



## Perceptions of Classroom Teachers about Traditional Children's Games

Research Article

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### ABSTRACT

Children and games are an irreplaceable whole of life. Games, by their nature, entertain children and enable them to have a pleasant time. Games also enable children to develop physically, psychologically and socially while entertaining them. Through games, children interact with their environment. This interaction facilitates communication skills, cooperation and cultural transfer in children. The most important games in cultural transfer are traditional children's games. This is because these games, by their nature, carry the traces of the past within. Through traditional games, cultural elements are transferred from generation to generation and they facilitate intergenerational sharing. Additionally, when traditional children's games are practiced in classroom environments, the academic successes of children are also affected positively in many aspects. This study was conducted with the aim of determining the perceptions of classroom teachers about traditional children's games. This study, which aimed to investigate the perceptions of classroom teachers about traditional children's games, constitutes a survey model and is of descriptive quality. The study group in the study consists of 150 classroom teachers, who served in the city of Elazığ during the 2017-2018 education period. In the analysis of the obtained data as a result of the study, "arithmetic means", "percentage" and "frequency" analyses were used. Independent samples t-test and ANOVA tests were used to determine the degree by which the teachers' perceptions were influenced depending on the demographic variables. According to the results of the research conducted, the teachers stated that traditional children's games contributed to the big and small muscle developments positive and enabled children to socialize. The teachers who participated in the study stated that the tongue twisters, short stories and songs used with the traditional children's games contributed to the language and intelligence development positively. Furthermore, the participating teachers in the study stated that virtual games imprisoned children and traditional children's games are needed in today's world.

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### Keywords:

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### Introduction

Games are a field of interest that attract the interest and attention of people from every age group. Since the babyhood period, the individuals who meet with the concept of games maintain their relationship with

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this concept in every period of their lives. Through games, people have fun and spend time with their friends. "Games also have a quality to meet the individual and social development needs of children" (Pehlivan, 1997: 24). Additionally, games provide contributions to the development of children. In terms of the development of individuals, it is seen that the games played during childhood and adolescence periods play a significant role (Horzum, Ayas and Balta, 2008: 77). The mental and psychomotor developments of children who play games are influenced positively. Games are an opportunity for children to develop their motor skills (Kerkez, 2006: 65). Children's games also influence many developmental fields positively in addition to children's motor developments. "It is possible to address these influences in terms of physical, psychomotor, emotional, social, mental-language development and creativity fields" (Toksoy, 2010: 206). Children's games, by enabling children to develop physically and mentally, enable children to live while being in peace with society and themselves. Games influence children's agility, endurance, balance, beautiful figure, strength, speed-velocity, ability, skill, power, rhythm and mental development skills positively (Kaya, 2009: 91). Games, which provide positive contributions to children's development, are one of the basic needs of children. For children to experience a healthy development period, games are as important as other necessities such as nutrition and sleeping (Erbay and Saltalı, 2012: 250). Children relax as they play games and they feel peaceful. Games, by their nature, entertain children and enable them to relax. Games are of importance in terms of not only children's relaxation but also their development. Games are effective and important in every state of children's development since the first years of their lives (Gelişli and Yazıcı, 2015: 1859). Games are one of the most important tools that enable children to discover the environment and real life. Through games, children discover answers to their questions about the world, test new ideas and concepts and practice their skills of problem solving and reasoning (Akman, 2002: 245). Children, who find answers to questions about the world they live in, build their lives on healthier foundations in terms of both their social lives and personalities. Children's games form the foundations of a healthy emotional state and a healthy and consistent personality development (Pehlivan, 2005: 3). Furthermore, through games, the communication skills of children improve. Games are an important factor that enables children to express themselves as well as being an important interest (Fırat, 2013: 889).

Children and games are two inseparable parts of a whole. Children develop and change through games. Children who play games learn abstract thinking as well as concrete thinking and improve themselves. With games, children learn to discover, test, express themselves, improve their imagination, work in groups, share and friendship (Erşan, 2011: 24). Additionally, children's games contribute to the socialization of children. Games which are played individually or in groups, socialize children and teach them to cooperate with their friends (Gay, 2018: 69). Individuals who socialize and learn cooperation can gain a place in society more comfortably and provide academic contributions. When children achieve learning with the help of games, they will enable learning that is more permanent. This is because the more sense organs are used during learning, the more permanent and accurate the learning occurs (Gürsoy and Arslan, 2011: 184). Children's games, by their nature, can appeal to many sense organs of children. Using games during lessons and integrating them into lessons can improve the quality of education (Bakar, Tuzun and Cagiltay, 2008). Improving the quality of education contributes to lessons in terms of being more efficient and in the desired way. At this point, the most effective type of games is educational games. "Educational games are serious games which are especially used for education" (Backlund and Hendrix, 2013: 1).

Children's games are a factor that enables the transfers of cultural elements from generation to generation as well as enabling children to develop physically mentally and socially. The games, which reflect the culture and tradition of the society and played for entertainment purposes in times when possibilities are limited, also called traditional children's games, play a major role in the transfer of cultures. These games, which are played in the past and existed in the society, strengthen the intergenerational bonds and enable children to have fun and learn. Games contain the elements from the time and place in which they were played.

Traditional children's games are games that enable children to meet their needs for games and learn while playing. With traditional children's games, children relax by playing games in their natural environments. Lately, the technological innovations have caused children to stay away from traditional games and play technological games. Actually, technological innovations and tools do not prevent children from playing outside (Sanga, 2017: 143). When we provide the playing environments and materials for children to play outside, we provide an attractive environment for children. Traditional children's games, by their nature, are not costly games. The materials for traditional games are not as costly as materials for modern games and they are not difficult to find. Materials for traditional games can be obtained from the environment (Charles, Abdullah, Musa, & Kosni, 2017: 925). While children obtain materials for traditional games from the environment, they also meet with cultural properties (Smirnova, 2011: 37). Thus, cultural elements are transferred to future generations. Furthermore, when traditional children's games are used in classroom environments, they attract the interest and attention of children. When traditional games are chosen as educational tools in classroom environments, they influence the learning performance positively (Trajkovik, Malinovski, Stojanovska and Vasileva, 2018). When traditional children's games, which provide many contributions to children's lives, are thought in schools and used in lessons, the increase in success is inevitable.

