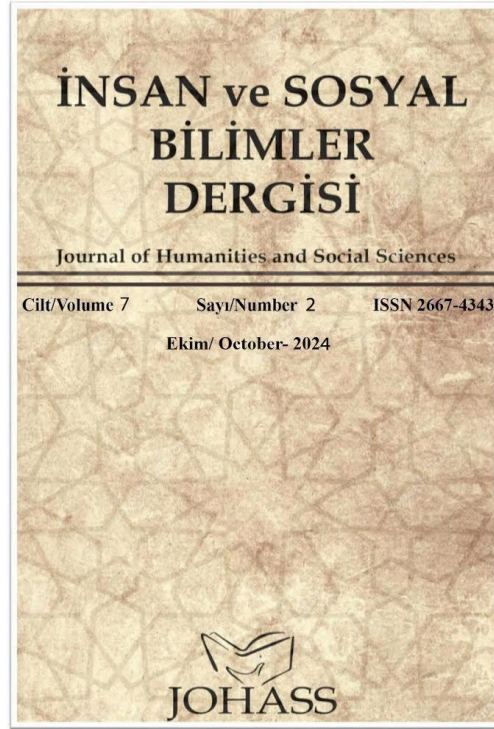


**JOURNAL OF HUMAN AND SOCIAL SCIENCES (JOHASS)**



<https://dergipark.org.tr/tr/pub/johass>

**“The Street” From the Past to the Present - Examining the Views of  
Academician Parents whose Children in Early Childhood**

**Elife Nur SAYDAM<sup>1</sup>**

*İstanbul University-Cerrahpaşa,  
Institute of Primary Education  
Doctorate Program.*

*PhD Student*

*elifenur.saydam@ogr.iuc.edu.tr*

*Orcid ID: 0000-0001-5382-  
3770*

**Fatih Selim SELLÜM<sup>2</sup>**

*Anadolu University, Graduate  
School of Education,  
Department of Basic Education  
(Doctorate)*

*Graduate Studies*

*fss@anadolu.edu.tr*

*Orcid ID:0000-0002-4445-  
0324*

**Mustafa BEKTAŞ<sup>3</sup>**

*Sakarya University,  
Education Faculty,  
Primary Education  
Department*

*Prof.Dr.*

*mbektas@sakarya.edu.tr*

*Orcid ID:0000-0003-  
2992-1965*

**Article Type:** Research Article

Received:18.10.2023

Accepted: 28.10.2024

Published Online: 29.10.2024

**Citation:** Saydam, E. N., & Sellüm,

F. S., & Bektaş, M. (2024). “The street” from the past to the present-examining the views of academician parents whose children in early childhood. *Journal of Human and Social Sciences*, 7(2), 167-190.

## **“The Street” From the Past to the Present - Examining the Views of Academician Parents whose Children in Early Childhood**

**Elife Nur SAYDAM<sup>1</sup>**

*Istanbul University-Cerrahpaşa, Institute of Graduate Studies, PhD Student of Primary Education Doctorate Program.*

**Fatih Selim SELLÜM<sup>2</sup>**

*Anadolu University, Graduate School of Education, Department of Basic Education (Doctorate)*

**Mustafa BEKTAŞ<sup>3</sup>**

*Sakarya University, Education Faculty, Primary Education Department*

---

### **Abstract**

In this study, it is aimed to examine the views of academician parents who have children in the early childhood period towards the street from past to present and to reveal the changes between the views of the academician parents. Semi-structured interview technique was used in this research, which was carried out with a case study from qualitative methods. The study group of the research consists of 10 parents working as academic staff in at a state university who have children in early childhood. In the study, an interview form developed by the researchers used as a data collection tool. This form consists of nine basic questions. The obtained data were subjected to content analysis. As a result of the research, it was determined that, according to the parents who have children in early childhood, the street was a playground and living space in the past, but today it is only a tool used to achieve certain goals. However, when compared to the past, it has been determined that street games are played less frequently by children today. It has been determined that today's street games have lost their originality as played in the past and children have difficulties in setting up games. In addition to these, it has been determined that the streets are inadequate in terms of security, physical elements and structures are differentiated, and social elements and structures have changed, and social interaction and communication have become more limited.

**Keywords:** Street in past, street in present, early childhood, parent, qualitative research

---

### **Research Article**

*Received:* 18.10.2023

*Accepted:* 28.10.2024

*Published online:*

29.10.2024

---

---

#### **Corresponding author:**

<sup>1</sup>PhD Student

*elifenur.saydam@ogr.iuc.edu.tr*

*Orcid ID: 0000-0001-5382-3770*

<sup>2</sup>Graduate Studies

*fss@anadolu.edu.tr*

*Orcid ID:0000-0002-4445-0324*

<sup>3</sup>Prof.Dr.

*mbektas@sakarya.edu.tr*

*Orcid ID:0000-0003-2992-1965*

## **Introduction**

Society is a great wealth that exists with people, with the relationships between these people, and with the lifestyles of these people. This wealth is much more than the sum of the individuals of that society. Sag (2003) refers to society as a whole of relationships that accepts a common culture and can ensure its own continuity within the boundaries of the geographical areas it determines. A change in individuals, who have a large share in the existence of society, in human relations and in structures that make up society results in social change (Uca-Güneş, 2016). One of the structures where social change demonstrates its effects is the street, one of the basic units of living spaces (Alver, 2010). To make sense of the street and the changes that occur in it, it is necessary to understand socio-cultural change first.

Socio-cultural change expresses the reflections of differentiation occurring in various areas in social life, such as economic, technological, scientific, and natural fields in social and cultural dimensions. Changes in the family structures, lifestyles, and areas of individuals living in a particular society, the values they adopt, their life practices, and the technologies they use reveal socio-cultural change (Kongar, 1995). Time, one of the defining elements of socio-cultural change (Fichter, 1994; Kongar, 1995), has also led to various changes in the street. With the change in the street, the perceptions of the old street and the new street emerged. Reflections of this perception have been seen in the differentiation of the general street life, play, security, communication, and interaction along with the structural, physical, and architectural elements on the street (Arslan, 2017; Demirel-Etli & Yamaçlı, 2015; Kalish, Banko, Burke & Lapidus, 2010; Sezer & Gultekin, 2020).

