach the children that the world is divided between good and evil) representing “Occasional” has a weight mean score of 2.78. Six (6) (War toys encourage my children to be brave) representing “Occasional” has a weight mean score of 2.86. It shows that the overall weight mean of parental attitude towards war toys is 2.89 as the level of parental attitude towards war toys is Occasional. The following indicators gained the four highest weight mean. Among of which are: war toys create enjoyment or fun for my child and war toys is good for my male child has the highest weighted mean of 3.22 interpreted as very much, followed by war toys encourage my children to be brave has the weighted mean of 2.86 interpreted very much, and war toys teach the children that the world is divided between good and evil has the lowest weighted mean of 2.78 interpreted as occasional.

Independent Samples Test

Levene's	t-test for Equality of Means
Test for	
Equality of	
Variances	

	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Attitude_towards_war_toys	.814	.368	-.250	150	.803	-.03289	.13149	-.29270	.22691
			-.250	147.978	.803	-.03289	.13149	-.29273	.22694

In table 5 presents the equal variances assumed that has a mean score of -.03289 with a standard error of .13149 and equal variances not assumed has a mean score of -.03289 with a .13289. Therefore, there is no significant difference between the Mean and the Standard Error.

4.4. Characteristics of War toys and Its Effect to Child’s Behaviour

Table 6. Perceived Effects of War Toys to Childs’ Behaviour

		5	4	3	2	1	WM	V.I.
	War Toys can.....							
1	Cause physical assault	44	51	23	27	7	3.64	Agree
2	Promote physical threat or aggressive gesture towards another person	39	52	25	34	2	3.61	Agree
3	Commits verbal aggression	42	53	17	37	3	3.62	Agree
4	Promote object aggression (smashing or breaking toys)	34	76	13	24	5	3.72	Agree
5	Snatching things away from another child	25	48	28	40	11	3.24	Agree
6	Encourage violence among children	31	54	22	34	11	3.39	Agree
7	Encourage aggressive behaviour	46	40	25	32	9	3.54	Agree
8	Influence the enemy cartoon characters that create fear in children’s mind	28	43	41	35	5	3.36	Agree
9	Formulate good cartoon character or heroes create impression on the children’s mind that bad person/enemies should be stop	29	54	30	32	7	3.43	Agree
10	Appear and enjoy the violent acts of hero antagonist	37	60	21	26	8	3.61	Agree
11	Be doing play fighting that may result to children injuries	46	53	20	28	5	3.70	Agree
12	Encourage enjoyment on the part of the child	68	36	29	18	1	4.00	Agree
13	Show children the world as a dangerous place, and populated with evil	23	32	39	42	16	3.03	Neither Agree nor Disagree
14	Teach children that the world is divided between good and evil	21	61	38	30	2	3.45	Agree

15	Promote harmful only for children	29	44	34	35	10	3.31	Agree
16	Feel more like knights to children or any characters fighting for justice	16	35	37	46	18	2.90	Neither Agree nor Disagree
17	Teach children to be violent/aggressive	45	41	24	22	20	3.45	Agree
TOTAL WEIGHTED MEAN							3.47	Agree

