

Games That Parents Play With Their Children and the Reasons for Their Game Preferences

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ABSTRACT

The aim of this research is to determine the games that parents play with their children, to analyze the reasons why they prefer to play those games and also to analyze to what degree the children playing games with their parents become involved in any crime. The study was conducted with 258 participants using a mixed method. It has also been found out that a great majority of parents prefer to play physical games with their children while a minority of them prefers cognitive games. Children's and parents' preferences, educational and developmental factors and negative situations play a role in the selection of the games that parents play with their children. Children who play games with their parents generally stay away from getting involved in any crime.

Key Words: Children, Parents, Parents' game preferences, Games

Ebeveynlerin Çocuklarıyla Oynadıkları Oyunlar ve Oyun Tercihlerinin Nedenleri

ÖZET

Bu araştırmanın amacı, ebeveynlerin çocuklarıyla oynadığı oyunları belirlemek, bu oyunları oynamayı tercih etme nedenlerini analiz etmek ve ebeveynleri ile oyun oynayan çocukların herhangi bir suça ne derece karıştığını incelemektir. Çalışma 258 katılımcı ile karma yöntem kullanılarak gerçekleştirilmiştir. Ebeveynlerin büyük bir çoğunluğunun çocukları ile fiziksel oyunlar oynamayı tercih ettiği, küçük bir kısmının ise bilişsel oyunları tercih ettiği tespit edilmiştir. Ebeveynlerin çocuklarıyla oynadıkları oyunların seçiminde, çocukların ve ebeveynlerin tercihleri, eğitsel ve gelişimsel faktörler ve olumsuz durumlar rol oynamaktadır. Ebeveynleriyle oyun oynayan çocukların genellikle herhangi bir suça karışmaktan uzak durduğu söylenebilir.

Anahtar Kelimeler: Çocuklar, Ebeveynler, Ebeveynlerin oyun tercihleri, Oyunlar

INTRODUCTION

Children make up 27.5 percent of Turkey's population. There are 23 million children in the country, who are between the ages of 0-17 (Turkish Statistical Institute (also known as TUIK or TurkStat), 2020). Those children go to school during the education term. In general, they do not go to school for three months in summer and for fifteen days in winter. In fact, they stay at home quite longer than they go to school (Ministry of National Education (MoNE), 2018). At the times when children are out of school, they always want to play a game after they have finished doing their homework. Children can play games at school, outside of their home or at home. As a matter of fact, there are not an adequate number of areas outside, where children can play games out of the school hours. It is also known that some parents, though they have playgrounds around their houses; direct their children to play at home for some safety reasons (Cevher Kalburan, 2014; Ulutaş and Şimşek, 2014). In the examinations and investigations carried out, it has been observed that there are not adequate number of playgrounds in Turkey for children between the ages of 0-17 (Aksoy, 2013; Aries, 2012). In Turkey, there is an attempt to increase the number of the playgrounds (Uncu and Çalışır, 2018). Despite this, the vast majority of about 23 million children are obliged to play at home. Children play at home with their siblings or parents. This research deals with the games that parents play with their

children and the reasons why they prefer these games. In addition, the children playing games with their parents have been analyzed in terms of their association with any crime.

Benefits of Parents' Playing Games with their Children

Although parents have different game preferences, there is always a quality in the games with parents (Piskernik and Ruiz, 2020). This is because children tend to show or prove themselves to their parents. Besides, they get really happy when they play with their parents. Although parents see the games as a pastime, games always have educational and developmental benefits for children (Demir Öztürk, 2019). Playing games with parents is known to help support children's cognitive development (Bjorklund, Hubertz, and Reubens, 2010). In addition, it has been found that learning becomes more effective thanks to the games played with parents (Peters, 2006; Ramani and Scalise, 2020). As an example, it has been determined that there is a positive effect of the games played with parents on students' being able to solve complex and difficult daily problems (Vandermaas-Peeler, Ferretti, and Loving, 2012). Moreover, sensory and psychological development of children can be achieved through the games they play with their parents. These games have been found to be effective in bringing children's aggressive behavior under control (Coyne, Padilla-Walker, Stockdale, and Day, 2011). It has been found out that children's satisfaction can significantly be achieved especially when their parents prefer to play educational games with them. As it is observed in the researches, children's playing games with their parents helps them to get rid of their aggressive behavior and harmful habits (Rosyati et al., 2020). It is also thought that children would not display inappropriate behavior in society because these games provide satisfaction for them and support their effective communication with their parents (Sekaranet al., 2020).

What is a Game?

A game is a goal-oriented activity either with rules or no rules, which provides many educational and developmental benefits for children and which children willingly participate in (Koç Akran, and Kocaman, 2018; Gülen and Barış 2020;2021; Yayla, 2016). While playing the games, children practice the real-life experiences and they develop their cognitive, emotional, physical and social skills besides their language (Bozkurt, 2017; Duman and Koçak, 2013; Uncu and Çalışır, 2018). In addition, playing games allows the individuals to learn some social attitudes, habits, values and norms, and to develop morally (Vatandaş, 2020). Playing a game can sometimes be considered as a not serious, time-killing or spare time activity (Aksoy and Dere Çiftçi, 2019). However, it is a way for children to express themselves. In particular, they find the opportunity to have fun while playing a game. Actually, they can see all the activities as a game if they think it is fun (Koçyiğit, and Başara Baydilek, 2015). Parents also think that their children perceive the game as an entertainment tool (Demir Öztürk, 2019). Almost all of the children's books written by adults (parents, academicians or writers) make an emphasis on playing games (Kırman, 2019). It is generally known that playing games is exciting, joyful, pleasing and fun for children (Güven, 2018). Therefore, children see almost everything as an opportunity to play a game (Glenn, Knight, Holt, and Spence, 2012).

