Parents' Roles in Children's Games and Toys

*Emre Dağaşan

Abstract. Games and toys are important elements that facilitate children's adaptation to the world. Games are an effective learning method that supports children's social, physical, and cognitive development. Children's games and the toys they use are greatly influenced by the people around them. Especially in the preschool period, parents' game the most crucial role for children. Children often explore their first games and toys with their parents, and these initial toys are usually provided by parents. The level of knowledge that parents have about games and toys determines the games children will Game and the toys they will use. The aim of this study is to identify the roles of parents in the game's children play and the toys they use. A qualitative approach was adopted using semi-structured interviews in the research. Twenty families with children participated in the study. The collected data were analysed using descriptive analysis. When the research results are examined, it is observed that parents pay attention to children's preferences, toy quality, and children's developmental level when choosing toys. It is believed that these toys contribute to children's cognitive, emotional, and physical development. In addition, computer games, ball games, chess, hide-and-seek, and other games are among the preferred games parents Game with their children. According to parents, these games not only increase children's happiness but also strengthen family bonds, boost self-confidence, and contribute to their socialization.

Keywords. Game, toy, parent roles, preschool education.

* (**Responsible Author**) Assist. Prof. Dr. Kafkas University, Faculty of Education, Kars, Türkiye

email: emredagasan_25@hotmail.com

The relationship between children and Game and toys is considered a fundamental element of every society and culture. Game and toys have a significant impact on children's education, development, and happiness. Children's interaction with toys and games an important role in how families and educators can shape children's lives. This is because Game and toys allow children to explore the world, develop social skills, enhance cognitive abilities, and build emotional intelligence. Additionally, it should not be forgotten that Game represents joy, freedom, and creativity for children (Doğanay, 1998).

Game, Toys and Emotional Development of Children

There are many different definitions of Game and Game activities that are considered as activities devoid of the difficulties of daily life and aimed solely at pleasure and relaxation, for children and partially for adults. Game is considered one of the fundamental needs of children and also carries distinct traces from our society's traditions and beliefs (Dağaşan, 2013, p. 56). Game is seen as a platform where children interact with the world, learn, and express themselves, and toys are important tools in this process. Game contributes to children's cognitive, emotional, social, and physical development, while toys provide materials that support this developmental process. Furthermore, Game and toys allow children to develop their freedom, creativity, problem-solving abilities, and social skills. Therefore, the relationship between children and Game and toys is a complex dynamic that helps both families and educators support the healthy development of children (Aral, 2000).

Piaget (2003) developed a theory that focuses on children's cognitive development with specific stages. According to this theory, children construct their understanding of the world through Game and toys. For example, constructivist games (such as puzzles) can help children improve their problem-solving and logical thinking skills. Vygotsky (1987) argues that social interactions Game a key role in children's learning. Game can help children develop their social skills and communication abilities. Especially, games gamed with adults or more experienced peers can enrich children's learning experiences. Erik Erikson suggests that personality development in different stages of life is marked by various challenges. Game and toys can help children explore their identities and develop positive self-concepts. In particular, activities like drama games can have an effective impact on children's identities and emotional well-being. Bronfenbrenner (1987) examines children's interactions with their environments at four different levels: microsystem, mesosystem, ecosystem, and macrosystem. Game and toys can influence children's development in each of these

environments. For example, the experience of Gameing within the family (microsystem) can affect a child's emotional context (Ryan, 2001).

The impact of game and toys on child development is undeniable. Research has emphasized the importance of games for children's emotional intelligence development (Ahioğlu, 2008). Game can be beneficial in terms of recognizing emotional expressions, processing emotional experiences, and managing emotional states. Research has also indicated that children develop problem-solving skills through games (Özyürek, 2019). The literature also includes findings suggesting that games encourage children's abstract thinking abilities and contribute to cognitive development (Ahioğlu, 2008). According to Doğanay (1998), toys help children develop their social skills, particularly skills such as sharing, cooperation, and empathy, which are supported through toys (Ay, Acat, and Yüksel, 2016).