The physical environment in which children are individuals of society and interact in their development and socialization process is of great importance (Tandogan, 2014). The more suitable the environment in which the child lives, the healthier the child's development (Cakirer-Ozservet, 2015). The street where the children's houses are located can be accepted as the first physical environment they interact with. Providing the necessary security conditions on the streets to contribute to children's physical and social development is seems essential (Demirel-Etli & Yamaçlı, 2015). Street design is one of the important elements for ensuring security on the streets. A street designed to create a sense of trust in individuals can contribute to individuals' safe use of the street (Rashid et al., 2017; Aydogan & Dilek, 2024).

Today, streets are perceived as dangerous spaces due to traffic and security problems (Ayaz & Yamaçlı, 2019). It is stated that it is becoming increasingly difficult for children to

play on the streets and even to be on the streets. Over time, children's freedom at home has increased, whereas their freedom outside has decreased substantially. The daily living spaces where children can spend time independently has diminished rapidly (Karsten & Van Vliet, 2006). In the past, children often played outside the house, on the street, or in an empty area, and they preferred group games with many children (Aksoy, 2009; Başal, 2007). Especially in parents, the perception of high fear of crime for various reasons prevents their children from spending enough time on the streets (Oztoprak et al., 2012). However, streets should be places where children can feel safe and have a say in their designs. It is recommended to reorganize areas especially those open to traffic for children's safety needs. This will allow children to play on the streets on their own without the presence of their parents (Demirel-Etli & Yamaçlı, 2015).

The street is also expressed as the basic texture of the city. Streets can be accepted as not only physical but also social units. As streets connect buildings and houses that make up the cities, they also link people (Alver, 2010). Streets are also social spaces that respond to the basic needs of people and where they communicate effectively with each other. It is stated that traditional and cultural values can be achieved by maintaining the culture of the city and neighborhood, including the street (Ayaz & Yamaçlı, 2019; Demirel-Etli & Yamaçlı, 2015).

While the street is among the best learning environments for the child, it also has the characteristic of being a place where individuals in early childhood (0-8 years old) spend most of their time in the past. Today, the street has started to lose its trait of being the outdoor space where children spend most of their time. Arslan's (2017) study, which aimed to determine and compare how children spent time in the past and present, the games and the toys they played with, the playgrounds where they played, and their playmates, puts forward that ready-made toys and individual games are prevalent today. The study has also determined that there is a decrease in the amount of time children spend for games and that there are not enough safe playgrounds nowadays. It is likely that owing to the feeling of their absence, these traditional games became the subject of cartoons over time, trying to ensure that these games did not completely leave the children's minds. In addition, it has been stated that the traditional children's games addressed in these cartoons support the psycho-motor, psycho-social, cognitive, and language development areas in children (Talu & Yuzbaşıoğlu, 2020). Taking the impact of street on the development of children into account, the present study might be necessary because the efforts of parents, who notice the change between the past and present streets, to use the street as a place of learning and entertainment for their children as it

was in their own childhood may contribute to the effective use of the street by children. In addition, it is thought that the research will contribute to the relevant literature in terms of addressing the change of elements on the street from the past to the present with a holistic perspective. In this context, this study aims to examine the views of academician parents whose children in early childhood from the past to the present and reveal the changes between the views of academician parents. With this purpose, the change from the parents' perspective was examined in terms of the street, street games, street security, physical structures on the streets, and social items on the streets. The research problem of the study is the question "How do the views of academician parents who have children in early childhood change about the street from the past to the present?" In this regard, answers to the following research questions are sought:

1. How have street games changed from the past to the present according to academician parents who have children in early childhood?
2. How have streets changed in terms of security from the past to the present according to academician parents who have children in early childhood?
3. How have social elements/structures on streets changed from the past to the present according to academician parents who have children in early childhood?
4. How have physical elements/structures on streets changed from the past to the present according to academician parents who have children in early childhood?
5. What are the metaphoric perceptions of academician parents who have children in early childhood about streets today and streets in their childhood?

## **Method**

### **Model**

With the aim of investigating the views of academician parents whose children in early childhood about the street from the past to present and examining the change in the street in terms of street games, street security, the physical structures and social elements on the street, this study is designed as a case study, one of the qualitative research methods. In case studies, detailed and in-depth information about real life or an up-to-date system

(situation) is collected and described through multiple sources of information such as observation, interviews, and documents (Creswell, 2020). It is stated that case studies that allow in-depth examination of complex situations with "how" and "why" questions without the intervention of the investigator can be used to understand social phenomena (Yıldırım & Şimşek, 2016; Yin, 2014). Semi-structured interview technique was used in the research. In the semi-structured interview technique, interview questions prepared by the researchers are completed with probe questions aiming to detail the participant answers (Turnuklu, 2000).

### Study Group

The study group of this research consists of 10 parents (four females, 40%; six males, 60%) who have at least one child in early childhood (0-8 years). The participants, who were working as academic staff at Sakarya University Faculty of Education, were determined through the convenience sampling method. The demographic information about the parents is presented in Table 1.

**Table 1**

*Demographic Information about Parents*

	Mine	Ahmet	Özkan	İsmail	Zeynep	Derya	Ali	Alper	Ayşe	Selçuk
<b>Gender</b>	Female	Male	Male	Male	Female	Female	Male	Male	Female	Male
<b>Where do you live?</b>	City	Town	City	City	City	City	City	Town	Town	City
<b>Where did you spend your childhood?</b>	City	Town	Town	City-Village	City	City	City	City	City	City-Village
<b>How many siblings do you have, including yourself?</b>	2	3	4	5	4	3	2	3	2	2
<b>Where are you in the birth order of your siblings?</b>	1 <sup>st</sup>	3 <sup>rd</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	1 <sup>st</sup>	1 <sup>st</sup>	1 <sup>st</sup>	1 <sup>st</sup>	1 <sup>st</sup>
<b>Were your parents working?</b>	Father	Father	Father	Father	Father	Father	Both	Both	Father	Father
<b>What was the socioeconomic status of your family?</b>	Middle	Low	Middle	Low	Low	Middle	Middle	Middle	Low	Middle
<b>Did you receive pre-school education?</b>	No	No	No	No	No	Yes	No	Yes	No	No