Theoretical Background

Playing games allows children to develop in many different aspects. Their physical, social and emotional, mental, moral and language developments are supported by the games. In general, children develop themselves through the games without realizing it. Although the games used to be considered as leisure time activities long time ago, such thinkers as Froebel, Gadamer, J. Piaget, John Dewey, John Lock, Montessori, Platon and Vygotsky stated that a game is the most effective tool to be used in education (Ulutaş and Şimşek, 2014; Yelland, 1999). Vygotsky (1896-1934) regarded the games as a means of children's reflecting their inner world out and achieving cognitive gains (Tuğrul, 2017). The games as a means help children become emotionally active and learn new things. It is thought that playing games is also about parents' and children's getting excited, creating, storytelling, dramatizing and children's gaining experience by living (Hakkarainen, Brèdikytè, Jakkula, and Munter, 2013). In this way, children can get ready for facing the real-life problems under the guidance of their parents. According to Vygotsky's (1966) Zone of Proximal Development (ZPD), children's learning is affected differently depending on whether they are on their own or under the guidance of an adult (Chaiklin, 2003). This theory can also be used as guided participation or peer

collaboration (McLean, 2020). It is thought that it is more effective for children to learn through parental guidance. It is also thought that children will avoid displaying socially unacceptable behavior thanks to the parental guidance. The zone at issue is thought to create an effective interaction between playing a game and learning (Hakkarainen and Bredikyte, 2008). It is thought that a child is growing up both developmentally and morally thanks to ZPD and the games they play with their parents. It is possible to find a great number of studies on the games and the gains achieved by playing games.

In current studies based on this field, children under the guidance of a teacher find the language development and academic success of the storytelling and story-inventing game (Cavanaugh et al., 2017), and children find mathematics education with guided games more enjoyable (Eason & Ramani, 2020), that the game is an effective tool in understanding the parent world (Berkhuizen, 2020). Apart from all these, there are some current studies showing that children's high level of anxiety reported by their mothers decreases after playing the game (Schoneveld, et al., 2020) and that the children's race preferences are determined by the games and toys (Sturdivant and Alanis, 2020). In addition to all these, mothers are known to be in a tendency to play inside with their children. There is an important relationship between children's parents and their playing habits. It has been found out that children knowingly and willingly keep their playing time with their parents far longer than they play with their peers (Orr and Caspi, 2018). When the literature is examined, it is understood that playing games provides children with gains. In particular, it is important to analyze the benefits of playing games with parents or under the guidance of any adult. Indeed, Vygotsky suggested that the guided learning is important. For these reasons, the games that parents prefer to play with their children and the reasons why they prefer them have been analyzed in this research, which has been prepared based on Vygotsky's ZPD. In addition, the developments of children's ZPD and the situations in which they avoid socially unacceptable behavior (crimes) have been examined in the research.

Aim of the Research

Children's learning mostly occurs through the games. There are many games that support their physical and cognitive development and the ones enabling them to be trained. Thanks to the games, they also avoid harmful habits or behaviors which the society does not tolerate. Children learn from their parents what a game is and how to play it. It is an issue of concern what children and parents think about the games. It is particularly important to examine the game approaches and preferences of the parents living in Turkey in an educational sense. Therefore, the main aim of this research is to determine what kind of games parents prefer to play with their children and to examine the reasons why they choose them. In addition, this research analyzes the situations in which the children playing games with their parents get involved in any crime. In this context, the following research problems have been discussed.

1. What are the most preferred games and what type of games are they?
2. What are the reasons parents prefer these games?
3. Is there a relationship between the parents' game preferences and the demographic structure?
4. To what degree do children who play games with their parents become involved in any crime?

METHODS

Research Model

Mixed method has been used in this research. Mixed method is preferably used to increase the objectivity and consistency of the research findings. This method, which is a combination of qualitative and quantitative researches, aims to examine the research problems in depth (Creswell and Plano Clark, 2011; Yıldırım and Şimşek, 2013). Survey method has been used in the quantitative part of this study. Survey method is the description of the participants, conditions or objects that are the

subjects of a research. The researchers do not change anything, or they do not intervene in anything in the research (Çepni, 2010; Kaptan, 1998; Karasar, 2009). In addition, face-to-face interview has been selected to be used in the qualitative part of this research. The interview has been carried out for the research questions to be answered from the first hand and on the spot. Interviews are made face-to-face using the questions that volunteer participants answer sincerely (Merriam, 2013).

The research began in September and it was completed in December in 2019. The qualitative and quantitative data were collected by the same researcher within the same period. A recorder was used in the interviews with permission. The research was written out by the researcher. The courses of the proceeding in the interviews were checked by two academicians, and the interviews were conducted by an associate student who knew the region and the participants. The research was able to be completed only in four months because the interviews took a long time.

