



Does Physical Disability Affect Children's Choice of Toys?

Bedensel Engelli Olmak Çocukların Oyuncak Seçimini Etkiler Mi?

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ABSTRACT

Aim: This research was carried out to determine the factors affecting the toy selection of physically disabled children.

Material and Method: 19 children, 19 mothers and 10 teachers participated in this study, which used a qualitative research design. The data were collected through a structured interview with the 'Data Collection Form' consisting of similar questions about the toy. The researcher interviewed the child, mother and teacher separately and alone. While analyzing the sociodemographic characteristics of the data, frequency, mean, standard deviation were used. Content analysis was carried out in the qualitative dimension of the research and the main themes were determined and interpreted by the researchers.

Results: When the answers given to the "toy definition" in the research were examined, the children emphasized that the toy should be "fun", while mothers and teachers emphasized that it was "useful", "educative and instructive". When the answers given to the 'toy selection' are examined, it is seen that the children's should be 'color' and 'of their own will', and that should be 'chosen by the children', 'quality and healthy', 'appropriate for their age', 'inexpensive' and 'according to the disability' by mothers and teachers. When the responses to the 'toy perception' were analyzed, it was emphasized that children should be 'gender-specific', while mothers and teachers should not be 'gender-specific'. When the answers given to the "added information about the toy" were examined, it was determined that the children should be toys "according to my mobility and disability" and that the mothers should be "more development toys for the physically disabled".

Conclusion: In this study, it was determined that being physically disabled affects the toy selection of children and especially mothers.

Keywords: Physically disabled, child, toy, toy selection

ÖZ

Amaç: Bu araştırma, bedensel engelli olan çocukların oyuncak seçimini etkileyen faktörleri belirlemek amacıyla yapıldı.

Gereç ve Yöntem: Nitel araştırma deseni kullanılan bu araştırmaya 19 çocuk, 19 anne ve 10 öğretmen katıldı. Veriler oyuncak ile ilgili benzer sorulardan oluşan 'Veri Toplama Formu' ile yapılandırılmış görüşme yapılarak toplandı. Araştırmacı çocuk, anne ve öğretmen ile ayrı ayrı ve yalnız görüştü. Verilerin sosyodemografik özelliklerinin analizi yapılırken frekans, ortalama, standart sapma kullanıldı. Araştırmanın nitel boyutunda içerik analizi yapılmış ve ana temalar araştırmacılar tarafından belirlenmiş ve yorumlanmıştır.

Bulgular: Araştırmada 'oyuncak tanımı' verilen yanıtlar incelendiğinde oyuncağın çocuklar 'eğlenceli', anneler ve öğretmenler ise 'faydalı', 'eğitici ve öğretici' özellikte olmasını vurguladı. 'Oyuncak seçimi' ile ilgili verilen yanıtlar incelendiğinde çocukların oyuncağın 'renk' ve 'kendi isteği', annelerin ve öğretmenlerin ise 'çocukların seçmesi', 'kaliteli ve sağlıklı', 'yaşına uygun', 'ucuz olması' ve 'engel yerine göre' olması gerektiği belirlendi. 'Oyuncak algısı' ile ilgili verilen yanıtlar incelendiğinde çocukların 'cinsiyete özgü', annelerin ve öğretmenlerin ise 'cinsiyete özgü olmaması' gerektiği vurgulandı. 'Oyuncak ile ilgili eklenen bilgiler' ile ilgili verilen cevaplara bakıldığında çocukların 'hareketimi sağlama ve engelime göre' oyuncak olması annelerin ise 'bedensel engelli bireyler için daha geliştirici oyuncaklar olması' gerektiği belirlendi.

Sonuç: Bu araştırmada bedensel engelli olmanın çocukların ve özellikle annelerin oyuncak seçimini etkilediği saptandı.

Anahtar Kelimeler: Bedensel engelli, çocuk, oyuncak, oyuncak seçimi

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INTRODUCTION

The game continues by developing and changing in every period of life, starting with the life of the individual. It is the most satisfying resource for children to meet different learning and needs. Playing with toys starting from infancy are very important tools that they play tirelessly and develop certain motor skills. It maintains its importance throughout childhood (1-4). Play, which is natural, enriched and structured, is the most valuable developmental and reinforcing opportunity for children's lives (5).

Toy; It is all play equipment that regulates the child's movements throughout his development, supports his physical, mental and psychosocial development, and ensures the development of his creativity and abilities. From this point of view, in line with the literature, it can be said that the place and importance of toys is as great as play, especially in preschool and school periods (6-9).

Toys, which are an integral part of children's play, not only improve their social, mental, developmental and cognitive skills, but also have a significant impact on their play orientation and play theme (10,11). In addition to the features they have, toys also provide benefits at different levels for children to acquire and develop different abilities. For example, toys such as dolls, robots and cars enable children to acquire versatile abilities and support all aspects of development. Materials such as legos, play dough, and intelligence cards support children to gain skills in different areas (11). Pehlivan (2005), on the other hand, emphasized that there are some features that parents, families and teachers should pay attention to when choosing toys (4). Toys; It should have features such as the child's age, level of development, interest, desire, needs, to develop imagination, and to be used safely. Apart from these, the gender, physical and mental characteristics of the child, which are among the other factors affecting the choice of toys, are also very important (12). The choice of toys is very important for children with disabilities. Especially parents and teachers of the child should pay attention to the choice of toys. In addition, children with physical disabilities have a great role in developing their perception of toy selection and play.