<b>What type of family were you raised in? *</b>	NF	NF	EF	NF	EF	NF	NF	EF	EF	EF
<b>Did you have a room of your own when you were a child?</b>	Yes	Yes	No	No	No	Yes	No	No	No	No
<b>Does your child have a room of his/her own?</b>	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
<b>The age of your child</b>	4	5	7	6	5,5	5	5	4	5,5	5,5
<b>The gender of your child</b>	Girl	Girl	Boy	Girl	Girl	Girl	Boy	Boy	Boy	Boy

\*EF: Extended Family, NF: Nuclear Family

### **Data Collection Tools**

In this study, the "Interview Form for Parents' View of the Street" prepared by the researchers taking the opinions of two different field experts in classroom and preschool education was used as the data collection tool. The form consisted of two parts. There were 12 questions to collect demographic information in the first part, and the second part consisted of eight semi-structured interview questions. When preparing the form used in individual interviews with parents who have children in early childhood, the relevant literature was first reviewed, and a list of questions that could reveal the situation to be examined was prepared. The interview questions were finalized by taking the opinions of two field experts, one in pre-school and one in classroom education. In line with expert opinions, the proposed arrangements were made in the expressions in the interview questions, and the overlapping questions were reformulated as a single question

### **Collection of Data and Analysis**

Before starting the data collection process, a questionnaire was created that included voluntary participation consent to identify the participating parents, and it was communicated electronically to all academic staff of Sakarya University Faculty of Education. Parents with at least one child in early childhood were identified with this form. The voluntary participation consent of the parents who wish to participate in the research was also obtained through this questionnaire. A preliminary interview was conducted with the participating parents in the study group prior to the research, the purpose of the research was explained to the parents, and the day and time were planned for the interviews to be carried out. The interviews with ten parents who wanted to participate voluntarily in the study were conducted

face-to-face and through online meeting platforms. The interviews lasted an average of 75 minutes. The participants were asked the interview questions, and the questions were completed with probe questions during online and face-to-face interviews. The interviews were recorded with participant permission, and the data obtained were transcribed. A total of 93 pages of written documents were obtained after the transcription of the interview recordings.

The data collected in the research were analyzed through content analysis. Content analysis aims to identify data and uncover facts that may be hidden in the data. The underlying process of content analysis is to combine similar data into specific concepts and themes and interpret them arranging them in a way that readers can understand (Yıldırım & Sımsek, 2016). The responses of the academician parents who participated in the study to interview questions were evaluated within the framework of the categories and themes created. The common codes created were expressed descriptively in the same category and theme, together with direct excerpts from the views of academician the parents. Following ethical principles, parents who participated in the study were encoded with the pseudonyms “Mine, Ahmet, Özkan, İsmail, Zeynep, Derya, Ali, Alper, Ayşe, and Selçuk” to protect their identity. To calculate the reliability of the study, the formula “Reliability= Consensus/Consensus + Disagreement” by Miles and Huberman (1994) was used. Accordingly, the reliability of the study was determined as 91%. Miles and Huberman (1994) point out that the reliability level must be 70% and above. When the reliability value of this study (91%) is compared to the critical value (70%), it can be said that the results obtained from the research are reliable.

### **Ethics Committee Approval**

The ethics committee permission of this research was obtained with the decision numbered "32" at the meeting of Sakarya University Social and Human Sciences Ethics Committee dated 07.04.2021 and numbered 33.

### **Findings**

In this section, the findings of the study are presented.

Research Question: How have street games changed from the past to the present according to academician parents who have children in early childhood?



**Table 2**

*Academician Parents' Views on The Change in Street Games from The Past to The Present*

<b>Theme</b>	<b>Codes</b>
<b>Originality In The Game</b>	Children’s play and building playgrounds in the past Original and creative games in the past Imitation, fiction, ready-made, and directed games today
<b>Communication In The Game</b>	Decrease in peer teaching Decrease in in-game communication and interaction Decrease in exchange of ideas between children Decrease in in-game democratic decision-making
<b>Person, Place, And Time In The Game</b>	Gaming in limited spaces today Gaming in limited times today Change in places of games Playing games in the parks today Presence of group games in the past Individuality and loneliness in games today Decrease in game rituals
<b>Materials in The Game</b>	Decrease in authentic gaming materials Integration of technology into games Playing games with technological tools Increase in toy-based games Disappearance of mobile chair swing rides
<b>Type of Game</b>	Decrease in traditional children's games Decrease in action games

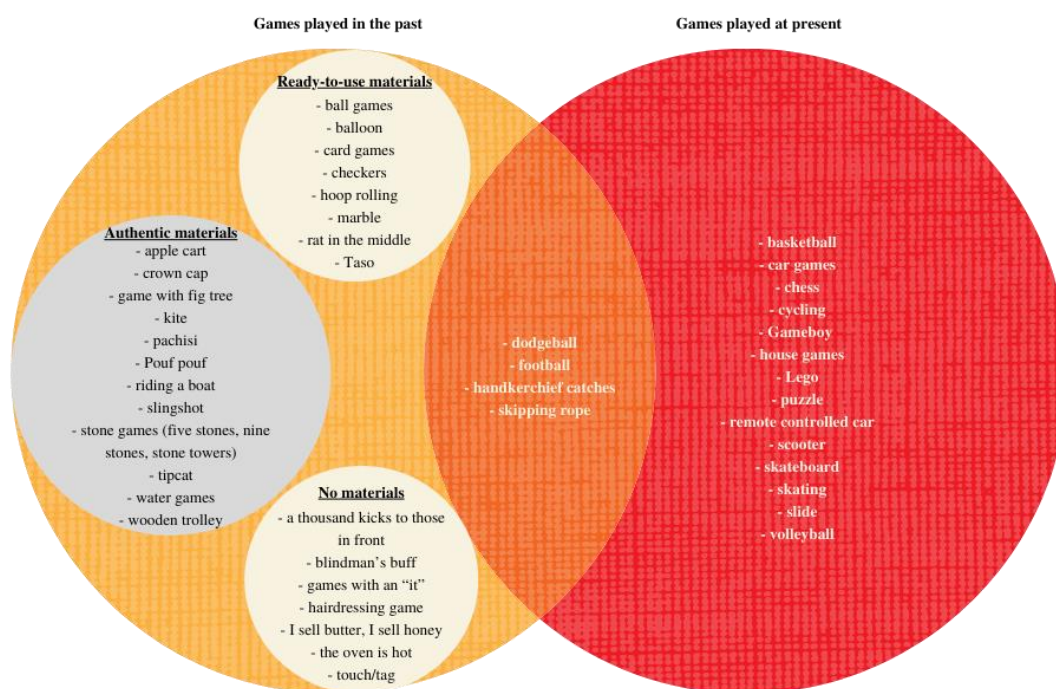
Table 2 contains the views of academician parents whose children in early childhood about the change in street games from the past to the present. As Table 2 demonstrates, parents' views on the change in street games are gathered under five main themes: “*Originality in the Game*,” “*Communication in the Game*,” “*Person, Place, and Time in the Game*,” “*Material in the Game*,” and “*Game Type*.” Parents stated that there were "original and creative games" in the past, along with "children's games and building playgrounds" under the theme of “*Originality in the Game*.” Under the theme of “*Communication in the Game*,” parents said that today there are “imitation, fiction, ready-made, and directed games,” and they mentioned that decreases occurred in “peer teaching,” “in-game communication and interaction,” “exchange of ideas between children,” and in “in-game democratic decision-making.”