Participants

In the study, the participants were reached by using the simple random sampling method. This type of sampling allows each individual to have the chance to be selected on condition that the one that is chosen from a group of which the socio-economic and socio-demographic structures are similar will not be re-selected (Büyüköztürk, 2009). The research was carried out in a small district located in Turkey (Turkey has a population of 83 million. The district has a population of 20.000). 500 volunteer participants have been reached at first. It has been found that 142 of these participants have never played games with their children, and this situation has been examined with its reasons in another study. Then, a hundred of the participants have withdrawn from participate in the research on the grounds that they have changed their minds or could not get the permission of their partners. In general, this research has been conducted with 258 participants in total. 258 participants have stated that it is not a problem for them or for their partners to participate in the research. In addition, very few of the participants (N: 10) have participated in the interviews with their partners. None of the participants have an internet access in their home. The use of tablets or computers is also very limited. However, the majority of them have the latest model mobile phones. They use the internet via the mobile phones they have.

The city where the research has been conducted (a city with a history of about 2,000 years) is covered with snow for seven months in a year while the summer and spring seasons last for five months there. It has a cold, harsh and long winter. In fact, the climate of the region is also similar to it. For this reason, parents and children generally spend their time in their houses out of the school and shopping hours. Almost all of the participants do cattle-raising (cows) in their houses during the winter months, one of the reasons of which is the climate. In summer months, they get engaged in agriculture growing barley or wheat. In addition to doing these activities, they also work as temporary workers or tradesmen when convenient. Only eight of the participants have a regular income. All the rest make money through the sales or temporary jobs. For these reasons, it is possible to say that the participants have a similar socio-economic status. Lastly, the participants live in stone or brick houses with two or single story in general. They all use charcoal or cow dung to get warm in winter. The participants have been found not to have any children's room in their houses. They all have a crowded family in general. They have a heating stove in their living rooms, and in winter, every member of the family usually sleeps there. In fact, all the activities are done in the living room. In addition to all these, there is the statistical information about the participants' demographic structure and the number of their children in Table 1 and Table 2.

Table 1. Demographic structure of participants

Gender	Number of children	Profession	f	to spare time for children	f	Education	f
M:49	M:513	Housewife	190	Always	93	Illiterate	86
F:209	F:518	Temporary Worker	43	Evenings	77	Primary school	76
258	1029	Tradesman	17	When I can find time	43	Secondary school	38

Officer	8	Evenings & Weekends	29	High school	38
	258	Evenings-In the daytime	8	Bachelor's degree	14
		Never or little	8	Associate degree	5
			258	Masters degree	1
f: frequency					258

Table 1 shows that a majority of the participants are women (f=209) and housewives (f=190). It is also clear that 86 of the participants have never been to school. It is understood from the face-to-face interviews that some of them have learned to read and write later. One of the most important information in Table 1 is the time the participants spend with their children. Table 1 shows the participants who are always with children (f=93), who are with them in the evenings (f=77), who are with them when they can find time (f=43), who are with them only in the evenings and at weekends (f=29), who are with them both in the evenings and in the daytime (f=8) and who are with them never or little (f=8). Important information in Table 1 is the number of children. 258 participants have a total of 1029 children, 513 of whom are male while 518 are female. Table 2 shows the detailed information on the relationship between the participants and the number of children they have.

Table 2. Duration of parents' marriage, the number of their children and the age of their youngest child

Duration of marriage	2-10	11-20	21-30	31-40	40-60	Total
Frequency (f)	76	74	61	30	17	258
Number of children	155	271	269	193	141	1029
Average age of the youngest children	2.11	6.27	11.84	18.43	23.38	
General age average						12.41

Table 2 shows how long the parents have been married, how many children they have and what the average age of their youngest children is. The aim of this table is to show the number of children at the play age. Depending on this, the average age of the youngest of 1029 children that 258 participants have is 12.41. According to Table 3, 76 parents have been married for 2-10 years with 155 children in total, and the age average of their youngest children is 2.11. According to the table, the average age of the youngest children of the parents who have been married for 31 years or over has been observed to be over the age of 18. The interviews made are about the games that the parents play or played with their children when they were little.

Data collection tools

Within the scope of the research, a nurse who is an expert in children's development and an associate student have been consulted, both of whom know the region. In addition, the questions and the way of asking them have been determined by two researchers with doctoral degrees, who have specialized in the field. The following questions have been used in the survey of the quantitative data.

Your gender:

Number of children:

Gender of your children:

Your youngest child's age:

How long have you been married?

Your profession:

Your education level: At what time of the day do you come together with your children?

Appropriate answers to the following questions have been searched in the qualitative part of the research. All of the interviews have been conducted by the researchers in parents' own houses. Although the framework of the interview questions has been created by the researcher expert in the field as mentioned above and below, appropriate probes have been used during the interviews. All of the interviews have been conducted under the supervision of the researcher. A researcher, who knows the region, has carried out the research in order to get objective data from the parents and create a comfortable environment. The interviews have been recorded by the researcher with the permission of the parents.

What games do you play with your children?

What games do you play with your children the most?

What is the reason that you prefer these games?

Has your child ever been involved in any crime?

As mentioned above, both quantitative and qualitative data have been collected and analyzed.