The Relationship between Game and Toys and Education

Game and toys play a significant role in children's education. Games and toys are powerful tools that educators can use to enrich learning experiences. For instance, building blocks or scientific experiment sets can encourage children to learn mathematics and science by providing concrete experiences. Games can help children develop important social skills such as collaboration, problem-solving, and empathy. These skills play a significant role in classroom interactions and friendships. Games can also support children's emotional intelligence development. Toys can teach children to recognize, manage, and be sensitive to the emotional needs of others. Additionally, game can encourage children's independent thinking and improve their creative problem-solving skills.

For children, game and toys represent more than just fun activities. These factors play a crucial role in children's healthy growth, development, and adaptation to the world. Therefore, research in this area is of great importance. Understanding how game and toys contribute to children's social, physical, and cognitive development holds fundamental significance in the field of education (Ay, Acat, and Yüksel, 2016). The skills children acquire during these early years can impact their future successes. Advances in science and technology today bring about a series of changes that deeply affect societal life and, consequently, the field of education. As a result, education programs are reviewed, evaluated, and, when necessary, reorganized to meet both societal and individual needs and the requirements of the subject matter (Atalay, Ay, and Gültekin, 2016).

Significance of the Study

Children are individuals who shape the future of societies. Toys and games influence children's worldviews, values, and skills. Families and educators strive to guide children through these critical stages, and the findings of this research can serve as a guide for them. Furthermore, for toy manufacturers, this can provide an important resource for better meeting the needs of children. Therefore, gaining more knowledge about the relationship between children and Game and toys can help both families and society support the healthy development of children (Ahioğlu, 2008).

A review of the relevant literature indicates that parents take into account children's ages, genders, and interests during the toy selection process (Özyürek, 2019). However, there is limited research focusing on how parents' toy choices can contribute to children's development. The relationship between Game, toys, child development, and education is complex and multidimensional. This research aims to provide in-depth knowledge about this relationship and how it can contribute to children's education and development.

Parents, who are the focus of this research, play a central role in children's relationship with game and toys. This study will help us better understand the roles and influences of parents in this process and provide an opportunity for parents to contribute more consciously to their children's development. The results of this research will offer valuable insights for educators and child development experts. They will provide guidance on how game and toys can be integrated into educational processes, enriching children's learning experiences, and how parents can be guided in this regard (Atalay, Ay, and Gültekin, 2016). Toy preferences also point to the societal and cultural context (Özyürek, 2019). This research is valuable for understanding how children's game habits and the role of parents in this context may vary in different societies and cultural groups.

This study aims to understand the roles of parents in the context of game and toys with their children and examine the impact of this interaction on children's development. The study addresses the factors that parents consider when selecting toys for their children and when playing with them, how these factors contribute to children's development, and which games and toys particularly have positive effects.

Research Objective

The aim of this study is to identify the roles of parents in relation to the games and toys children play with. To achieve this aim, the following research questions were addressed:

1. What are the factors influencing parents' toy preferences?

2. How do the toys preferred by parents contribute to children's development?

3. What games do parents play with their children?

4. What developmental areas do parents' play with their children contribute to?

Method

Research Model and Design

This research employed a qualitative research approach. Qualitative research is a research method widely used in the social sciences, education, psychology, and various other fields. It serves as a valuable research tool for understanding complex subjects such as human behaviours, experiences, and perceptions. Qualitative research involves the use of qualitative data collection methods to comprehensively examine an event or situation with a realistic and holistic perspective (Akman, 2014). As for the research design, a case study approach was utilized. Case studies involve the in-depth examination of a single event, community, program, group, or a limited phenomenon (Yin, 2003). In these studies, a holistic view of the situation is taken, and the case can be anything from a student, teacher, school, or a newly implemented program. Semi-structured interview forms, commonly employed in qualitative research, were used in the data collection process.

Study Group

The study group consisted of 23 parents, including 12 mothers and 11 fathers who have children. Individual characteristics of the parents in the study group are provided in Table 1.

Table 1.