Games are important tools that enable children to develop and change with all their developmental aspects. Classroom teachers have many effects on children. The negative and positive effect of teachers who personally attend to children and spend time with children on students' cognitive, emotional and psychomotor development is an unavoidable fact (Dalaman, 2015:61). These effects have a quality to increase or decrease the connection of teachers with students. Classroom teachers are important individuals who play roles in children's recognition of life and living at peace with society. Children who develop positive manners and attitudes towards learning in school desks can participate in learning interactions in a more active way (Tortop and Ocak, 2010: 16). In order to achieve this positive attitude, games, which is one of the most important tools benefiting teachers, can enable children to share their world in a natural and healthy way by establishing a communication with children (Ateş, 2016: 24). Games are natural environments for children. Games constitute one of the most important environments where children are individuals and where they can express themselves. Individuals who play games and do sports gain new social circles and new friendships (Yavuz, 2016: 790). As individuals gain new social environments and friends, they socialize. While playing games, children meet with social environments and learn to cooperate, help each other, share and how to solve social problems in an appropriate way (Çelik and Şahin, 2013: 471). Traditional games also provide a significant contribution to children's socialization and comprehension of the traditional elements of society.

### **The Aim of the Study**

This study was conducted with the aim of determining the perceptions of classroom teachers about traditional children's games. For this aim, the perceptions of classroom teachers about traditional children's games were investigated by referring to them and evaluated based on the results. For achieving this aim, the following sub-aims were investigated.

- Do the participating classroom teachers have sufficient levels of information about traditional children's games?
- What are the perceptions of participating classroom teachers in the study about traditional children's games?
- Are there any differences in the perceptions of participating classroom teachers in the study about traditional children's games in terms of gender variable?
- Are there any differences in the perceptions of participating classroom teachers in the study about traditional children's games in terms of professional seniority variable?

- Are there any differences in the perceptions of participating classroom teachers in the study about traditional children's games in terms of school of graduation variable?
- Are there any differences in the perceptions of participating classroom teachers in the study about traditional children's games in terms of classroom size variable?
- Are there any differences in the perceptions of participating classroom teachers in the study about traditional children's games in terms of grade of education variable?

## Method

### Research Model

This study, which aimed to investigate the perceptions of classroom teachers about traditional children's games, constitutes a survey model and is of descriptive quality. The studies that aim to collect data to determine certain properties of a group are called survey studies (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirci, 2009: 16). Additionally, "Survey models constitute research approaches that describe situations that existed in the past or still exist as they are" (Ersoy, 2013: 362). In this study, a survey model was chosen because it was aimed to refer to existent perceptions about values education. "In survey studies, individuals answer to questionnaires or they are interviewed for their attitudes, activities, thoughts and beliefs" (Christensen, Johnson and Turner, 2015: 368). In this study, which is prepared according to the survey research model, questionnaires were used and the results were analyzed by conducting them with classroom teachers.

### Population and Sample

The population of our study consists of classroom teachers. The sample consists of 150 classroom teachers who were serving in the city of Elazığ in the 2017-2018 education period. In the determination of the sample, the simple random sampling method, which is a sampling method based on possibility, was chosen. In the simple random sampling method, there is a possibility for each individual in the population to be chosen and be independent in being chosen for the sample (Balci, 2011: 96).

**Table 1.** Personal Information of the Study Group

		Frequency	Percentage (%)
<b>Gender</b>	Female	58	40
	Male	86	60
<b>School of Graduation</b>	Education College- Education Institute	41	28
	Faculty of Education – Undergraduate	89	60
	Other Undergraduate Programs	18	12
<b>Professional Seniority</b>	1-5 Years	21	15
	6-10 Years	24	17
	11-15 Years	18	12
	16-20 Years	31	21
	21 Years and Above	50	35
<b>Grade of Education</b>	1 <sup>st</sup> Grade	51	35
	2 <sup>nd</sup> Grade	35	24
	3 <sup>rd</sup> Grade	39	27
	4 <sup>th</sup> Grade	20	14

In the investigation of Table 1, it was observed that the classroom teachers consisted of 40 % females and 60% males.

In the investigation of Table 1, it was observed that the participating classroom teachers consisted of 28% of Education College-Education Institute graduates, 60% of Faculty of Education Undergraduates and 12% of Other Undergraduate Program graduates.

In the investigation of Table 1, according to the professional seniority variable of the participating teachers, it was observed that the participating teachers included 15% of 1-5 years, 17% of 6-10 years, 12% of 11-15 years, 21% of 16-20 years and 35% of 21 years and above professional seniority.

In the investigation of Table 1, according to the grade of education variable of the participating teachers, it was observed that 35% of them taught 1st grade while 24% of them taught 2nd grade, followed by 27% of teachers who taught 3rd grade and 14% of them who taught 4th grade.

### Data Collection and Analysis

The data were collected by the questionnaire, which was created by investigating the related literature and referring to experts' opinion. The questionnaire form consists of 2 sections. The first section of the questionnaire includes demographic data. The second section of the questionnaire includes 30 items regarding the perceptions about traditional children's games. The second section of the questionnaire aims to determine the perceptions of classroom teachers about traditional children's games. The questionnaire is a 5-point Likert type scale and the evaluation was conducted based on this. In the data analysis, SPSS statistics package software was used. In the analysis of the data collected from the study, "arithmetic means", "percentage" and "frequency" analyses were used. Additionally, independent samples t-test and ANOVA tests were used to determine the degree by which the teachers' perceptions were influenced depending on the demographic variables.

### Findings and Interpretations

In this section, the findings obtained regarding the results of the study were presented in tables and interpreted.