Analysis of data

All quantitative and qualitative data are intended for the reader to better recognize the participants and understand the aim of the research. In general terms, the data obtained have been analyzed by using frequency (f) and percentage (%) via the Microsoft Excel program. In addition, descriptive method and content analysis have been used in the analysis of the qualitative data. Code, category and theme trilogy have been made in the detailed questioning. There is a consensus in the determination of the codes and categories. The correlations between the demographic structures and the opinions of the participants have also been examined. For this purpose, Spearman's rho correlation test has been applied for the correlation of non-homogeneous data. In the correlation, the analysis is on the relationship between the participants' gender, profession, education level, the time they have devoted to their children and the reasons for them to choose those games. The parents' gender, profession, education level and the time they spend with their children have been encoded by numbers with the use of SPSS 17 package program. For example, among the time they spend with their children, "always" has been encoded as 1, "in the evenings" as 2, "when I can find time" as 3, "in the evenings and at weekends" as 4, "in the evenings-in the daytime" as 5 and "never or little" as 6. The reasons for parents' game-selection have been categorized and encoded in a similar way. Among those reasons, "children's preferences" have been encoded as 1, "parents' preferences" as 2, "educational or developmental reasons" as 3, and "negative reasons" as 4. In fact, qualitative data can be categorized with numerical data in this way (Yıldırım and Şimşek, 2013).

Reliability and Validity

The preparation, presentation and analysis of the measurement tools within the scope of the research have been conducted with two specialist academicians, who have a PhD. Information about the region has been obtained from the people who know the region. In the first field survey, the researchers have worked together and conducted general interviews with parents. Then, face-to-face interviews with parents have been carried out under the supervision of the researcher by a student who knows the region. In addition, the characteristics of the participants have been given in detail. In order to maintain the reliability and validity in the interviews, an adequate number of samples have been defined in detail and the data obtained have been presented as it is (Başkale, 2016). What the parents said in the interviews have been recorded and written down. What the participants said has been analyzed in the article with the code names given to them. Some of the interviews lasted for half an hour while some of them lasted for two or three hours. The researcher was able to make an interview with a maximum of three people a day. That is why; the research has lasted for four months. Two educational specialist academicians have reached an agreement in a trilogy of code, category and theme. In fact, it has been found that there is an agreement of 92%. According to Miles and Huberman (1994), an agreement of 80% or more is known to be quite high (Arik and Yılmaz, 2017). It has also been determined by the field specialists that the measurement tools are reliable and

valid in terms of covering the language, the structure and the aim of the research. Face-to-face interviews have been conducted in the participants' houses so that a friendly environment can be created and the participants could speak comfortably. General questions were asked at the beginning of the interviews (e.g. How are you? and what are you doing?) and treats were served during the interviews. Both quantitative and qualitative data were obtained from the participants at the same time and by the same researcher. The researcher has not added his comments into any of the participants' answers to avoid affecting their liability and validity of the research. In general, all activities carried out during the research process have been confirmed by the colleagues who are also experts. The participants' confirmation has also been provided in the citations, which are in the findings section (Glesne, 2013). Since most citations are similar or even the same, the differences which can be categorized in a most appropriate way have been provided. In addition, the citations have randomly been selected and used in the findings section.

FINDINGS

The findings obtained within the framework of the research questions have been discussed in this section. Many participants mentioned more than one game while answering the first question of the research, which is what the most preferred games are and what type of games they are. For this reason, the frequency values turned out to be higher than the total number of the participants as shown in Table 3 and Table 4. However, there is no problem with the percentages. Table 3 shows the games which are most preferred by parents.

Table 3. The games that parents prefer the most

Line	Game Name	f	%	Line	Game Name	f	%
1	Playing with toys	76	29.46	11	Playing dodgeball	14	5.43
2	Playing football	61	23.64	12	Playing with toy cars	13	5.04
3	Hide-and-peek	59	22.87	13	Blind man's buff	13	5.04
4	Playing house	51	19.77	14	Riding on a swing	11	4.26
5	Blind man's buff	36	13.95	15	Puzzle	10	3.88
6	Five stones	35	13.57	16	Ring a ring o' roses	10	3.88
7	Playing tag	30	11.63	17	Chess	9	3.49
8	Playing ragdolls with	18	6.98	18	Lego	8	3.10
9	Rope jumping	17	6.59	19	Singing a song	8	3.10
10	Mad libs	14	5.43	20	Playing volleyball	8	3.10

Table 3 shows the top 20 of the most preferred games by the parents. It is clear that the most preferred first five games are "playing with toys (29.46%), playing football (23.64%), playing hide-and-peek (22.87%), playing house (19.77%) and playing blind man's buff (13.95%)". Among the other games or activities except for the games shown in the table are "sewing clothes for dolls, playing computer games, peek a boo, springing a baby rattle, sit down-stand up, tickling, doing animal models, playing cards, playing snowball, playing with puppets, making sand castles, handkerchief grabbing, playing marbles, musical games, rummy kub, reading contest, playing teachers-students, money games, going to the park, finger games, papchi, drawing pictures, acting, singing a song, playing taboo, rhyming, doing taekwondo, playing phone games, traffic games, train games, playing volleyball or hit and run". When all the games parents play with their children are examined, it is understood that they are different in types. Table 4 shows the classification of games made with the help of an expert.