Demographic Information of Participants

	Mother / Father	**Number of Children**	**Education Level**	**Mother's/Father's Jobs**
1	Father	3	Primary School	Officer
2	Father	3	Primary School	Not working
3	Mother	4	Middle School	Officer
4	Mother	2	Postgraduate	Officer
5	Father	1	High School	Small business
6	Mother	3	Bachelor's Degree	Officer
7	Father	3	High School	Employee
8	Mother	4	Primary School	Temporary Employee
9	Mother	2	Primary School	Not working

10	Father	3	High School	Self-employment
11	Father	2	Bachelor's Degree	Officer
12	Father	2	Middle School	Employee
13	Mother	2	Postgraduate	Officer
14	Mother	1	Bachelor's Degree	Officer
15	Father	4	Bachelor's Degree	Small business
16	Mother	2	High School	Employee
17	Mother	3	Primary School	Not working
18	Mother	2	Primary School	Temporary Employee
19	Mother	4	Primary School	Employee
20	Father	3	Middle School	Officer
21	Father	2	Postgraduate	Officer
22	Mother	2	Bachelor's Degree	Employee
23	Father	1	High School	Self-employment

Table 1 indicates that the average number of children per parent is close to three. The educational levels of families vary, with a high percentage of parents having completed primary school. Their occupations are diverse, with the majority working as Officer or Employee. Additionally, some parents are not employed.

Data Collection Tool and Analysis of Data

In data collection, a form consisting of four open-ended questions was used based on previous studies in the literature and expert opinions. These questions are as follows:

1. What factors do you consider when buying toys for your child/children?
2. What do you think is the impact of the toys you purchase on their development?
3. Which games do you most commonly play with them?
4. What kind of effects have these games had on their development?

In line with the questions directed at parents in the research, a coding key was created, and the data processed according to the coding key were descriptively analyzed in terms of frequencies, within the context of the research's aim and the questions in the written form. Findings were interpreted by directly supporting them with quotations. The frequency distributions of the responses provided by parents are presented in tabular form.

Reliability of the Research

The data obtained from interviews with parents were independently coded by two researchers working in the field of child development, and reliability studies were conducted by bringing the codings together. In calculating the reliability of the research, the reliability formula of Miles and Huberman (1994) was used.

$$Reliability = Agreement / (Agreement + Disagreement)$$

According to the reliability formula, the research has a reliability of 78%. Reliability calculations above 70% indicate that the research is reliable. Based on the obtained result, it can be said that the research is reliable.

Results

Findings Regarding Toy Selection

During the interviews with mothers and fathers, they were asked about the criteria they consider when buying toys for their children, and the responses were analyzed to determine the criteria they pay attention to, as shown in Figure 1.

Figure 1. Factors Regarding Toy Selection.

It is observed that parents pay attention to the criteria of children's preferences, *toy quality, spouse's opinion, development level, cognitive development, skill level, age, place of purchase, and*

non-harmfulness to health when buying toys for their children. In this context, it was determined that parents use the following expressions.

Table 2.

Factors Considered in Toy Selection

Factors Considered	*f*	Opinions
Children's preferences	14	P2: "We act according to the children's desires. We buy whatever the children want. Our daughter wants dolls, and our son wants electric remote-controlled cars." P 1: "In reality, we buy whatever they want. They don't like what I buy anyway. Our son wants cars and marbles, and my daughters want dolls, toys like watches, and hairbrushes for their rooms." P 23: "We consider cognitive development, manual dexterity, overall development, age, and their own preferences."
Quality	12	P 18: "We buy what they want; they don't like it when we buy for them. We try to buy quality toys. Since we have a son, we get cars, balls, and bicycles."
Spouse's opinion	9	P 13: "My child actually wants a real cat or dog, but my spouse doesn't allow it."
Impact on development	6	P 12: "I generally prioritize their developmental levels."
Cognitive development	4	P 23: "We consider cognitive development, manual dexterity, overall development, age, and their own preferences."
Ability to play	2	P 15: "We used to buy cars, Legos, and puzzles."
Age	2	P 19: "Age is an important factor for me."
Place of purchase	2	P 5: "We used to buy them from the local market. They are still around; my siblings have them now."
Non-harmfulness to health	1	P6: "We evaluate if it's healthy and its materials from a health perspective. We consider their preferences. When I say I'm going to buy something, we don't buy things that are harmful, violent, or divisive."