### Findings and Interpretations Regarding Traditional Children's Games

**Table 2.** Results Regarding Traditional Children's Games

	Items Regarding Traditional Children's Games	Strongly Agree (%)	Agree (%)	Partially Agree (%)	Disagree (%)	Strongly Disagree	$\bar{X}$	sd.
1	Traditional children's games improve children's physical development.	54,0	37,3	7,3	1,3	-	4,44	0,69
2	As a classroom teacher, I have sufficient levels of information about traditional children's games.	14,0	40,0	36,7	7,3	2,0	3,56	0,89
3	Traditional children's games enable me to identify the physical and psychological characteristics of my students.	26,7	53,3	17,3	2,7	-	4,04	0,74
4	Traditional children's games facilitate children's mental development.	31,5	49,7	17,4	1,3	-	4,11	0,73
5	Through traditional children's games, education and learning activities are conducted in a more entertaining way.	42,3	48,3	8,7	0,7	-	4,32	0,66
6	Schoolyards are not suitable for playing traditional children's games.	25,5	32,9	28,2	11,4	2,0	3,68	1,04

7	Traditional children's games contribute to children's socialization.	47,3	43,3	9,3	-	-	4,38	0,65
8	While conducting traditional children's games, my formal dress prevents me from being comfortable and active in the games.	44,0	28,7	19,3	6,7	1,3	4,07	1,01
9	By conducting traditional children's games, it is enabled that these games are transferred to future generations.	53,4	40,5	5,4	0,7	-	4,46	0,63
10	Traditional children's games positively contribute to the development of big and small muscles in children.	46,3	42,3	10,1	1,3	-	4,33	0,71
11	In traditional children's games, there are risks of accident and injury.	6,1	27,0	45,9	18,2	2,7	3,15	0,88
12	Traditional children's games are of importance in protecting and maintaining cultural values.	48,3	38,1	9,5	3,4	0,7	4,29	0,83
13	With traditional children's games, much time is wasted in education and learning activities.	8,7	10,0	21,3	46,7	13,3	2,54	1,11
14	Traditional children's games make passive and timid students active.	36,9	52,3	7,4	2,0	1,3	4,21	0,77
15	Tongue twisters, short stories and songs etc. used in traditional children's games influence children's language and mental development.	42,0	52,0	4,7	0,7	0,7	4,34	0,66
16	Traditional children's games increase children's self-confidence.	42,3	46,3	10,1	0,7	0,7	4,28	0,72
17	If the games or the playing environments are not managed well in traditional children's games, children may experience insecurity, timidity, shyness etc.	16,7	42,0	28,7	11,3	1,3	3,61	0,93
18	I am on the side that traditional children's games should be taught by physical education teachers.	23,0	34,5	20,9	17,6	4,1	3,54	1,14
19	I carry out the guidebook word-for-word in games and physical activities lessons.	9,4	18,1	47,7	20,8	4,0	3,08	0,96
20	I disapprove of the guidebook and the material prepared for the games and physical activities lesson.	13,6	26,5	44,2	14,3	1,4	3,36	0,93
21	I believe that an intense place should be allocated to traditional children's games in games and physical activities lesson.	21,6	42,6	31,8	3,4	0,7	3,81	0,83
22	I have difficulties in conducting the games in the curriculum of games and physical activities lesson.	11,4	32,9	33,6	19,5	2,7	3,30	0,99
23	In the games and physical activities lesson, I conduct traditional children's games.	10,1	44,3	35,6	7,4	2,7	3,51	0,87
24	I conduct reading and writing education in games and physical activities lesson.	5,4	14,2	24,3	41,9	14,2	2,54	1,07
25	I conduct traditional children's games in free activities lesson.	8,3	29,2	54,2	4,9	3,5	3,34	0,83
26	I conduct educational children's games generally practiced within the classroom.	6,8	33,1	54,1	6,1	-	3,40	0,70

27	Because there are not required playgrounds, traditional children's games are conducted less.	19,2	41,1	26,0	12,3	1,4	3,64	0,97
28	Traditional children's games are left for extinction because the necessary attention is not paid.	23,0	39,2	28,4	8,1	1,4	3,74	0,94
29	In today's world where computer games reign, the importance of traditional children's games has increased more.	40,3	28,9	13,4	12,8	4,7	3,87	1,20
30	The need for traditional children's games is more in today's world where virtual games imprison children.	46,0	38,0	10,7	2,7	2,7	4,22	0,93

In the investigation of Table 2, regarding traditional children's games, the participating teachers reported their perceptions at the level of "completely agree" in "Traditional children's games improve children's physical development." item ( $\bar{X}=4,44$ ), "Through traditional children's games, education and learning activities are conducted in a more entertaining way." item ( $\bar{X}=4,32$ ), "Traditional children's games contribute to children's socialization." item ( $\bar{X}=4,38$ ), "By conducting traditional children's games, it is enabled that these games are transferred to future generations." item ( $\bar{X}=4,46$ ), "Traditional children's games positively contribute to the development of big and small muscles in children." item ( $\bar{X}=4,33$ ), "Traditional children's games are of importance in protecting and maintaining cultural values" item ( $\bar{X}=4,29$ ), "Traditional children's games make passive and timid students active." item ( $\bar{X}=4,21$ ), "Tongue twisters, short stories and songs etc. used in traditional children's games influence children's language and mental development." item ( $\bar{X}=4,34$ ), "Traditional children's games increase children's self-confidence." item ( $\bar{X}=4,28$ ) and "The need for traditional children's games is more in today's world where virtual games imprison children." item ( $\bar{X}=4,22$ ).