Table 4. Classification of the games that parents prefer to play with their children

Line	Physical games	f	%	Cognitive-physical games	f	%	Technological games	f	%
1	Playing with toys	76		Mad libs	14		Phone game	2	
2	Playing football	61		Puzzle	10		TV game	2	0.76
3	Hide-and-peek	59		Chess	9		Computer game	1	
4	Playing house	51		Singing a song	8		Papchi	1	
5	Blind man's buff	36		Lego	8				
6	Five stones	35	77.90	Painting	7	21.35			
7	Playing tag	30		Jigsaw	7				
8	Playing with ragdolls	18		Intelligence games	6				
9	Rope jumping	17		Word game	4				
10	Others (44 different games)	135		Others (46 different games)	69				

When Table 4 is examined, it is understood that games have been classified in three different groups. The games that parents play with their children have been observed to be physical, cognitive-physical and technological games. According to the table, it is understood that top three most preferred physical games are “playing with toys (f=76)”, “playing football (f=61)” and “hide-and-peek (f=59)”. Top three most preferred cognitive-physical games are “playing mad libs (f=14)”, “doing puzzles (f=10)” and “playing chess (f=9)”. It is also understood that top three most preferred technological games are “phone games (f=2)”, “television games (f=2)” and “computer games (f=1)”. The most important part in Table 4 is that 77.90% of all the participants prefer to play cognitive-physical games, 21.35% prefer cognitive-physical games and 0.76% prefers technological games.

Apart from the findings above, Table 5, Table 6, Table 7, Table 8 and Table 9 show the data obtained by analyzing the second research question of why parents prefer to play those games with their children. The data are shown under one theme and four categories. Content analysis has been supported by descriptive analysis for the purpose of transferring the data more objectively and gets the readers to visualize them.

Theme 1. Reasons for parents' games preferences

Under this theme, the reasons why parents prefer to play certain games with their children have been examined and categorized. Table 5 shows these categories.

Table 5. The categories obtained in the content analysis have been given below.

Line	Categories	f	%
1	Children's preferences	94	36.43
2	Parents' preferences	90	34.88
3	Educational or developmental reasons	43	16.67
4	Reasons that include negativity	27	10.47
Total		254	98.06

Note: 4 participants did not make any explanation for their preferences.

When Table 5 is examined, it is understood that the reasons for parents' game preferences include "children's preferences (36.43%)", "parents' preferences (34.88%)", "educational and developmental reasons (16.67%)" and "other reasons that include negativity (10.47%)".

Category 1. Children's preferences

Under this category, it appears that parents play games with their children depending on the children's game preferences. Although there are many similar codes in this category, it can be divided into two basic groups. Table 6 shows the participants in this category.

Table 6.Category of the games that parents prefer depending on their children's preferences

Reason	Participant	f	%
	36,40,45,46,49,54,55,56,57,63,65,71,72,89,91,94,119,127, 162,168,177,185,190,208,209,217,218,226,233,235,245,251,		
They love it	253,257,261,269,275,277,278,285,293,294,298,301,305,306, 313,315,318,324,329,334,335,339,341,347,351,363,370,373, 377,382,385	63	24.42
They enjoy it and they are interested in it	15,16,42,55,68,86,105,108,112,137,157,212,214,240, 247,249,267,319,331,344,350,354,357,358,399	25	9.69
Other	123,161,186,202,236,340	6	2.33

As it is seen in Table 6, parents prefer games because their children love and enjoy it and because they are interested in it. The citations have been given below depending on Table 6.

Children love these games and they make them think (63)

They love it and they pass the time with it (119)

They love and enjoy it (127)

They love it and have fun (209)

They love it and we do it as we wish (298)

As the citations suggest, the parents prefer such games because their children "pass the time", "have fun", "enjoy" and "love" these games. It is understood that the satisfaction and interests of children are also the reasons for parents' game preferences. The other citations are as follows.

We like it and have fun (55)

It catches my children's interest (105)

My kids like it (157)

They are interested in these games and I want them to have an interest (350)

We like it and it improves our culture (357)

As the citations suggest, parents prefer these games because their children "have fun", they "like" those games and they "have an interest" in them. Apart from these, the other citations are as follows.

It is my children's choice to play those games (161)

I was a driver, so my children have an interest in toy cars (202)

They play this game more (236)

As the citations suggest, the games are preferred for different reasons like “*the children’s choice, interest or playing more*”. It should also be noted that the proportion of these factors is quite small in this category. In general, the parents have stated that they prefer to play those games because their children love and enjoy them and they are also interested in them. In addition to these data, it appears that there are also the parents’ wishes, which is one of the reasons for them to make a choice between the games. This situation is discussed in the second category.

Category 2. Parents’ preferences

In this category, the parents have said that they make a choice between the games in accordance with their own wishes. Table 7 shows the reasons of this situation, which appears when the citations are examined.

Table 7. Category of the games that parents prefer to play in accordance with their own choices

Reason	Participant	f	%
Because it is fun and pleasant	4,14,23,25,26,38,77,88,93,159,163,164,199,210, 244,264,272,276,284,289,291,325,381,396,400	25	9.69
For security reasons	10,29,79,118,124,139,146, 154,170,171,175,192, 224, 227,229,231,254, 260,273,310,333,356,393, 395	24	9.30
Due to the age and gender of the child	6,53,96,98,113,126,135,156,165,166,176,179, 181,200,201,204,274,302,327,338,388	21	8.14
To spend time	13,24,32,66,104,120,144,131,134,136,172, 205,207,266,282,307,309,342,348,364	20	7.75

As shown in Table 7, the parents make a choice between the games because it is fun and pleasant, there are some safety reasons, their children’s age and gender matter or they just want to spend time. According to this;

This game is fun (4)

I enjoy it and it is fun (26)

I played a lot and loved it, so I want my children to play it too (159)

I love it (244)

I like making them laugh (264)

I make the play dough myself; I love it (400)

It is understood that parents want their children to play a game because “*it is fun*” for them, they “*enjoy it*” and they “*love it*”. It is also understood that they prefer these games because they “*make the play dough themselves*” or because they like “*making the kids laugh*”. The other citations are as follows.