Findings on the Contribution of Toys to Child Development

Parents were asked about the contributions of the toys they purchased for their children to their children's development, and the responses are provided in Figure 2.
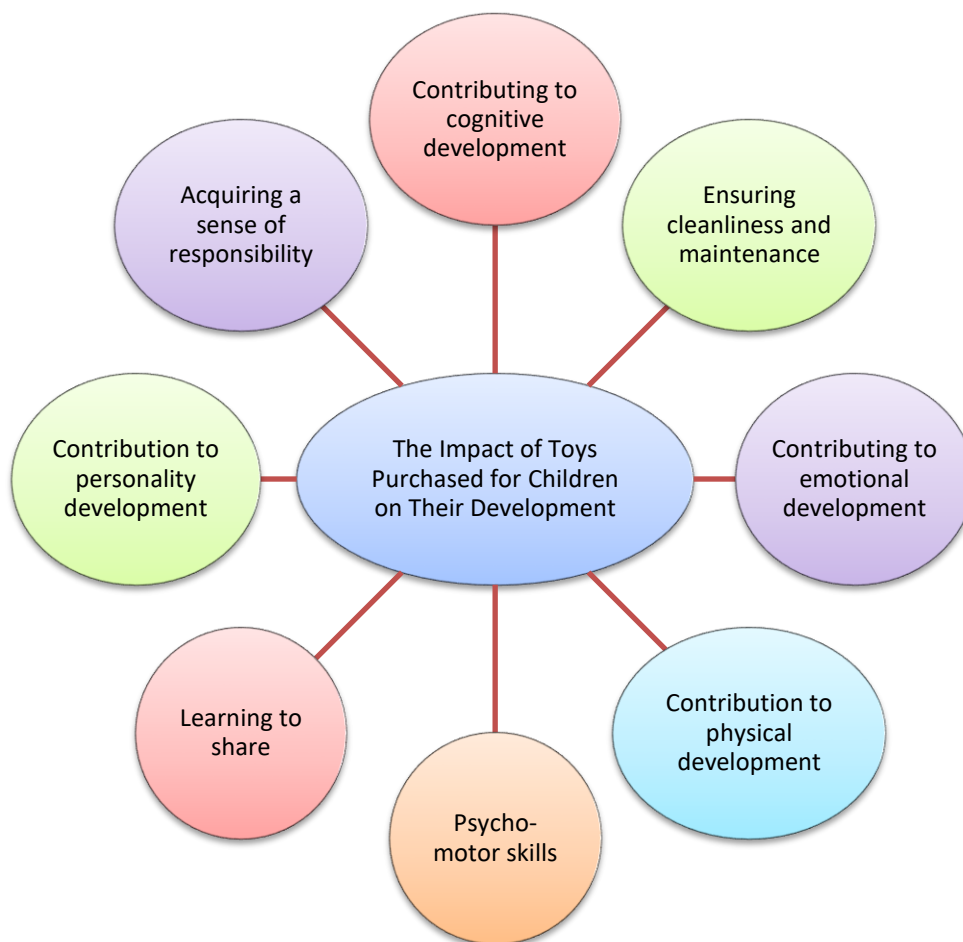
Figure 2. Contributions of Toys Purchased by Parents to Child Development.

According to Figure 2, parents believe that the toys they have purchased contribute to their children in terms of cognitive development, cleanliness and maintenance, emotional development, physical development, psycho-motor skills, learning to share, personality development, acquiring a sense of responsibility, and cognitive development.

In this context, the statements made by parents are as follows:

Table 3.

Findings Regarding the Contributions of Toys to Child Development

Contributions	*f*	Opinions
Cognitive development	14	*P9: Brain games are beneficial for cognitive development, they enhance problem-solving skills and increase intelligence.*
Cleanliness and maintenance	8	*P5: Dressing up her dolls and doing their hair has been beneficial for her personal grooming and hair care skills.*
Emotional development	6	*P13: Choosing animal toys may have contributed to developing a love for animals.*