In the investigation of Table 2, regarding traditional children's games, the participating teachers reported their perceptions at the level of "agree" in "As a classroom teacher, I have sufficient levels of information about traditional children's games." item ( $\bar{X}=3,56$ ), "Traditional children's games enable me to identify the physical and psychological characteristics of my students." item ( $\bar{X}=4,04$ ), "Traditional children's games facilitate children's mental development." item ( $\bar{X}=4,11$ ), "Schoolyards are not suitable for playing traditional children's games." item ( $\bar{X}=3,68$ ), "While conducting traditional children's games, my formal dress prevents me from being comfortable and active in the games." item ( $\bar{X}=4,07$ ), "If the games or the playing environments are not managed well in traditional children's games, children may experience insecurity, timidity, shyness etc." item ( $\bar{X}=3,61$ ), "I am on the side that traditional children's games should be taught by physical education teachers." item ( $\bar{X}=3,54$ ), "I believe that an intense place should be allocated to traditional children's games in games and physical activities lesson." item ( $\bar{X}=3,81$ ), "In the games and physical activities lesson, I conduct traditional children's games" item ( $\bar{X}=3,51$ ), "Because there are not required playgrounds, traditional children's games are conducted less." item ( $\bar{X}=3,64$ ), "Traditional children's games are left for extinction because the necessary attention is not paid." item ( $\bar{X}=3,74$ ) and "In today's world where computer games reign, the importance of traditional children's games has increased more." item ( $\bar{X}=3,87$ ).

In the investigation of Table 2, regarding traditional children's games, the participating teachers reported their perceptions at the level of "partially agree" in "In traditional children's games, there are risks of accident and injury." item ( $\bar{X}=3,15$ ), "I carry out the guidebook word-for-word in games and physical activities lessons." item ( $\bar{X}=3,08$ ), "I disapprove of the guidebook and the material prepared for the games and physical activities lesson." item ( $\bar{X}=3,36$ ), "I have difficulties in conducting the games in the curriculum of

games and physical activities lesson." item ( $\bar{X}=3,36$ ), "I conduct traditional children's games in free activities lesson." item ( $\bar{X}=3,34$ ), "I conduct educational children's games generally practiced within the classroom." item ( $\bar{X}=3,40$ ).

In the investigation of Table 2, regarding traditional children's games, the participating teachers reported their perceptions at the level of "disagree" in "With traditional children's games, much time is wasted in education and learning activities." item ( $\bar{X}=2,54$ ) and "I conduct reading and writing education in games and physical activities lesson." item ( $\bar{X}=2,54$ ).

### Results and interpretation of t-test regarding traditional children's games according to the gender variable of the participating teachers

As a result of the analysis conducted for the participating teachers' perceptions of traditional children's games according to the gender variable, differences were found in seven items and they were presented in Table 3.

**Table 3.** Results of t-test regarding traditional children's games according to the gender variable of the participating teachers

Item No	Female			Male			t	p
	n	$\bar{X}$	sd	n	$\bar{X}$	sd		
6	57	3,40	0,97	86	3,83	1,07	2,45	0,016
9	56	4,33	0,61	86	4,55	0,62	2,06	0,042
14	58	4,03	0,81	85	4,34	0,73	2,34	0,020
28	57	3,70	1,04	85	3,88	0,86	2,06	0,041

$p < .05$

According to the t-test conducted for the gender variable, the items with significant differences, items 6, 9, 14 and 28, were interpreted in this section. In the investigation of Table 3, it was observed that there were significant differences in the 6<sup>th</sup> item, "Schoolyards are not suitable for playing traditional children's games.", in the analysis conducted according to the gender variable of the participants ( $t=-2,45$ ;  $p<.05$ ). This item was agreed with more by male teachers ( $\bar{X}=3,83$ ) compared to female teachers ( $\bar{X}=3,40$ ).

In the investigation of Table 3, it was observed that there were significant differences in the 9<sup>th</sup> item, "By conducting traditional children's games, it is enabled that these games are transferred to future generations.", in the analysis conducted according to the gender variable of the participants ( $t=-2,06$ ;  $p<.05$ ). This item was agreed with more by male teachers ( $\bar{X}=4,55$ ) compared to female teachers ( $\bar{X}=4,33$ ).

In the investigation of Table 3, it was observed that there were significant differences in the 14<sup>th</sup> item, "Traditional children's games make passive and timid students active.", in the analysis conducted according to the gender variable of the participants ( $t=-2,34$ ;  $p<.05$ ). This item was agreed with more by male teachers ( $\bar{X}=4,34$ ) compared to female teachers ( $\bar{X}=4,03$ ).

In the investigation of Table 3, it was observed that there were significant differences in the 28<sup>th</sup> item, "Traditional children's games are left for extinction because the necessary attention is not paid.", in the analysis conducted according to the gender variable of the participants ( $t=-2,06$ ;  $p<.05$ ). This item was agreed with more by male teachers ( $\bar{X}=3,88$ ) compared to female teachers ( $\bar{X}=3,70$ ).



### Results and interpretation of F test regarding traditional children's games according to the professional seniority variable of the participating teachers

As a result of the analysis conducted for the participating teachers' perceptions of traditional children's games according to the professional seniority variable, differences were found in three items and they were presented in Table 4.

**Table 4.** Results of F test regarding traditional children's games according to the professional seniority variable of the participating teachers

Item No	1-5 (a)		6-10 (b)		11-15 (c)		16-20 (d)		21 and above(e)		Variance		Groups with differences (Scheffe)
	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd	F	p	
17	3,85	0,91	4,08	0,82	3,66	1,13	3,58	0,80	3,32	0,93	3,25	0,014	b and e, b and e,
18	3,61	1,16	3,04	1,19	3,27	1,17	3,56	1,07	3,87	1,07	2,57	0,041	a and b, a and e,
26	3,15	1,04	3,66	0,78	3,11	0,75	3,35	1,16	3,53	0,93	2,74	0,031	b and c, c and e

$p < .05$

As a result of the variance analysis, according to the professional seniority variable, the items with significant differences, items 17, 18 and 26, were interpreted in this section. Initially, Scheffe test was conducted for pairwise comparisons.

In the investigation of Table 4, it was observed that there were significant differences in the 17<sup>th</sup> matter, "If the games or the playing environments are not managed well in traditional children's games, children may experience insecurity, timidity, shyness etc.", in the variance analysis conducted according to the professional seniority variable of the participants ( $F=3,25$ ;  $p<.05$ ). It was observed that according to the professional seniority variable, the teachers with 6-10 years of professional seniority ( $\bar{X}=4,08$ ) agreed more with this item compared to those with 21 years and above ( $\bar{X}=3,32$ ).