There are no other games to play and I do not want them to go out for playing a game (231).

I do not want them to go out (146).

We play with toys because it is not possible to play other games at home (393).

I feel relaxed when they play a game in the house (192).

They want it; I do not want them to go out (let them play at home) (227).

As it is understood from the citations, parents make a choice between the games depending on some safety reasons, for example, they say they “do not want their children to go out” or it is “not possible to play other games at home”. Apart from these, the other citations which are about the children’s age and gender are as follows.

S/he is too young (6).

It is interesting for girls (113).

The age of the child is appropriate for this one (327).

He is a boy (388).

It is clear that parents make a choice between the games according to the children’s age and gender, using the words like “girl”, “boy”, “age” or “young”. The other citations are as follows.

It is nice to spend time with it (13).

To spend time (134).

To pass time (266).

To spend time and they want it (364).

According to the citations, parents make a choice between the games because it is “nice” to “spend/pass” time with their children. In general, the reasons that parents give while making a choice between the games are that the games they have chosen are fun and pleasant, their children's age and gender are eligible for those games, it is nice to spend time with their children playing games together and they want their children to play games at home due to some security problems caused by going out. The following category refers to educational or developmental reasons for parents’ game selection.

Category 3. Educational or Developmental reasons

This category includes the educational or developmental reasons behind the parents’ game selection. Table 8 shows these educational and developmental reasons.

Table 8.Category of the games that parents choose for educational or developmental reasons

Reason	Participant	f	%
Educational	3,17,37,41,43,81,83,92,95,103,143,147,148, 169,221,222,243,271,304,317,362,366,374	23	8.91
Developmental	9,30,34,44,47,87,97,141,180,193,197,237, 270,281,323,359,368,383,384,387	20	7.75

As shown in Table 8, parents have been observed to make their choice between the games depending on some educational and developmental reasons. According to this;

To keep them away from the TV and the tablet (17).

To teach them the numbers (41).

To stay strong whether in the face of good or bad events (43).

I care about the traffic rules (221).

Both to make them relaxed and to raise their attention (222).

For the development of their knowledge in vocabulary (366).

To teach them how to speak and to make them get some knowledge (374).

From the citations, it is understood that parents prefer the games which “*keep children away from TV or tablets*”, “*teach them the numbers, concepts or traffic rules*”, “*make them stay strong whether in the face of good or bad situations*”, “*teach them how to speak*” or “*raise their attention.*”

It improves children's minds (9).

Children's muscles are improving and it is fun (30).

My child is energetic, and it is suitable for him/ her (270).

It improves my child's muscular coordination (383).

It improves my child's imagination and attracts his/ her attention (387).

As it is understood from the citations above, parents prefer the games which can “*improve children's minds, muscles, muscular coordination and imagination*”. In general, it is understood that parents prefer developmental games that will keep their children away from harmful habits, support their educational, physical (such as their arms, fingers and muscles) and mental development and help them learn the numbers, concepts or traffic rules. Finally, Category 4 includes the negative reasons for the parents to choose a game to play with their children.

Category 4. Negative Reasons

Under this category, it is explained that there is actually a negative reason for parents to choose a game to play with their children. In this context, Table 9 shows the participants of this category.

Table 9. Category of the games that parents choose for negative reasons

Reason	Participant	f	%
Negative Reasons	60,69,74,84,111,115,128,132,142,145,153,184,234,239,252,279,280,286,288,299,300,337,345,346,355,372,389	27	10.47

When table 9 is examined, it is understood that there are some negative reasons for parents to choose a game to play with their children. According to this;

To keep the child busy (74).

When the children close their eyes, I run away (84).

To keep them silent (111).

To spend time, to keep them silent (288).

To trick them (389).

As the citations show, the parents play a game with their children to keep them children “*silent*”, to “*trick*” them”, to keep them “*busy*”, and even to “*run away*” from there. There are also some parents who come together with their children just *to spend some time and keep them silent*. In general, it has been determined that there are a small number of parents that make a choice between the games for such negative reasons as cited above.

Apart from the findings above, it has also been examined what kind of a relation is there between demographic situation and parents' game preferences. Table 10 shows the data obtained. Spearman's rho correlation test has been applied here because the data do not follow a normal distribution.

Table 10. Spearman's rho correlation test

		Gender	Profession	Education	Period	Reason
Gender	Correlation Coefficient	1.000	-.734**	-.204**	-.225**	-.073

	Sig. (2-tailed)	.	.000	.001	.000	.246
Profession	Correlation Coefficient	-.734**	1.000	.371**	.253**	.031
	Sig. (2-tailed)	.000	.	.000	.000	.623
Education	Correlation Coefficient	-.204**	.371**	1.000	-.068	.008
	Sig. (2-tailed)	.001	.000	.	.276	.894
Period	Correlation Coefficient	-.225**	.253**	-.068	1.000	.028
	Sig. (2-tailed)	.000	.000	.276	.	.649

When Table 10 is examined, it is seen that p value is higher than 0.05 for the relationship between the demographic situation and the games that parents choose to play. Therefore, it appears that there is not a significant correlation between the reasons for parents to play a game with their children, and their gender, profession, education and the time they spend with their children.