		P15: Electronic toys have been effective in encouraging my eldest to explore the electronics field, as he tries to disassemble and create things.
Physical development	6	*P7: Riding a bicycle contributes to physical development and muscle growth. He used to play with toy tractors and engage in farming activities, which also increased his knowledge.*
Responsibility	5	*P19: Playing games related to earning money might encourage them to take on the role of a household provider in the future.*
Skill acquisition	3	*P22: Playing with toy cars might have contributed to his interest in driving.*
Personality development	2	*P10: Personality development may have been influenced by toys. They are currently very sharing, good-natured, and gentle. Toys might have played a role.*
Sharing	1	*P16: Since my daughter is the only child, she learns to share and sees her dolls as siblings.*

Findings Regarding Games Played with Children

Parents were asked about the criteria they consider when playing games with their children, and the responses are provided in Figure 3.

Figure 3. Games Played by Parents with Their Children.

In Figure 3, it can be observed that parents prefer to play the following games with their children: Chess, Pretend play, Hide and seek, playing ball, Name-city, Computer games, Imitation games, Word generation, Jump rope Rock-paper-scissors, Playing in the playground, Dodgeball and Tag. In this context, parents have expressed the following statements.

Table 4.
Games Played by Parents with Their Children

The Games	f	Opinions
Chess	10	*P3: He enjoys playing chess a lot.*
Hide and seek	8	*P6: His greatest joy is playing hide and seek with me.*
Playing with a ball	8	*P8: We play outside, jump rope. We sit outside, and I wait while we play dodgeball. Nowadays, kids play computer games.*
Name-city	6	*P17: ... We used to play name-city-animal a lot with my daughter.*
Not playing games	5	*P21: We can't play much. We mostly focus on lessons, and I can only spend very little time when we have it. Computer games are in now. He plays computer games.*
Animal mimicry games	5	*P1: Usually, we all sit down, each person mimics an animal, and we know that. We play name-city. Word generation: creating a new word that starts with the last two letters.*
Word generation	4	*P22: Word generation: creating a new word that starts with the last two letters.*
Sibling rivalry game	3	*P23: We play sibling rivalry together.*
Rock-paper-scissors	2	*P8: My daughter likes to play rock-paper-scissors.*
Playground games	2	*P3: We used to play together at the playground. She would slide down, and she would say, 'Hold me,' and I would hold her.*
Playing house	1	*P4: From hide and seek to playing house, we made coffee and tea with toy sets, had meals, and played with her toys. We played with a ball.*
Jump rope	1	*P18: We play outside, jump rope. We sit outside, and I wait while we play dodgeball. Nowadays, kids play computer games.*
Dodgeball.	1	*P8: We play dodgeball*

Findings on the Contributions of Games

Parents were asked about the contributions of the games they played with their children and the answers are presented in Figure 4.
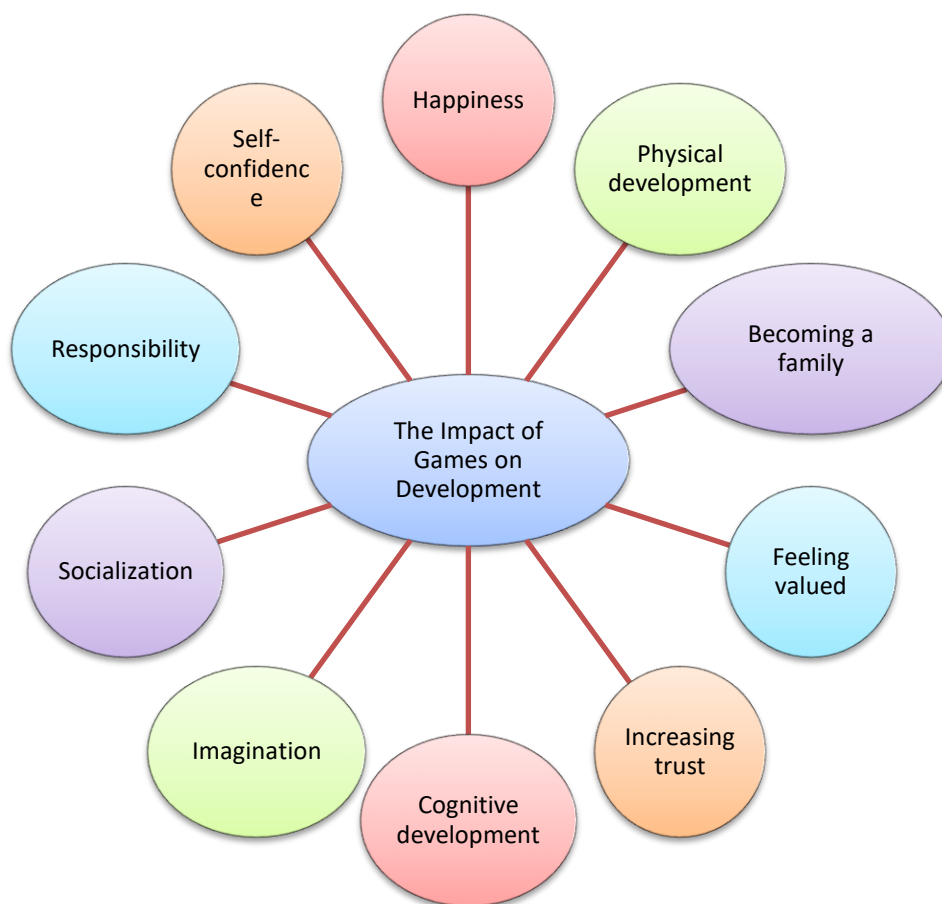
Figure 4. Contributions of Games to Child Development According to Parents.