Within the theme of “*Person, Place, and Time in the Game*,” parental opinions about today are collected under the codes “game in limited spaces,” “game in limited time,”

“change in places of games,” “playing games in parks,” “individuality and loneliness in games,” “decrease in game rituals,” and the “presence of group games” in the past. Parental opinions collected under the theme of *"Materials in the Game"* put forward that today “authentic game materials have decreased,” “technology is integrated into games,” “games are played with technological tools,” “there is an increase in toy-based games,” and “mobile chair swing rides are disappearing.” In the theme of *"Game Type,"* parents stated in their opinions that "traditional children's games" and "action games" are decreasing today. Examples of direct quotes about parents' views on related themes are presented below.

**Figure 1**

*Games Played in The Past, Present, and Both Past and Present*



In Figure 1, the games played in the past, present and in both past and present are displayed in alphabetical order. As demonstrated in Figure 1, the games in the past and present differ from each other, and although they are few, it is seen that some of the games played in the past – such as football, handkerchief catching, dodgeball, and rope jumping –

are still played today. The games played in the past are grouped under the three main themes of “Authentic Materials,” “Ready-to-use Materials,” and “No Materials” games.

Games such as five stone, nine stone, tipcat, slingshot games, pachisi, crown cap, and apple cart were listed under the theme of "Authentic Materials." The theme “Ready-to-use Materials” included games such as marble, ball, card, checkers, and hoop games. The “No Material” theme, on the other hand, comprised games such as blindman’s buff, ‘I sell butter,’ touch, the oven is hot, and games with ‘it.’ Today, it is seen that mainly puzzles, Legos, scooters, skateboards, remote-controlled car games and home games played within the boundaries of the home are played. One of the participants, Alper, gave his example for the Authentic Materials theme saying, “The inside of a fig tree is sponge-like. We would open the fig tree bark and remove the spongy structure. We would stuff up orange peels there, and then when you pushed them with a stick like that, the little orange peels would hit the other guys with a big pressure.” About the theme of Ready-to-use Materials, Selçuk said, “Recently, for example, like Legos, he likes these things. He can buy them at the grocery store nearby. Of course, we were limited about these.” For the No Materials game theme, Alper’s example was “but hide-and-seek games have very large participation....” By comparing the games played in the past and those played today, it can be said that the structure of today’s games is mostly within the framework of more individual and ready-made materials, and many of these games are shaped with technology integration.

Research Question: How have streets changed in terms of security from the past to the present according to parents who have children in early childhood?

**Table 3**

*Academician Parents' Views on the Change in Street Safety from The Past to the Present*

	Past	Present
<b>Theme</b>	<b>Codes</b>	
<b>Positive Perceptions</b>	People’s familiarity and trusting each other No security problems The existence of values The existence of neighborhood culture Perception of safety towards the street Play without parental control Free movement of children in a safe	The confidence provided by technological developments

	environment	
	Trust in neighbors	
	Confidence due to few vehicles on the streets	
<b>Negative Perceptions</b>		Perception of insecurity The need for strict supervision De-identification Inability to move freely on the street The need for privacy education in children Inability to entrust children to peers/elders The need to monitor children with a tracking device Increase in unfavorable cases Not being able to leave children on the street and not being able to provide ample spaces Inability to intervene in negativity Loss of neighborhood culture and values Diminished safety as vehicle traffic increased

Table 3 contains parents' opinions on the change in street safety from the past to the present. When table 3 is examined, it is seen that the parents' views on the change in street safety from the past to the present are gathered under two main themes of “Positive Perceptions” and “Negative Perceptions.” Parents stated that in the past, “people knew each other and had trust relationships,” “there was no security problem,” “values and neighborhood culture existed,” and “there was a sense of security in the street.” They also said that children “played without parental control and moved freely in a safe environment,” “neighbors were trusted,” and “they felt safe about the street due to lack of many vehicles.” This finding is reflected in the participant Mine’s expressions as “Zero concerns about safety on the street where I spent my childhood. We never had any concerns.” However, the participating parents also stated that there is still a “sense of safety provided by technological developments.” Ahmet, the only participant with a positive opinion about street safety today, said, “‘A’ has a smartwatch, for example. I can see where she is.”

Within the scope of the “Negative Perceptions” theme, it was determined that parents did not express any negative opinions regarding street safety in the past. This indicates that parents considered the street of the past to be reliable. This finding also supports parents' views on street safety in the past under the theme of “Positive Perceptions.” Regarding the theme “Negative Perceptions,” parents stated that there is a “perception of insecurity” on the streets today, “strict control is needed” on the streets, “there is de-identification,” “there is no free movement in the streets,” and “privacy education is needed for children.” They also remarked that “children cannot be entrusted to peers/elders,” “they need to monitor their

children with tracking devices,” “children cannot be left on the street, and they are not given ample spaces.” In addition, the codes “negative cases are increasing,” “negativity is not intervened,” “neighborhood culture and values are lost,” and “safety decreases with the increase of vehicle traffic” were among the parental opinions. Ismail expressed his negative perception of the street today as “We take care not to leave our children out of sight,” while Ahmet stated, “Unfortunately, there is a lot of difference in terms of security ... I'm not letting her go out alone. The fear of ‘what if something bad happens to her?’”