To what degree the children playing games with their parents become involved in any crime has been analyzed depending entirely on the expressions of the parents, which is the fourth and the last question of the research. All of the parents have stated that their children live away from an environment of crime. According to the informal information obtained from the District Police Department, especially the rate of political crimes is high in the district. It has been stated that some of the criminals are at a young age. However, it is not known whether those criminals who are at a young age are the children of the parents with whom an interview was carried out.

DISCUSSION

The findings obtained within the scope of the research have been examined in the national and international literature and discussed below in order of the research questions.

According to the findings about the first research question (what are the most preferred games and what type of games are they?), the top ten games that parents prefer to play are playing with toys, playing football, hide and seek, playing house, blind man's buff, fives tones, playing tag, rag doll, rope jumping and mad libs. The games that parents play with their children have been understood to be physical, cognitive-physical and technological games. The first three most preferred physical games are playing with toys, playing football and playing hide and seek. The first three most preferred cognitive-physical games are playing mad libs, doing puzzles and playing chess. In addition, the first three most preferred technological games are understood to be phone games, television games and computer games. However, the most important finding is that 77.90% of all participants prefer physical games while 21.35% prefer cognitive-physical games and 0.76% prefers technological games. It has been found out that there are some similarities between these findings about the games that parents prefer to play with their children at home and the findings in many other studies. According to this, while Bay and Bay (2019) states that the forgotten games are those which are mostly preferred, Dealey and Stone (2018) underlines the role-playing games and the outdoor games, Demir Öztürk (2019) focuses on the games with toys, and Güven (2018) emphasizes the games such as boom, mad libs, tic-tack-toe or playing house. Hürtürk (2017) states that the most preferred games are those which include role-playing like being a mother, a child, a racer or a policeman. Reyhanoğlu (2020), on the other hand, points out that the most preferred games are those which include various role-plays like being a father, a doctor, a teacher, a neighbor or a manager. Moreover, Tuğrul et al., (2019) have found that most children want to play in the garden with natural materials. Lu and Montague (2016) studies have found that children mostly prefer to play the games that require physical activity. In addition to these studies, Yayla (2016) has found that parents have a high participation rate in the games they play with their children. Finally, Yağan Güder and Güler Yıldız

(2016) have found that gender has a significant effect on the selection of toys that children and parents play with. From the findings, it is understood that parents mostly prefer the games that require physical activity and also give importance to the games that provide children with cognitive gains. It has been observed that there is a similarity between the findings of this research and the findings of the other related researches in terms of both the game preferences and the game types. Apart from all these findings, Demir (2017) and Güven (2018) have found that technological games such as phone, tablet or computer games are preferred more than the other games. This finding is not similar to the findings obtained in this research. In addition, Koçyiğit and Başara Baydilek (2015) have stated that children play at home by themselves. However, all of the parents who have become involved in the research play games with their children.

Depending on the findings about the second research question (What are the reasons parents prefer these games?), it is possible to say that parents make a choice between the games according to their own preferences, children's preferences, educational or developmental reasons and negative reasons. 36.43% of the parents say that they prefer to play a game which their children love, enjoy and are interested in. 34.88% of them make a choice between the games because it is fun and pleasant, their children's age and gender are eligible for those games, it is nice to spend time with their children playing games together, and they want their children to play games at home due to some security problems caused by going out. 16.67% of them prefer educational games which keep them away from bad habits, teach them the numbers, concepts or the traffic rules, and also prefer developmental games which improve children's mind and physical situation (such as their arms, fingers and muscles). Finally, it has been determined that a small proportion of parents (10.47%) prefer to play games with their children for negative reasons such as keeping them busy and silent or tricking them. When the literature is examined, it is observed that most of the researches conducted before in this field suggest that the games are chosen due to the children's preferences in entertainment (Aksoy and Dere Çiftçi, 2019; Demir Öztürk, 2019; Glenn, Knight, Holt, and Spence, 2012; Gülen and Barış, 2021; Koçyiğit and Başara Baydilek, 2015). In addition, Reyhanoglu (2020) has stated that children play a game because it is fun, it improves their self-realization and imagination, it gives relaxation to them, it includes physical activities and they fill in time playing the game. These findings are similar to those which are about children's game preferences. Apart from these studies, Watchman and Spencer (2019) have found that overprotective parents are more dominant in the game selection. Moreover, Yilmaz and Pala (2019) have pointed out that age is effective in the game selection. These findings are similar to such factors in parents' game preferences as children's safety, age and gender. In addition, Lu and Montague (2016) have stated that preventing obesity is the reason for the selection of physical games. Chen, Yuan and Zhu (2019) have also found that parents' playing with their children reminds them of their childhood memories and provide them with emotional recovery. It has also been understood that parents believe playing games with children is important for child development (Dealey and Stone, 2018). All of these findings are similar to the findings in this research. It has also been determined that parents' playing with their children makes a positive effect on the problem solving skills of the children (Vandermaas-Peeler, Ferretti, and Loving, 2012), and children get educated well through these games (Ramani and Scalise, 2020). Despite the different game preferences of parents, the quality of a game has always been found to be high when parents and their children play it together (Piskernik and Ruiz, 2020). Besides all these findings, it has been found out that there is a positive change in children's language development, academic development and behavior thanks to the games they play with their parents or a guide (Cavanaugh et al., 2017; Lundy and Trawick-Smith, 2020; Peters, 2006). Although there are some positive effects as stated in the findings above, Özyürek and Gürleyek (2016) have stated that parents do not spend enough time playing games with their children. Tuğrul et al., (2019) have pointed out in their study that parents say the game time at school should be reduced. The findings from these studies show that some parents are unaware of the benefits of playing with their children. Furthermore, these findings do not show any similarity with the findings in this study.