In the investigation of Table 4, it was observed that there were significant differences in the 18<sup>th</sup> matter, "I am on the side that traditional children's games should be taught by physical education teachers.", in the variance analysis conducted according to the professional seniority variable of the participants ( $F=2,57$ ;  $p<.05$ ). It was observed that according to the professional seniority variable, the teachers with 21 years and above professional seniority ( $\bar{X}=3,87$ ) agreed more with this item compared to those with 6-10 years ( $\bar{X}=3,04$ ).

In the investigation of Table 4, it was observed that there were significant differences in the 26<sup>th</sup> matter, "I conduct educational children's games generally practiced within the classroom.", in the variance analysis conducted according to the professional seniority variable of the participants ( $F=2,74$ ;  $p<.05$ ). It was observed that according to the professional seniority variable, the teachers with 21 years and above ( $\bar{X}=3,53$ ) and 6-10 years professional seniority ( $\bar{X}=3,66$ ) agreed more with this item compared to those with 1-5 years ( $\bar{X}=3,15$ ). Additionally, in the investigation of the table, it was observed that those with 21 years and above ( $\bar{X}=3,53$ ) and 6-10 years of professional seniority ( $\bar{X}=3,66$ ) agreed more with this item compared to those with 11-15 years ( $\bar{X}=3,11$ ).

### Results and interpretation of F test regarding traditional children's games according to the classroom size variable of the participating teachers

As a result of the analysis conducted for the participating teachers' perceptions of traditional children's games according to the classroom size variable, differences were found in three items and they were presented in Table 5.

**Table 5.** Results of F test regarding traditional children's games according to the classroom size variable of the participating teachers

Item No	20 and below (a)		21-30 (b)		31-40 (c)		41 and above (d)		Variance		Groups with differences (Scheffe)
	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd	F	p	
12	4,17	0,93	4,42	0,71	4,29	0,82	3,76	1,09	2,97	0,034	b and d
15	4,08	0,97	4,44	0,55	4,48	0,50	4,11	0,58	3,07	0,30	a and b, a and c
17	3,04	0,90	3,70	0,92	3,77	0,84	3,77	1,00	3,80	0,012	a and b, a and c

$p < .05$

As a result of the variance analysis, according to the classroom size variable, the items with significant differences, items 12, 15 and 17, were interpreted in this section. Initially, Scheffe test was conducted for pairwise comparisons.

In the investigation of Table 5, it was observed that there were significant differences in the 12<sup>th</sup> matter, "Traditional children's games are of importance in protecting and maintaining cultural values.", in the variance analysis conducted according to the classroom size variable of the participants ( $F=2,97$ ;  $p<.05$ ). It was observed that according to the classroom size variable, the teachers with a classroom size of 21-30 ( $\bar{X}=4,42$ ) agreed more with this item compared to those with 41 and above ( $\bar{X}=3,76$ ).

In the investigation of Table 5, it was observed that there were significant differences in the 15<sup>th</sup> matter, "Tongue twisters, short stories and songs etc. used in traditional children's games influence children's language and mental development.", in the variance analysis conducted according to the classroom size variable of the participants ( $F=3,07$ ;  $p<.05$ ). It was observed that according to the classroom size variable, the teachers with a classroom size of 31-40 ( $\bar{X}=4,44$ ) agreed more with this item compared to those with 20 and below ( $\bar{X}=4,08$ ).

In the investigation of Table 5, it was observed that there were significant differences in the 17<sup>th</sup> matter, "If the games or the playing environments are not managed well in traditional children's games, children may experience insecurity, timidity, shyness etc.", in the variance analysis conducted according to the classroom size variable of the participants ( $F=3,80$ ;  $p<.05$ ). It was observed that according to the classroom size variable, the teachers with classroom sizes of 21-30 ( $\bar{X}=3,77$ ) and 31-40 ( $\bar{X}=3,70$ ) agreed more with this item compared to those with 20 and below ( $\bar{X}=3,04$ ).

### Results and interpretation of F test regarding traditional children's games according to the grade of education variable of the participating teachers

As a result of the analysis conducted for the participating teachers' perceptions of traditional children's games according to the grade of education variable, differences were found in two items and they were presented in Table 6.

**Table 6.** Results of F test regarding traditional children's games according to the grade of education variable of the participating teachers

Item No	1 (a)		2 (b)		3 (c)		4 (d)		Variance		Groups with Differences (Scheffe)
	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd	F	p	
17	3,37	0,97	3,88	0,86	3,51	0,85	4,00	0,91	3,58	0,016	a and b, a and d
26	3,38	0,59	3,74	0,81	3,28	0,56	3,10	0,78	4,68	0,004	b and c, b and d

p< .05

As a result of the variance analysis, according to the grade of education variable, the items with significant differences, items 17 and 26, were interpreted in this section. Initially, Scheffe test was conducted for pairwise comparisons.

In the investigation of Table 6, it was observed that there were significant differences in the 17<sup>th</sup> matter, "If the games or the playing environments are not managed well in traditional children's games, children may experience insecurity, timidity, shyness etc.", in the variance analysis conducted according to the grade of education variable of the participants (F=3,58; p<.05). It was observed that according to the grade of education variable, the teachers who taught 2<sup>nd</sup> grade ( $\bar{X}$ =3,74) and 4<sup>th</sup> ( $\bar{X}$ =4,00) grade agreed more with this item compared to those who taught 1<sup>st</sup> grade ( $\bar{X}$ =4,00).

In the investigation of Table 6, it was observed that there were significant differences in the 26<sup>th</sup> matter, "I conduct educational children's games generally practiced within the classroom.", in the variance analysis conducted according to the grade of education variable of the participants (F=4,68; p<.05). It was observed that according to the grade of education variable, the teachers who taught 2<sup>nd</sup> grade ( $\bar{X}$ =3,74), agreed more with this item compared to those who taught 3<sup>rd</sup> grade ( $\bar{X}$ =3,28) and 4<sup>th</sup> grade ( $\bar{X}$ =3,10).