Research Question: How have social elements/structures on streets changed from the past to the present according to parents who have children in early childhood?

**Table 4**

*Academician Parents' Views on Social Change on The Street from The Past to The Present*

<b>Theme</b>	<b>Codes</b>
<b>Socio-Emotional Change</b>	Disappearance of the sense of belonging Decrease in social sensitivity Decrease in the feeling of trust Decrease in kindness (decrease in thanking and gratefulness)
<b>Change In Human Relations</b>	Limited communication People becoming unfamiliar with each other Decrease in warm relationships and sincerity Disappearance of unannounced, sudden visits of neighbors Decrease in common activities on the street Leaving the responsibility of the children only to the family Weakening of relations due to technological developments
<b>Socio-Cultural Change</b>	Loss of neighborhood culture Change in family structure Increase in participation in business life Change in living conditions Change in working hours Increase in workload

Table 4 demonstrates parents' views on social change on the street from the past to the present. As seen in the table, the views of academician parents regarding social change on the street are gathered under three main themes: “Socio-Emotional Change,” “Change in Human Relations,” and “Socio-Cultural Change.” Regarding the theme “Socio-Emotional Change,” parents think that “the sense of belonging has disappeared,” “social sensitivity has decreased,” “the feeling of trust has lessened,” and that “kindness has decreased.” In the framework of the theme “Change in Human Relations,” parents stated that “communication has become

limited, and people have become unfamiliar with each other,” “warm relationships and sincerity have diminished,” and “unannounced, sudden visits of neighbors have disappeared.” In addition, the parents mentioned that “common activities on the street have decreased,” “the responsibility of the children is left only to the family,” and “technological developments have weakened relationships.” Ahmet described the socio-emotional change from the past to the present as “I don’t feel the neighborhood is mine,” and Zeynep commented on the changes in human relationships as “The door was knocked all the time. It was my neighbor, or my friend, or one of the relatives to have tea and eat, just unannounced. There were a lot of unplanned visits like this.” On socio-cultural change, Zeynep added, “Right now, I think family members are living as nuclear families.”

Research Question: How have social elements/structures on streets changed from the past to the present according to parents who have children in early childhood?

**Table 5**

*Academician Parents' Views on Physical Change on The Street from The Past to The Present*

<b>The me</b>	<b>Codes</b>
<b>Spatial Change</b>	Increase in the number of buildings and floors
	Creation of car parks
	Creation of housing estates
	Creation of special playgrounds
	Development, change, and aesthetic concerns in the physical structure
	Ignoring children in urban planning
	Designing of streets according to pedestrians and vehicles (sidewalks, walking and cycling paths)
	Transformation of houses from living spaces to shelters
	Disorganized and inappropriate planning
	Destruction of fields, gardens, and soil playgrounds
<b>Instrumental Change</b>	Transition from stabilized roads to asphalt roads
	Increase in vehicle numbers and traffic
	Change in playground materials (transition from metal to plastic)
	Mobile chair swing rides became stable and accessible
	Decrease in mobile food and drink vehicles

Academician parents' views on physical change on the street from the past to the present are demonstrated in Table 5. As shown in the table, the parents’ views were grouped under the two themes of “Spatial Change” and “Instrumental Change.” Within the theme of “Spatial Change,” the parents stated that “the number of buildings and floors increased,” “car

parks were created,” “housing estates emerged,” “special playgrounds were created,” “developments, changes, and aesthetic concerns in the physical structure” occurred, and “children were ignored in urban planning.” Besides these, they added that “streets were designed according to pedestrians and vehicles,” “houses transformed from living spaces to shelters,” “plans were made in a disorganized and inappropriate manner,” “fields, gardens, and soil playgrounds were destroyed,” and “stabilized roads were transformed into asphalt roads.” About spatial changes from the past to the present in the street, İsmail said, “We were better in home design in the past... When we look at older traditional Turkish houses, they are places that offer more living spaces. What we're building now are places that offer sleeping areas.” Regarding instrumental changes, Ayşe said, “Yes, there were mobile chair swing rides. They came like that; there were those mobile chair swing rides, rotating... We used to swing there. Now there is no such thing.”

Research Question: What are the metaphoric perceptions of academician parents who have children in early childhood about streets today and streets in their childhood?

**Table 6**

*The Metaphors Academician Parents Have Created About the Street from The Past To The Present*

<b>Metaphor (Street in the Past)</b>	<b>f</b>	<b>Metaphor (Street Today)</b>	<b>f</b>
Home	1	Tool	1
Game and playmate	1	A place to get some air	1
Happiest place	1	Activity location	1
Entertainment center	1	Not the happiest; a happy place	1
Playground	2	Car park	1
Dessert/Pistachio	1	Means of transportation	1
Shadow	1	A road where vehicles pass/Road	2
The place where I live	1	Light	1
Game	1	Diet food	1

Table 5 demonstrates the metaphors generated by the parents about the street from the past to the present. As shown in the table, the parents likened the street in the past mostly to a “*Game/Play and Playmate*” (f=2) and a “*Free Playground/Playground*” (f=2). Furthermore, the parents used the metaphors of “*Home*” (f=1), “*The Happiest Place*” (f=1), “*Entertainment Center*” (f=1), “*Dessert/Pistachio*” (f=1), “*Shadow*” (f=1), and “*The Place Where I live*” (f=1) for the street in the past. On the other hand, the parents likened today’s street mostly to “*A Road Where Vehicles Pass*” (f=2). Other metaphors for today’s street were a “*Tool*” (f=1), “*A*

*Place to Get Some Air” (f=1), “Not the Happiest; a Happy Place” (f=1), “Car Park” (f=1), “Means of Transportation” (f=1), “Lamp” (f=1), and “Diet Food” (f=1).*

### **Below Are Examples of Quotes About The Metaphors That Parents Have Created for The Past and Present Streets and The Reasons For These Metaphors**