According to Figure 4, parents have expressed that the games they play have contributions to various aspects of their children's development, including happiness, physical development, family bonding, feeling valued, increased trust, cognitive development, imagination, socialization, responsibility, and self-confidence. The following statements were made by parents in this context.

Table 5.

Contributions of Games to Child Development According to Parents

Contributions to development	f	Opinions
Happiness	14	*K3: Knowing that we are together as a family makes them happy. Allocating time for them makes them feel valuable. It strengthens the bond between us.* *K4: There is unity, the child feels safe, happy, and we spend quality time together. Love gets stronger, of course, they love more.*
Physical development	12	*K18: When we play together, they get happy, they feel better. There is physical development when jumping rope, playing with a*

		ball. I want to set boundaries for computer games. But since I'm here, they play until I come, it can be 3-4 hours, of course.
Becoming a family	8	*K4: There is unity, the child feels safe, happy, and we spend quality time together. Love gets stronger, of course, they love more. K3: Knowing that we are together as a family makes them happy. Allocating time for them makes them feel valuable. It strengthens the bond between us.*
Feeling valued	8	*K3: Knowing that we are together as a family makes them happy. Allocating time for them makes them feel valuable. It strengthens the bond between us.* *K16: She loves playing together, she gets upset if we don't. Since she's an only child, she loves being cared for. She gets happy psychologically when she receives attention. Rope and ball games improve hand-eye coordination.*
Trust	5	*K3: For example, my eldest daughter went to college, she still calls me and says, 'I'm going to the café with my friends,' she tells me everything. I know every detail; she doesn't hide anything. I think spending time with her was beneficial. It builds trust.*
Cognitive development	4	*K23: ... I think this game contributes to her math skills.*
Imagination	4	*K11: It develops her imagination. We describe animals in such a way that she tries to guess them. I think it increases their vocabulary. It contributes to her mathematical intelligence. For example, she thinks about 45-degree angles. If she doesn't know, she looks in her notebook or book. She goes outside to the park with her friends, plays ball, and helps her complete her physical or social development with her friends.*
Socialization	3	*K11: It develops her imagination. We describe animals in such a way that she tries to guess them. I think it increases their vocabulary. It contributes to her mathematical intelligence. For example, she thinks about 45-degree angles. If she doesn't know, she looks in her notebook or book. She goes outside to the park with her friends, plays ball, and helps her complete her physical or social development with her friends.*
Responsibility	3	*K5: My older child was very rule-oriented. He reads well now in the military academy. When I was young, I used to tell them, 'You'll come home at this hour in the evening.' It works with the older one, but it didn't have much effect on the younger one.*
Self-confidence	2	*K10: ..., they gained self-confidence. ..., they did things on their own, evaluated themselves, and increased their self-confidence.*

Discussion

According to the results, the children's preferences play a fundamental role in this process, and parents take care to cater to their children's interests. However, it can be said that this is not the sole variable. The quality of the toys, their suitability for the child's age and developmental level, the educational value of the game, and whether it is safe for health are also important factors. These

results highlight that families actively play a critical role in supporting their children's development and that toy selection is a crucial factor in this process (Aksoy and Baran, 2017).