### Results and interpretation of F test regarding traditional children's games according to the school of graduation variable of the participating teachers

As a result of the analysis conducted for the participating teachers' perceptions of traditional children's games according to the school of graduation variable, differences were found in three items and they were presented in Table 7.

**Table 7.** Results of F test regarding traditional children's games according to the school of graduation variable of the participating teachers

Item No	Education				Other		Variance		Groups with differences (Scheffe)
	College- Education Institute (a)		Faculty of Education (b)		(Undergraduat e) (c)		F	p	
	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd			
6	4,00	1,00	3,65	1,00	3,05	1,05	5,52	0,005	a and c
18	4,05	0,88	3,32	1,22	3,50	0,92	5,81	0,004	a and b
27	3,80	0,91	3,66	0,91	3,11	1,23	3,32	0,039	a and c

p< .05

As a result of the variance analysis, according to the school of graduation variable, the items with significant differences, items 6, 18 and 27, were interpreted in this section. Initially, Scheffe test was conducted for pairwise comparisons.

In the investigation of Table 7, it was observed that there were significant differences in the 6<sup>th</sup> matter, "Schoolyards are not suitable for playing traditional children's games.", in the variance analysis conducted according to the school of graduation variable of the participants (F=5,52; p<.05). It was observed that according to the school of graduation variable, the teachers who graduated from education college – education

institute ( $\bar{x}=4,00$ ) agreed more with this item compared to those who graduated from other (undergraduate) programs ( $\bar{x}=3,05$ ).

In the investigation of Table 7, it was observed that there were significant differences in the 18<sup>th</sup> matter, "I am on the side that traditional children's games should be taught by physical education teachers.", in the variance analysis conducted according to the school of graduation variable of the participants ( $F=5,81$ ;  $p<.05$ ). It was observed that according to the school of graduation variable, the teachers who graduated from education college – education institute ( $\bar{x}=4,05$ ) agreed more with this item compared to those who graduated from faculty of education ( $\bar{x}=3,32$ ).

In the investigation of Table 7, it was observed that there were significant differences in the 27<sup>th</sup> matter, "I am on the side that traditional children's games should be taught by physical education teachers.", in the variance analysis conducted according to the school of graduation variable of the participants ( $F=3,32$ ;  $p<.05$ ). It was observed that according to the school of graduation variable, the teachers who graduated from education college – education institute ( $\bar{x}=3,80$ ) agreed more with this item compared to those who graduated from other (undergraduate) programs ( $\bar{x}=3,11$ ).

### Discussion, Results and Suggestions

#### Discussion and Results

The aim of this study is to determine the perceptions of classroom teachers about traditional children's games. The participating teachers in the study stated that they had sufficient knowledge about traditional children's games. Teachers believed that traditional children's games improved physical development by contribution to small and big muscle development. When the literature is reviewed, it was observed that there were studies that supported the positive effect of traditional children's games on the physical development of children and the benefits regarding the muscle development of children. For example, Akbari et al. (2009) revealed the positive effects of traditional games on basic motor skills in their study. Additionally, they reported that the findings obtained in their study coincided with the idea that basic motor skills were developed and learned by practices and education. Budak, Kılıç and Taşkın (2017), as a result of their study, concluded that traditional children's games had positive effects of students' rhythm skills.

The participating teachers in the study stated that the tongue twisters, short stories and songs used along with traditional children's games affected language and mental development positively. Verbal communication activities, such as tongue twisters, songs and short stories, are expected to contribute to language and mental development. Erşan (2011: 26) reported that the language and mental development of children were affected by games. The participating teachers in the study stated that traditional children's games enable that the lessons were conducted in an entertaining way and helped passive and withdrawn students become active as well as facilitating children's socialization. In the literature review, it was observed that there were studies regarding the positive contribution of games to children's socialization (Aral, 2000; Gay, 2018). The participants also stated that they observed the physical and psychological characteristics of students through traditional children's games. Teachers can also use the traditional children's games to observe and evaluate children's developments in various terms. Based on the findings obtained, it can be stated that the teachers had sufficient levels of awareness about the significance of traditional children's games in children's development.

The participating teachers in the study stated that the schoolyards were not available for conducting traditional children's games. In the examination of the play style of traditional children's games, it can be observed that there is no need for a specifically designed area for traditional children's games. The place and time for traditional children's games vary depending on the individuals who play them (Ministry of Culture and Tourism, 2019). A majority of traditional children's games has a structure that enables them to be played

in almost any environment. "As the playfield can be anywhere, it can also be everywhere" (Ormanlıoğlu, 2013: 14). However, traditional games, such as "snake game" which requires the ground to be dug to create the playfield, may not be available to conduct in schoolyards. When considered according to this information, the reason for the answers of the teachers could be the fact that the teachers do not have sufficient knowledge about traditional children's games or their inability to conduct a few specific traditional children's games in schoolyards. This study cannot explain the reason for the teachers in perceiving schoolyards to be unavailable to conduct traditional children's games. Therefore, the reason for this perception of the teachers can be a different factor that was not investigated during the study. Furthermore, the teachers partially agreed with the statement that traditional children's games had risks of injury and accident. It can be beneficial to consider these risks and take the necessary precaution during conducting traditional children's games in schools.