#### **Street in the Past**

**Home Metaphor:** *“In the past, the street was like home to me because it was just as safe. (Mine)”*

**Game and Playmate Metaphor:** *“In the past, the street was like a play and a playmate to me because there was nothing else to do. What can you do? What's your alternative? Nothing. You must live your life there. You're either home or on the street; you have no other alternative. The conditions required this. (Ali)”*

**Happiest Place Metaphor:** *“In the past, the street was like the happiest place for me because I could do everything there. (İsmail)”*

**Entertainment Center Metaphor:** *“In the past, the street was like an entertainment center to me because it was a place where I had good times with friends. (Zeynep)”*

**Playground Metaphor:** *“In the past, the street was like a free playground to me because I could do whatever I wanted there the way I wanted. I mean, everything. I could also misbehave doing everything. (Ahmet)”*

**Playground:** *“In the past, the street was like a playground to me because – why? – I was with my friends. In fact, the street was a place where I played the most games and spent more time than at home in terms of games. (Derya)”*

**Game Metaphor:** *“In my childhood, the street was like a game to me. ‘I'm going out on the street’ means ‘I'm playing a game’ because the friends are waiting there. It is because you play on the street. It was because the TV wouldn't appeal to you. (Alper)”*

**Dessert/Pistachio Metaphor:** *“In the past, the street was like dessert/pistachio to me because food is enjoyed, and interaction with it is very much loved. You never want it to end because you can't do this; even if you are together and eat it for a while, you feel the need to ask for the next one. But it is limited, too, like, you have to go when it's evening, etc. But that was the way it was, what we felt in those times. (Selçuk)”*

**Shadow Metaphor:** *“In the past, the street was like a shadow to me because it was a dark place where I could suddenly be exposed to danger. (Ayşe)”*



***The Place Where I Live Metaphor:*** “In the past, the street was like a place where I lived because we were doing everything there. We were playing; we were walking around. We were playing something, digging somewhere. We were eating. I remember, for example, I usually ate lunch outside. Actually, we were living there. (Özkan)”

### **Street Today**

***Tool Metaphor:*** “Today, the street is like a tool to me because it's just something we use to take the road. The street doesn't mean anything cultural to us anymore. (Mine)”

***A Place to Get Some Air Metaphor:*** “Today, the street is like a place for me to get some air because we're getting away from tablets, technology. (Ahmet)”

***Activity Location Metaphor:*** “Today, the street is like a place of activity for me because guys, let's go play a truck, or, I don't know, let me do something. Now it's more like a place of activity. Let me go do this because the possibilities are very limited; the options are very limited. It's like you go to a grocery store, and you buy cheese and bread. The street is also like that – it is like I'm going to go and play with a toy and do something. In the past, the things you could do used to be wider in range. (Özkan)”

***Not the Happiest; a Happy Place Metaphor:*** “Today, the street is not the happiest for me; it's like a place one feels happy because not everything, but a lot of things can be done there. (İsmail)”

***Car Park Metaphor:*** “Today, the street is like a parking lot to me because it is merely an environment where cars are parked, unsuitable for play. (Zeynep)”

***Means of Transportation Metaphor:*** “Nowadays, the street is like a means of transportation to me because they are just the routes we take when we go from place to place. (Derya)”

***A Road Where Vehicles Pass Metaphor:*** “Today, for me the street is like a road where vehicles pass because, I mean, the street is a road now, just a road the way you know it. It's a place to access another place we can say. (Ali)”

***Road Metaphor:*** “Today, the street is like a road to me because it's a route we use to commute somewhere, but if I was a kid, maybe I could associate it with the game again. (Alper)”

***Lamp Metaphor:*** “Today, the street is like a lamp to me because I can control where I am. (Ayşe)”

**Diet Meal Metaphor:** “Nowadays, the street is like diet food to me because it's safe when you look at it, but it doesn't taste good. It does not hurt you. There are things you need, but you eat just for the sake of eating. (Selçuk)”

**Tablo 7**

*Conceptual Categories in Which the Metaphors of Parents from The Past to The Present Are Collected*

<b>Street in the Past Conceptual Categories</b>	<b>Key Features</b>	<b>Metaphors</b>	<b>Street Today Conceptual Categories</b>	<b>Key Features</b>	<b>Metaphors</b>
<b>Street as a Living Space</b>	A place where everyday life activities are done.	Home, Happiest Place, Playground (2), The Place Where I live	<b>Street as a Route</b>	A route used for transportation purposes.	Means, Means of Transportation, A Road Where Vehicles Pass, Road
<b>Street as a Game</b>	A place where people can play games, come together, and experience different emotions.	Game, Play and Playmate, Entertainment Center	<b>Street as a Place</b>	An area where time can be spent, where various activities can be done.	Place to Get Some Air, Place of Activity, Not the Happiest; a Happy Place, Car Park
<b>Street as a Danger</b>	A place with dangers due to uncertainty and obscurity.	Shadow	<b>Street as Trust</b>	A controllable area.	Lamp
<b>Street as an Indispensability</b>	A place one does not want to give up because of its pleasure.	Dessert/Pistachio	<b>Street as Obligation</b>	A place used only to meet basic needs.	Diet Food

Table 7 contains conceptual categories in which the metaphors created by parents from the past to the present are collected. According to Table 6, five of the metaphors created by parents for the street in the past are collected in the category “*Living Space*,” three were in the “*Game*” category, and one was in the categories of “*Danger*” and “*Indispensable*.” It is determined that four of the parental metaphors for today's street are in the category “*Route*,” four are in the “*Space*” category, one is in the category of “*Trust*,” and one is in the “*Obligation*” category.

## **Discussion and Results**

In this section, the results of this research were discussed, and recommendations were made within the framework of the relevant literature. The study was carried out to examine the views of academician parents whose children in early childhood about the street from the past to the present and reveal the changes in the street in terms of play, safety, physical structures, and social elements.