In table 6 presents the weighted mean scores of the respondent of Perceived Effects of War Toys to Childs' Behaviour that War Toys can. In one (1) (Cause physical assault) representing "Agree" has a weighted mean score of 3.64. Two (2) (Promote physical threat or aggressive gesture towards another person) representing "Agree" has a weighted mean score of 3.61. Three (3) (Commits verbal aggression) representing "Agree" has a weight mean score of 3.62. Four (4) (Promote object aggression, smashing or breaking toys) representing "Agree" has a weighted mean score of 3.72. Five (5) (Snatching things away from another child) representing "Agree" has a weighted mean score of 3.24. Six (6) (Encourage violence among children) representing "Agree" has a weighted mean score of 3.39. Seven (7) (Encourage aggressive behaviour) representing "Agree" has a weighted mean score of 3.54. Eight (8) (Influence the enemy cartoon character that creates fear in children's mind) representing "Agree" has a weighted mean score of 3.36. Nine (9) (Formulate good cartoon character or heroes create impression on the children's mind that bad person/enemies should be stop) representing "Agree" has a weight mean score of 3.43. Ten (10) (Appear and enjoy the violent acts of hero antagonist) representing "Agree" has a weight mean score of 3.61. Eleven (11) (Be doing play fighting that may result to children injuries) representing "Agree" has a weighted mean score of 3.70. Twelve (12) (Encourage enjoyment on the part of the child) representing "Agree" has a weighted mean score of 4.00. Thirteen (13) (Show children the world as a dangerous place, and populated with evil) representing "Neither Agree nor Disagree" has a weighted mean score of 3.03. Fourteen (14) (Teach children that the world is divided between good and evil) representing "Agree" has a weighted mean score of 3.45. Fifteen (15) (Promote harmful only for children) representing "Agree" has a weighted mean score of 3.31. Sixteen (16) (Feel more like knights to children or any characters fighting for justice) representing "Neither Agree nor Disagree" has a weighted mean score of 2.90. Seventeen (17) (Teach children to be violent/aggressive) representing "Agree" has a mean score of 3.45. It shows that the overall weighted mean of perceived effects of war toys to child's behaviour is 3.47 interpreted as is agree, this only mean that among the respondent, there is effects the war toys to child's behaviour. The most perceived effects of war toys to child's behaviour is that the war toys can, encourage enjoyment on the part of the child with the weighted mean of 4.00 interpreted as agree, followed by promote object aggression (smashing or breathing toys) with the weighted mean of 3.72 interpreted as agree, and be doing

play fighting that may result to children injuries with the weighted mean of 3.70 interpreted as agree.

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Differe nce	95% Confidence Interval of the Difference	
								Lower	Upper	
Perceived_ effects_of_ war_toys	Equal variances assumed	.140	.709	-.406	150	.686	-.03947	.09734	-.23182	.15287
	Equal variances not assumed			-.406	96	.686	-.03947	.09734	-.23182	.15287

In table 6 presents the equal variances assumed that has a Mean score of -.03947 with a Standard error of .09734 and equal variances not assumed has a mean score of -.03947 with a Standard error of .09734. Therefore, there is no significant difference between the Mean and Standard Error.

5.0. Conclusions

The study describes the demographic profile of the respondent, the level of presence of toys at home, parental attitude towards war toys and perceived effects of war toys to child’s behaviour among the respondent of St. Louise College and St. Michael Academy in Maysan Rd. Valenzuela City. Based on the findings the following conclusions are drawn:

The study revealed that majority of the number of children of parents is one (1) are the highest frequency and percentage among of them, the majority of child’s age of the respondent are from eight (8) to nine (9) years old and majority of child’s gender of the

respondent are male only. It is also concluded that based on the findings, that majority of the respondent in presence of war toys at home are cartoon heroes. In addition, majority of the respondent of parental attitude towards war toys are occasional and majority of the perceived effects of war toys to child's behaviour are agree.

In this study, the parental attitude towards war toys has no significant difference and Perceived Effects of War Toys to Childs' Behaviour has no significant difference among the respondent of St. Louise College and St. Michael Academy of Maysan Rd., Valenzuela City.

Finally, this study revealed that even it has no significant difference among the respondent majority of parent did not allow the child to play war toys.

6.0. Recommendation

The following recommendations are made based on the result of the study:

1. Further studies should be conducted on the ST. LOUISE COLLEGE and ST. MICHAEL ACADEMY in Maysan Rd. Valenzuela City to monitor some changes in the behaviour of the child.
2. Develop the relationship between the child and the parents regarding war toys.
3. Based on the findings it has no significant difference between the parental attitude towards war toys and perceived effects of war toys to child's behaviour. Therefore, both are highly recommended a stronger parental attitude towards war toys and perceived effects of war toys to child's behaviour.
4. Other researchers may conduct additional study on the effect of parental attitude towards war toys and perceived effects of war toys to child's behaviour.

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