From to the findings of the third research question (Is there a relationship between the parents' game preferences and the demographic structure?), it is understood that there is no significant correlation between the parents' game preferences and the demographic structure. There is a non-significant correlation between the reasons parents play games with their children and the gender,

profession, education and the time they spend with their children. Similarly, Connelly, Manningham, and Champagne (2020) have found that there is not a relation between the demographic structure and the physical activities in the games that children play. There are not any similar or opposite findings apart from the findings above. As a result, it is possible to say that there is a non-significant correlation between the demographic structure and the reasons for parents' game preferences.

Considering the findings of the fourth and the last research question ('To what degree do children who play games with their parents become involved in any crime?'), it has been found out that all parents emphasize that their children live away from any crime or any criminal activity. It has been determined that when parents play a game with their children, it keeps the children's behavior under control (Coyne, Padilla-Walker, Stockdale, and Day, 2011), the children avoid from harmful habits (Rosyati et al., 2020), and the communication between children and their parents gets better (Sekaranet al., 2020). These findings support the findings obtained in this research. On the other hand, it is clear from the data obtained from the District Police Department that there are some children involved in political crimes in the district at issue. However, it is not known whether the children involved in these crimes are the same children with whom the interviews have been carried out. It is also thought that some of the parents do not perceive political crimes as a crime and therefore do not want to mention about them.

Limitations of the Research

This research is limited to a district located in the Eastern Anatolia Region of Turkey. The population in this district is 20.000. Assuming that half of this population did not have any children, it would be acceptable for the sample size to be 258 for the remaining 10,000 people. It is also assumed that a sample size between 30 and 500 is generally acceptable (Büyüköztürk, 2012). It was a little hard to make the parents involved in the research talk. They generally tended to keep their answers short. It is thought that their education level, the social structure in the region and the fact that they participated in such a research for the first time in their lives have been effective in this situation. It is also assumed that the participants became objective in their answers to the questions because the interviews were conducted in a friendly environment. Children are generally known to show a tendency to play games with their mothers (Ulutaş and Şimşek, 2014). The fact that the majority of the parents involved in this research are women and housewives is a limitation of the research. However, the fact that there are similar studies in the literature requires new researches to be carried out on the fact that children mostly play with their mothers. Finally, the statements of the parents who talked about their children's were getting involved in any crime have been assumed to be objective.

CONCLUSION and SUGGESTIONS

It has been determined that parents prefer to play with toys, rag doll, football, hide-and-seek, house, blind man's buff, fives tones, tag, rope jumping and mad libs with their children. In addition, the vast majority of those parents have been found to prefer physical games while a small proportion of them prefer cognitive-physical games. It has been understood that a few parents prefer to play technological games (almost none). In general terms, the game types are thought to differ in every district and every region. It is clear that all kinds of games have an important role in the development of children. However, especially mind and intelligence games should be promoted and learned. On the other hand, parents' views on mind and intelligence games or their preferences can be examined in another study. It is also advisable that there should be some studies that will allow all parents to understand that playing with children is not just up to the mothers.

It has been found out that 36.43% of parents prefer to play the games that their children also prefer and get happy with, 34.88% of them play games with their children for educational and developmental reasons, and 10.47% of them play games with their children for some negative reasons. From these findings, it is understood that parents should be given education about the games and their impacts on child's development. Games should be chosen not according to the different preferences but to the impacts they make on child's development. Child therapists similarly think that parents need to understand the importance of games and both mothers and fathers should be directed to play games with their children on a regular basis (Barish, 2020). It is also understood

that parents hardly prefer to play dangerous games with their children. Parents' views on dangerous games can also be examined. Apart from that, it is necessary that parents should know that it is not appropriate for them to play games with their children for negative reasons. It can also be examined how much harm the distraction, cheating or tricking gives to their children and what an emotional change they create on them.

It has been determined that there is an on-significant correlation between the reasons parents prefer the games and the gender, profession, education and the time they spend playing a game with their children. The education levels of the participants in the research do not show homogeneity. The relationship between the education levels and the reasons for parents' game selection can be analyzed in homogeneous groups. In addition, the time parents spend playing a game with their children should be thoroughly examined. Why do parents spend this time with their children? The significance between the mandatory or optional reasons and the children's participation level in games or their moods can also be examined. Finally, explained cognitive or developmental differences between the children who spend a majority of the time with their parents and those who do not.

Children who play with their parents in general have been found to be living away from the criminal activities, and it can also be examined whether the crimes that the District Police Department has reported include the children who play games with their parents. It is suggested that the children involved in any crime should be detected in formal ways, and it should be learned whether these children play games with their parents or not.

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