According to the findings obtained in the research, parents believe that toys contribute to their children's cognitive, emotional, and physical development. This reflects that parents do not see toys only as a means of entertainment but also evaluate them as tools that help their children develop skills and abilities (Özdil, 2008). Especially in early childhood, supporting learning processes through toys can help children acquire fundamental skills (Atalay, Ay, and Gültekin, 2016).

The research results emphasize the diversity of games parents play with their children. This indicates that parents respect their children's individual interests and needs and contribute to their versatile development through games (Uğur, 2018). Parents support their children's mental, physical, and emotional skills by interacting with them through different games. The positive effects of the game's parents play with their children are of great importance in terms of child development and education. Games can increase children's happiness, contribute to their physical and mental development, strengthen family bonds, and help them develop social skills (Demiriz and Ulutaş, 2016). These findings highlight the importance of emphasizing games in education and child development programs.

The findings indicate that parents establish an important bond when playing games with their children, and this interaction strengthens family bonds. These interactions can contribute to children feeling valuable and building trust (Orhan, 2019). The quality time parents spend with their children can help them develop emotional security and self-esteem.

Conclusion and Recommendations

This study aimed to determine the roles of parents regarding the games and toys that children play with. The following conclusions have been drawn from this study:

1. When parents buy toys for their children, they pay attention to their children's preferences, the quality of the toy, their partner's opinions, their children's developmental levels, whether it contributes to development, their fine motor skills, age, the toy store, and whether it is harmful to health.

2. Parents believe that the toys they have purchased contribute to their children's intellectual development, being clean and well-maintained, emotional development, physical development, developing a sense of justice, developing psychomotor skills,

learning to share, personality development, gaining a sense of responsibility, and cognitive development.

3. When looking at the games, parents prefer to play with their children, it is concluded that they play chess, hide and seek, ball games, name-city, computer games, imitation games, word generation, number guessing, okey, sibling rivalry, rock-paper-scissors, object storytelling, playing in the playground, playing house, jumping rope, dodgeball, three-in-a-row, riding a bicycle, and playing hairdresser games.

4. It has been concluded that the games parents play with their children have positive contributions such as making children happy, contributing to physical development, forming a sense of family, making them feel valuable, increasing trust in the family, cognitive development, improving imagination, boosting self-confidence, fostering a sense of responsibility, and promoting socialization.

These findings can offer some important recommendations to parents, educators, toy manufacturers, and researchers:

Recommendations for Parents

- *Pay attention to children's preferences:* Understanding children's toy preferences and respecting their desires supports their personal development.

- *Emphasize toy quality:* The quality, durability, and safety of toys are important. High-quality toys can be used for a longer time and can contribute more to a child's development.

- *Consider the child's developmental level:* Each child is different. Choosing age-appropriate toys for your child is important to meet their needs.

- *Evaluate the educational value of toys:* Consider how toys and games meet the educational needs of children. Educational toys and games can contribute to a child's learning process.

- *Interact with children:* Playing with children is not only about having fun but also about strengthening bonds. Playing with children can help them feel valuable.

Recommendations for Educators

- *Include games and toys in educational programs*: Educational programs in schools or preschools can include toys and games to support children's cognitive, emotional, and social development. This can provide students with active learning experiences.

- *Use games for educational purposes*: Teachers can use games not only as a means of entertainment but also as tools that help students develop specific skills. Games can be educational tools, especially in areas such as mathematics, language development, and problem-solving skills.

Recommendations for Toy Manufacturers

- *Develop educational toys:* Educational toys can enrich children's learning experiences. Designing such toys can provide products that contribute to child development.

- *Produce safe and durable toys:* The safety and durability of toys are important for both parents and children. Developing products that comply with quality standards is essential for long-term use.