The participating teachers in the study stated that they were on the side that traditional children's games should be taught by physical education teachers. When the structure of traditional children's games is examined, it is observed that these games do not require expertise to teach and conduct. In fact, this is one of the aspects that traditional children's games differ from games such as football and basketball for which tournaments at professional levels are conducted. Traditional children's games have reached to today through being played by children for generations and have specific characteristics depending on the culture. The reason for teachers to think this way could be the formal dress they wear in schools. The first duty of teachers in playtime should be organizing the environment for both children and themselves to function effectively (Davaslıgil, 1989: 27). While providing this organization of the environment, teachers should play games with children themselves. Therefore, while conducting traditional children's games, teachers stated that their formal dress prevented them from being comfortable and active in games. Because physical education teachers do not have an obligation to dress formally, they can be more advantageous during the process of teaching and conducting traditional children's games. Although teachers believed that traditional children's games did not cause a waste of time in the period of education and teaching, the reason for them to be on the side that traditional children's games should be taught by physical education teachers might be due to the formal dress they wear.

The participating teachers with high professional seniority agreed with the statement that traditional children's games should be taught by physical education teachers more compared to teachers with lower professional seniority. Additionally, the teachers with Education College – Education Institute graduation advocated that traditional children's games should be taught by physical education teachers traditional children's games compared to teachers with faculty of education graduation. Therefore, the main reason for the difference observed here could be the ages of the teachers. It can be stated that older teachers advocated with the statement that traditional children's games should be taught by physical education teachers more compared to younger teachers. The reason for this can be the fact that due to older ages of teachers, they might have difficulties while conducting traditional children's games and observing children.

The teachers with higher classroom sizes agreed with the statement that tongue twisters, stories and songs used in traditional children's games affected the language and mental development of children more compared to teachers with lower classroom sizes. In a study conducted by Baçal (2007), it was reported that games and toys, which were sometimes used in games and complete the game developed children's physical abilities as well as contributing to their mental development through thinking and exploring. Teachers who served in classrooms where the classroom size is high, due to their high classroom size, may not be able to allocate sufficient time to every student. Because the vocalization of the tongue twisters, stories and songs used in traditional children's games is conducted by the participation of almost all the classroom, they enable economic use of education time. Teachers with high classroom size, due to the low amount of time they can

allocate to every student in the lesson, can observe the positive effects of tongue twisters, stories and songs used in traditional children's games more compared to teachers with lower classroom size.

"The most natural and effective method in maintaining cultural values is using the element of entertainment" (Esen, 2008: 360). However, according to the result of the study, teachers with low classroom size agreed with the statement that traditional children's games have an important place in protecting and maintaining cultural values more compared to teachers with high classroom size. In the region where the study was conducted, because the schools with low classroom size were those that were out of the city center, the reason for the finding can be the difference in student profile between students who live in cities and those who live in rural areas.

The participating teachers in the study advocated that traditional children's games should be given place in games and physical activities lesson and stated that they conducted traditional children's games in these lessons. As a result of the regulations implemented by the Ministry of National Education, traditional children's games have already been given place in school and children's games cards were conveyed to teachers to guide them.

The participating male teachers in the study agreed with the statements that schoolyards are not suitable for traditional children's games, conducting traditional children's games enabled their transfer to future generations, traditional children's games activated passive students and traditional children's games face extinction due to insufficient interest towards them more compared to female teachers. "Showing the playground to children, encouraging them to games is more valuable than giving them various and expensive toys" (Ormanlıoğlu, 2013: 15). This is because when children are given playgrounds, they can build their own games more comfortably and have fun.

Teachers with low professional seniority agreed with the statement that poor management of games or playing environments in traditional children's games might lead to problems such as insecurity, timidity and shyness in children more compared to teachers with higher professional seniority. This result was also agreed by the 2<sup>nd</sup>-grade teachers more compared to 4<sup>th</sup>-grade teachers.

Teachers with higher professional seniority agreed with the statement that they conducted educational games in classrooms more compared to teachers with lower professional seniority. Teachers with higher professional seniority might prefer classroom games because they might have difficulties playing games outside with students due to their ages.

The participating teachers in the study stated that virtual games imprison children and today, traditional children's games are needed. This is because, children or adults who spend time with computers while playing games can develop problems such as degrading social relationships with family or friends, changing of school or work life or becoming addicted (Horzum, Ayas and Balta, 2008: 77).

### **Suggestions**

- Schoolyards can be made more suitable to conduct traditional children's games.
- The necessary environments can be provided for classroom teachers to wear comfortable dresses while conducting traditional children's games.
- Courses that explain traditional children's games to teachers can be initiated.
- It can be provided that traditional children's games are placed in syllabuses and used in all of the lessons.
- Informative practices regarding the effects of children's games on children's development can be conducted for teachers.
- Researchers can conduct studies regarding the effects of children's games on development.

- Researchers can conduct studies regarding the effects of children's games on education.
- Researchers can conduct studies regarding the suitability of schoolyards for traditional children's games.

## GENİŞLETİLMİŞ ÖZET

### SINIF ÖĞRETMENLERİNİN GELENEKSEL ÇOCUK OYUNLARINA İLİŞKİN GÖRÜŞLERİ

Oyun, çocuğun kendini ifade edebildiği ve eğlenirken öğrenebildiği en önemli araçlardan biridir. Oyun sayesinde çocuk sosyalleşirken, çevresiyle ilişkiler kurmayı ve toplum içerisinde yer alabilmeyi de aynı zamanda öğrenmektedir. Geleneksel çocuk oyunları da çocukların geçmiş ile olan bağlantısını sağlamada ve kültürel özellikleri nesillere aktarmada önemli roller üstlenmektedir. Geleneksel çocuk oyunları ile çocuklar eğlenirken öğrenmekte, öğrendiklerini de gerçek yaşam da uygulama fırsatı bulmaktadır.

#### Araştırmanın Amacı

Bu araştırma sınıf öğretmenlerinin geleneksel çocuk oyunlarına ilişkin görüşlerini belirlemek amacıyla yapılmıştır. Bu amaç ile geleneksel çocuk oyunlarına ilişkin sınıf öğretmenlerinin görüşleri alınarak incelenmiş ve sonuçlara dayalı olarak değerlendirilmiştir. Bu amacın gerçekleştirilmesine yönelik aşağıda ki alt amaçlara da cevap aranmıştır.