Streets can be characterized as places where individuals, especially children in early childhood, engage in various activities and events and gain life experiences through play. Within the scope of the research, when the opinions of parents who have children in early childhood are examined for street games from the past to the present, it has been observed that changes have occurred in multiple sub-themes under this theme between the past and present. According to the parents, these changes in games occurred in the originality, communication, person-time and space, materials, and types of games. The parents stated that creative and original games, as well as the in-game interaction and communication decreased, games played individually in limited spaces increased, authentic toys were replaced by the technological tools that today's technology age incorporated into our lives, and traditional action games began to disappear. In the literature on children and games, Arslan (2017) maintained that children play more individual games today than group games, and they play with ready-made toys in their games, spending a short and limited time during play. In their study, Talu and Yüzbaşıoğlu (2020) stated that traditional games are decreasing today, and this situation is felt as a deficiency. They reported that this deficiency is due to the integration of traditional games into cartoons which today's children spend a very long time watching. The results obtained within the framework of street games in the present study are similar to research results on the street and games in the literature. Accordingly, by comparing the street in terms of “play,” parents who evaluated both the street in their own childhood and the street in the time of their children in early childhood, i.e., the street today, emphasized that the interest in street games from the past to the present has decreased and there are different reasons that lead to this consequence.

Streets are among the physical spaces where individuals live their lives and actively carry out many activities. This research determined that the views of academician parents who have children in early childhood have changed from the past to the present regarding the safety of the street. While parents had positive views of the streets in the past, these views

have changed over time and have become negative opinions towards the street today. The reasons for the change in parents' views on the safety of the street are varied. As regards the literature, Ayaz and Yamaçlı (2019) emphasized that there are various problems with security in the streets and that the streets are physical environments that are dangerous for individuals due to traffic problems. Öztoprak et al. (2012) determined that when compared to the past, today's streets create a fear of crime in parents. The results obtained from this current study are in line with research results carried out about the street and safety in the literature. In this respect, parents who evaluated both the street in their childhood and the street in their children's time by comparing it in terms of safety have feelings of mistrust towards the street contrary to the increased security measures in the developing technology world.

Streets can be viewed as important bridges that connect people's living spaces, and they help the people they connect to share socially common cultures. According to Alver (2010), streets are structures that connect people besides being social units. In this present research, it was determined that the views of academician parents who have children in early childhood have changed towards the social structure of the street. Parents evaluated the changes in the social structure of the street within the frameworks of socio-emotional, human relations, and socio-cultural themes. In the socio-emotional context, parents put forward that trust, the sense of belonging, and social sensitivity decreased. With regard to human relations, parents maintained that communication weakened explaining its cause as technological developments. In socio-cultural terms, they stated that differentiations occurred in the way people live their lifestyles and culture. Likewise, explaining the impact of globalization on cultural values in his study, Mahirogulları (2005) emphasizes that cultural changes are inevitable in our age of satellite technologies. However, he states that the prevention of imposing a single culture by taking the necessary measures in the protection of the existing national and cultural structure plays an important role. In the same vein, Ayaz and Yamaçlı (2019) express that the preservation of the street and neighborhood culture of the past has a critical function in the continuity of traditional cultural values. The results obtained in the present study are similar to the results of the research carried out within the framework of street and culture in the literature. Consequently, it can be said that parents who have children in early childhood believe that the street is contributing gradually less to the “social” and “cultural” development from the past to the present, and in this respect, the lives of children and their parents on the street are becoming increasingly different.

Streets are places where architectural structures are located, and they also constitute the movement area of vehicles. In this study, academician parents whose children in early childhood stated that the street has changed physically from the past to the present. It was determined that parents' opinions about physical change on the street could be classified under two basic headings: "spatial" and "instrumental." Concerning spatial changes, the changes occurring in the settlements come to the fore, whereas in terms of instrumental changes, the changes in vehicles and materials on the streets are emphasized. Regarding materials, play equipment was made of metal and wooden materials in the past, while plastic is preferred more today. Similarly, Ozyılmaz and Sahil (2017) have reported in their study that the change in social structure has reflections on the architectural structure. Perker and Akıncıturk (2011) stated that the needs and wishes of individuals differed due to the changes in social life over time. The results obtained from this study are similar to research results carried out about street and physical structure in the literature. Accordingly, the views about the physical aspects of the street from the past to the present have changed among parents who have children in early childhood.

In this study, the metaphors created by parents towards the past and present street were examined, and the conceptual categories of "living space, play, danger, and indispensability" have emerged about the past street. On the other hand, the conceptual categories of "route, place, trust, and obligation" have been generated for today's street. When the conceptual categories for the street are examined in line with the opinions of the parents, it is seen that there has been a change in the views of individuals towards the street from the past to the present. Within the framework of parental views, the street has been seen as an environment where everyday needs were met, and children played their games freely in the past. However, the street is used for transportation purposes today, it is an instrument for meeting basic needs, and it is considered now as a place where there are no active gaming environments as there were in the past. There have been changes in the structure and function of the street today due to various reasons such as the unsafeness of street areas with technological developments and changing living conditions (Bredenkamp, 2015); there has also been a decrease in game activities on the street (Ozyurek and Oztabak, 2016). Considering the results obtained from similar studies, the findings obtained in this study are similar to the research in the literature. Therefore, it can be said that there are differentiations in the function of the street from the past to the present and in the activities carried out on the street.

### **Recommendations**

In line with the results of this research, which was carried out to examine the views of academicians who have children in early childhood from the past to the present and to reveal the change in the street from various aspects, the following recommendations were developed:

Traditional children's games played on the street can be taught to children starting from the preschool period to ensure the transfer of culture accurately and systematically. It is considered that active play of these games in everyday life can also be encouraged by parents in out-of-school environments. In order to achieve this, parental play teaching workshops should be created to inform the children about the content, rules, spatial characteristics, and materials required for the street games of their parents' childhood. In addition, from the point of view of curriculums, lessons or contents can be integrated into the basic education system where children will learn traditional children's games that support many skills and development areas. Social street projects can be implemented with the support of public institutions and non-governmental organizations to revive the social communication and interactions of individuals and to reinvigorate the "neighborhood and street culture" that existed in the past. By organizing days when children can use the street as safely as in the past, examples can be set to carry the socio-cultural structure that made the street safe in the past to the present. Architectural planning can be made in the construction of physical elements on the streets that do not disturb the spirit of the street of the past, that carry traces of the past, and that can also improve the quality of life by meeting the needs and desires of people in today's world. While making these plans, the collaboration of experts from different disciplines may also reflect our culture on street designs in terms of architectural features. Metaphor studies to be carried out with different study groups to determine perceptions of the past street might provide the basis for new scientific studies by providing a holistic perception of the street in the past.