Recommendations for Researchers

- *Conduct more research on child development and games:* More studies can be conducted on toy preferences and game interactions of parents and children in different age groups and cultures.

- *Design studies based on feedback from parents and children*: Parents and children should be encouraged to share their opinions about toy preferences and game interactions. This feedback can be valuable for developing better products and services.

About Author

Author: Emre DAĞAŞAN completed his undergraduate education at Atatürk University, Faculty of Arts and Sciences, Department of Turkish Language and Literature in 2003, and his doctorate at Atatürk University in 2013. He has been working at Kafkas University Faculty of Education since 2006.

Funding

No funding was received.

Ethical Standards

I have carried out the research within the framework of the Helsinki Declaration.

ORCID

Emre Dağaşan https://orcid.org/0000-0003-3200-6602

References

Ahioğlu, N. (2008). Turkish culture of play and toys: Continuity or discontinuity? *Folklore and Literature Journal, 14*(55), 63-71.

Akman, G. N. (2014). *Scientific Research Methods Course. Quantitative and Qualitative Research Methods*. Afyon Kocatepe University, Turkey.

Aksoy, P., & Baran, G. (2017). A study on the relationship between mothers' gender roles and children's toy preferences and types of games they play. J*ournal of Qualitative Research in Education, 5*(1), 102-136.

Aral, N. (2000). The importance of play in child development. *Contemporary Education, 25*(265), 15-17.

Atalay, N., Ay, Y., & Gültekin, M. (2016). Classroom Teacher and Student Views on Free Activities in Primary Education. *Kastamonu Education Journal, 22*(2), 419-437.

Ay, Y., Acat, M. B., & Yüksel, İ. (2016). Improvement of Free Activity Practices in Primary School Programs: A Qualitative Study Based on Teacher, Administrator, and Expert Opinions. *Electronic Turkish Studies, 11*(3). 321-323.

Cinel, N.Ö. (2006). *An examination of the views of parents who have children aged 3-6 in different socio-economic levels about toy and play materials and the examination of the toy and play materials of children in this age group.* Unpublished master's thesis. Gazi University, Institute of Educational Sciences, Ankara.

Corbeil, P. (1999). Learning from the children: practical and theoretical reflections on playing and learning. *Simulation Gaming, 30*(2), 163-180.

Dağaşan, E. (2013). *Folklore of Oltu and its Region.* Unpublished Doctoral Dissertation, Atatürk University, Institute of Social Sciences, Erzurum.

Demiriz, S., & Ulutaş, İ. (2016). How happy are children? Determining the happiness of children according to some variables. Adnan Menderes *University Journal of Educational Sciences, 7*(1), 16-24.

Doğanay, L. (1998). *An examination of the views of parents of children attending kindergarten about child play and toys.* Unpublished Master's Thesis, Institute of Natural Sciences, Ankara University, Ankara.

Orhan, R. (2019). The importance of physical activity and sports in child development. *Kırıkkale University Journal of Social Sciences, 9*(1), 157-176.

Ozan, E. (2008). *Preferences and evaluation criteria of preschool children related to different types of play materials.* Unpublished master thesis, Middle East Technical University, Ankara.

Özdil, G. (2008). *The effect of interpersonal problem-solving skills training program on interpersonal problem-solving skills of children attending preschool institutions.* Unpublished Master's Thesis, Adnan Menderes University, Institute of Social Sciences, Aydın.

Paquette, J., & Ryan, D. (2001). *Bronfenbrenner's ecological systems theory.* Retrieved from https://dropoutprevention.org/wp-content/uploads/2015/07/paquetteryanwebquest_20091110.pdf

Piaget, J. (2003). Part I: Cognitive Development in Children--Piaget Development and Learning. *Journal of research in science teaching, 40*. 19-25.

Uğur, S. (2018). Changing perceptions of childhood and child-rearing practices from the past to the present. *Süleyman Demirel University Journal of Arts and Sciences, 1*(45), 227-247.

Vygotsky, L. S. (1987). *The collected works of LS Vygotsky: The fundamentals of defectology* (Vol. 2). Springer Science & Business Media.

Yin, R. K. (2009*). Case study research: Design and methods*. Thousand Oaks, CA: Sage.