- Araştırmaya katılan sınıf öğretmenlerinin geleneksel çocuk oyunları hakkında yeterli düzeyde bilgi sahibi mi?
- Araştırmaya katılan sınıf öğretmenlerinin geleneksel çocuk oyunlarına ilişkin görüşleri nelerdir?
- Araştırmaya katılan sınıf öğretmenlerinin cinsiyet değişkenine göre geleneksel çocuk oyunların ile ilgili görüşlerinde farklılık var mıdır?
- Araştırmaya katılan sınıf öğretmenlerinin mesleki kıdem değişkenine göre geleneksel çocuk oyunların ile ilgili görüşlerinde farklılık var mıdır?
- Araştırmaya katılan sınıf öğretmenlerinin mezun olunan okul türü değişkenine göre geleneksel çocuk oyunların ile ilgili görüşlerinde farklılık var mıdır?
- Araştırmaya katılan sınıf öğretmenlerinin sınıf mevcudu değişkenine göre geleneksel çocuk oyunların ile ilgili görüşlerinde farklılık var mıdır?
- Araştırmaya katılan sınıf öğretmenlerinin okuttuğu sınıf seviyesi değişkenine göre geleneksel çocuk oyunların ile ilgili görüşlerinde farklılık var mıdır?

#### Araştırmanın Modeli

Sınıf Öğretmenlerinin Geleneksel Çocuk Oyunlarına ilişkin görüşlerinin incelenmesini hedefleyen bu çalışma tarama modelinde olup betimsel bir nitelik arz etmektedir. Tarama araştırma modeline göre hazırlanmış bu çalışma da anket kullanılmış ve sınıf öğretmenlerine uygulanarak sonuçları analiz edilmiştir.

#### Evren ve Örneklem

Araştırmanın evrenini sınıf öğretmenleri oluşturmaktadır. Örneklemi ise 2017-2018 eğitim öğretim yılında Elazığ ilinde görev yapan 150 sınıf öğretmeni oluşturmaktadır. Örneklem belirleme de olasılığa dayalı örneklem türlerinden basit tesadüfi örnekleme yöntemi seçilmiştir.

#### Verilerin Toplanması ve Analizi

Veriler araştırmacılar tarafından ilgili literatürün incelenmesi ve uzman görüşlerinin alınmasıyla oluşturulan anket formuyla elde edilmiştir. Anket formu toplam 2 bölümden oluşmaktadır. Anket formunun birinci bölümünde demografik veriler bulunmaktadır. Anketin ikinci bölümünde ise geleneksel çocuk oyunları ile ilgili görüşlerin yer aldığı 30 madde bulunmaktadır. Anketin ikinci bölümünde sınıf öğretmenlerinin geleneksel çocuk oyunlarına ilişkin görüşlerini belirlemek amaçlanmıştır. Ankette beşli likert tipi ölçek kullanılmış ve değerlendirme buna dayalı olarak yapılmıştır. Verilerin analizinde SPSS istatistik paket programından faydalanılmıştır. Araştırmadan elde edilen verileri çözümlemede "aritmetik ortalama", "yüzde" ve "frekans" kullanılmıştır. Ayrıca öğretmen görüşlerinin, demografik verilere dayalı değişkenlerden etkilenme derecesi de bağımsız gruplar t testi ve anova ile test edilmiştir.



## Sonuçlar

Araştırma sonuçları incelendiğinde araştırmaya katılan öğretmenler geleneksel çocuk oyunları ile birlikte kullanılan tekerlemelerin, kısa hikayelerin ve şarkıların dil ve zeka gelişimine olumlu etki ettiğini, okul bahçelerinin geleneksel çocuk oyunlarını oynatmaya müsait olmadığını, geleneksel çocuk oyunlarının beden eğitimi öğretmenleri tarafından öğretilmesinden yana olduklarını, oyun ve fiziki etkinlikler dersinde geleneksel çocuk oyunlarına yer verilmesi gerektiğini savunarak kendilerinin de bu derslerde geleneksel çocuk oyunlarını oynattıklarını ve sanal oyunların çocukları hapsediği günümüzde geleneksel çocuk oyunlarına ihtiyaç duyulduğunu ifade etmişlerdir.

Yine araştırmaya katılan mesleki kıdemi yüksek öğretmenler, mesleki kıdemi az olan öğretmenlere göre geleneksel çocuk oyunlarını beden eğitimi öğretmenlerinin öğretilmesi gerektiğini daha fazla kabul etmişlerdir. Mesleki kıdemi az olan öğretmenler geleneksel çocuk oyunlarında oyun ve oyun ortamının iyi yönetilmemesinin çocukta güvensizlik, çekingenlik, utangaçlık gibi sorunlara yol açabileceğini mesleki kıdemi fazla olan öğretmenlere göre daha fazla kabul etmişlerdir. Sınıf mevcudu fazla olan öğretmenler geleneksel çocuk oyunlarında kullanılan tekerlemelerin, hikayelerin ve şarkıların çocukların dil ve zeka gelişimini etkilediğini, sınıf mevcudu az olan öğretmenlere göre daha fazla kabul etmişlerdir. Mesleki kıdemi fazla olan öğretmenler sınıf içerisinde oynatılan eğitsel oyunları oynattıklarını mesleki kıdemi az olan öğretmenlere göre daha fazla kabul etmişlerdir. Sınıf mevcudu az olan öğretmenler geleneksel çocuk oyunlarının kültürel değerleri koruyup yaşatmada önemli bir yere sahip olduğunu sınıf mevcudu fazla olan öğretmenlere göre daha fazla kabul etmişlerdir. Araştırmaya katılan erkek öğretmenler okul bahçelerinin geleneksel çocuk oyunlarına uygun olmadığını, geleneksel çocuk oyunlarını oynatarak gelecek nesillere aktarılmasını sağladığını, geleneksel çocuk oyunların pasif öğrencileri aktifleştirdiğini, geleneksel çocuk oyunlarına yeterli ilgi gösterilmediğinden kaybolmaya yüz tuttuğunu kadın öğretmenlere göre daha fazla kabul etmişlerdir.

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