### **Ethics Committee Approval**

The ethics committee permission of this research was obtained with the decision numbered "32" at the meeting of Sakarya University Social and Human Sciences Ethics Committee dated 07.04.2021 and numbered 33.

## References

- Aksoy, Y. (2011). Çocuk oyun alanları üzerine bir araştırma İstanbul, Isparta, Eskişehir, Erzurum, Kayseri, Ankara, Zonguldak ve Trabzon illeri örneği. *İstanbul Aydın Üniversitesi Dergisi*, 3(11), 82-106.
- Alver, K. (2010). Mahalle: mekân ve hayatın esrarlı birlikteliği. *İdealkent*, 1(2), 116-139.
- Arslan, A. (2017). Geçmişten günümüze uzanan süreçte oyun ve oyuncaklardaki farklılaşmanın incelenmesi (Sivas ili örnekleme). *International e-Journal of Educational Studies (IEJES)*, 1(2), 69-87.
- Ayaz, B., & Yamaçlı, R. (2019). Sokak tasarımlarının sürdürülebilir kalkınma açısından değerlendirilmesi. *Sürdürülebilir Kalkınma Rolüyle Mimarlık* (Eds. L. Y. Tokman, & R. Yamaçlı). Eskişehir Teknik Üniversitesi, Rektörlük Yayınları.
- Aydoğan, T. G., & Dilek, E. F. (2024). Çocuk Dostu Kentsel Planlama ve Tasarım Ölçütleri. *GSI Journals Serie A: Advancements in Tourism Recreation and Sports Sciences*, 7(1), 188-211. <https://doi.org/10.53353/atrss.1367400>
- Başal, H. A. (2007). Geçmiş yıllarda Türkiye'de çocuklar tarafından oynanan çocuk oyunları. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 20(2), 243-266.
- Bredenkamp, S. (2015). *Erken çocukluk eğitiminde etkili uygulamalar* (Çev. Ed.: H. Z. İnan ve T. İnan). Nobel Akademi.
- Çakırer-Özservet, Y. (2015). Geleneksel çocuk oyunları için sokak temelli geleneksel oyun alanlarının yeniden keşfi. I. Uluslararası Türk Dünyası Çocuk Oyun ve Oyuncakları Kurultayı (14-17 May, 2015).
- Demirel Etlı, P., & Yamaçlı, R. (2015). Çocuklar için sokakların güvenlik koşullarının irdelenmesi: Eskişehir Odunpazarı örneği. *Turkish Studies (Elektronik)*, 10(14), 225-244. <http://dx.doi.org/10.7827/TurkishStudies.8997>
- Fichter, J. (1994). *Sosyoloji nedir*. (Çev. N. Çelebi). Atilla Kitabevi.
- Kalish, M., Banco, L., Burke, G., & Lapidus, G. (2010). Outdoor play: A survey of parent's perceptions of their child's safety. *Journal of Trauma and Acute Care Surgery*, 69(4), 218-222.
- Karsten, L., & Van Vliet, W. (2006). Children in the city: Reclaiming the street. *Children Youth and Environments*, 16(1), 151-167.
- Kongar, E. (1995). *Toplumsal değişme kuramları ve Türkiye gerçeği*. Büyük Fikir Kitaplar.
- Mahiroğulları, A. (2005). Küreselleşmenin kültürel değerler üzerine etkisi. *Sosyal Siyaset Konferansları Dergisi*, 1275-1288.

- Öztoprak, Y., Lux, K. M., Gürsesli, S., İpek, Z., Sezgin, B. G., Göloğlu, C., & Bağ, B. (2012). Çocukların sokakta oyun oynamalarına izin verilmemesi-ebeveynin suç korkusu ilişkisi. Erişim adresi: <http://tip.baskent.edu.tr/kw/upload/464/dosyalar/cg/sempozyum/ogrsmpzsnm13/13.S20.pdf>
- Özyılmaz, H. & Sahil, S. (2017). Sosyal yapı değişiminin mimari yapıya yansması: Diyarbakır örneği, *Megaron*, 12(4), 531-544.
- Özyürek, A. ve Yücesan, Y. (2016). Hastane çalışanı ve ebeveyn bakış açısından hastane oyun alanlarının işlevselliğinin incelenmesi. ERPA International Congress on Education, Sarajevo, Bosnia and Herzegovina (2 - 4 June 2016).
- Perker, Z. S. & Akıncıtürk, N. (2011). Geleneksel konutlarda fiziksel değişim Bursa'da üç örnek yapı. *Uludağ Üniversitesi Mühendislik-Mimarlık Fakültesi Dergisi*, 16(1), 29-39.
- Rashid, S. A., Wahab, M. H., Rani, W. N. M. W. M., & Ismail, S. (2017). Safety of street: The role of street design. In AIP Conference Proceedings (Vol. 1891, No. 1, p. 020008). AIP Publishing LLC.
- Sağ, V. (2003). Toplumsal değişim ve eğitim üzerine. *Cumhuriyet Üniversitesi Sosyal Bilimler Dergisi*, 27(1), 11-25.
- Sezer, S. & Gültekin, T. (2020). Yaşlı bireylerin çocukluk dönemlerindeki oyun pratikleri ile günümüz çocuklarının oyun pratiklerinin karşılaştırılması. *Yaşlı Sorunları Araştırma Dergisi*, 13(2), 65-71. <https://doi.org/10.46414/yasad.735773>
- Talu, E. & Yüzbaşıoğlu, F. (2020). Geleneksel sokak oyunlarının çocuk gelişimine katkılarının "Rafadan Tayfa" çizgi filmi üzerinden incelenmesi. *Ulusal Eğitim Akademisi Dergisi*, 4(2), 148-162.
- Tandoğan, O. (2014). Çocuk için daha yaşanılır bir kentsel mekan: Dünyada gerçekleştirilen uygulamalar. *Megaron*, 9(1), 19-33. <https://dx.doi.org/10.5505/MEGARON.2014.43534>
- Uça Güneş, P. (2016). Toplumsal değişim, teknoloji ve eğitim ilişkisinde sosyal ağların yeri. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 2(2), 191-206.
- Yin, R. K. (2014). *Case study methods: design and methods* (5. Baskı). Thousand Oaks: Sage Pbc.