Apart from the child, there are two other parties associated with the toy around the child. The first of these is the parents, who allocate a budget for the toy economically and determine which toy to buy in line with the wishes and expectations of their child or themselves. The second is teachers who buy toys for educational institutions, guide children to use toys physically and functionally, and have the opportunity to use toys educationally (13). Although the choice of toys is important for the development of the child, a very limited number of studies have been found in the

literature (1,5,8,9,11,13), and no study has been found on the choice of toys for children with physical disabilities. For this reason, in this study, the views of physically disabled children, their mothers and teachers on the choice of toys were discussed.

The aim of the research

This research was carried out to determine the factors affecting the toy selection of physically disabled children.

Research Questions

- What are the factors affecting the choice of toys for children with physical disabilities?
- What are the factors affecting the choice of toys by mothers of children with physical disabilities?
- What are the factors affecting the choice of toys by teachers of children with physical disabilities?

MATERIAL AND METHOD

Type of Research

This research; qualitative research design was used.

Population and Sample of the Research

Population of the research: The universe of the research was carried out with all children aged 3-12 years attending Special Education and Rehabilitation Centers in Karaman City Center between 01 December 2018 and 15 January 2019. A total of 24 children, 24 mothers and 10 teachers, consisting of mothers and teachers with children in this age group.

Sample of the research: The 'convenience sampling' technique was used to determine the sample size of the study. Since the number of participants could not be predicted in qualitative studies, data collection was continued until the most detailed data on the main concept themes and questions of the research were reached. All children who met the inclusion criteria, their mothers and teachers were included in the sample. A total of 19 children, 19 mothers and 10 teachers participated in the research.

Inclusion criteria of the research; the child's age is between 3-12 years old, the child has any physical disability, and the informed consent form has been approved verbally and in writing.

Exclusion criteria of the research; it is the presence of parents and children who do not understand the questions, the child has a developmental delay/inadequacy, communication and speech difficulties.

A total of five children and five mothers were excluded from the study because children and mothers gave incomplete answers to the questions.



Data Collection Instrument

"Data Collection Form" was used to obtain the research data. In qualitative research, different data collection methods such as interview, observation and document analysis can be used (14). Since this research is both a qualitative study and aims to determine the perspectives of the participants on the research topic, 'interview' was chosen as the data collection technique. Interviewing is the most appropriate data collection method to collect data on the thoughts and perceptions of others and to capture the diversity and differences in perspectives (15).

Data collection form: In the study, data were collected with a semi-structured "Data Collection Form" developed by the researchers in accordance with the purpose of the research. The questions in this form were developed by utilizing various literature on the research topic and previous studies (1,3,5,16,17). The data collection form prepared was evaluated by three experts serving at different universities, whether it measured the feature to be measured, its clarity, scope, etc. considered from different angles. After receiving expert opinions, the data collection form was rearranged. The form consists of 4 parts. In the first part, 12 questions containing the demographic information of the parents (such as age, number of children, education and job status), in the second part, 12 questions about the child's descriptive information and toy selection, in the third and fourth part, 9 separate questions containing the opinions of the mother and the teacher about the choice of toys. There are questions. There are multiple choice questions and open-ended questions in the data collection form, which consists of 42 questions in total.

Collection of data: After the researcher determined the children who met the sample selection criteria, informed consent form was prepared separately for the child-mother-teacher, giving information about the purpose and content of the study and an informed written consent form was obtained from those who agreed to participate in the study. In addition, an interview environment was provided where the interviewer and the participated were alone and were not disturbed by anyone. Interviews were held at a suitable time for the researcher and the participant. The interviews were conducted face-to-face and one-on-one in a suitable room (with a chair, quiet, well-ventilated, light) sitting opposite each other. Data were collected by applying the "Data Collection Form" prepared by the researcher. The questions were asked directly to the participants by the researcher, and the answers were written down and recorded by the researcher immediately. The application time of the form took approximately 20 minutes.

Ethical Aspect of Research

The study was carried out with the permission of Karamanoğlu Mehmetbey University, Faculty of Health Science Non-interventional Clinical Research Ethics

Committee (Date: 28.11.2018, Decision No: 10/2018-38). Institutional permissions were obtained from the relevant institutions. Before starting the study, all children, their mothers and teachers were informed about the purpose, duration, plan of the study, and how the collected data would be used, through the "Informed Voluntary Consent Form" and their verbal and written consents were obtained.

Statistical Analysis

Data were analyzed in computer environment using SPSS 21 package program. Descriptive statistics (number, percentage, mean, standard deviation) test was used to analyze the descriptive characteristics of the participants. The answers given about the toy choices of the child, mother and teachers were evaluated using content analysis. Analysis of answers to open-ended questions is one of the most common and classic examples of content analysis (18). Content analysis was done by both researchers independently, then the results were compared and finalized. When evaluating the data, they were coded according to the questionnaire numbers (Child: C, Mother: M, Teacher: T; C2, M5 T6 etc.).

RESULTS

The families and the children descriptive characteristics are summarized in **Table 1**. In the study, it was found that the mean age of the mothers was 35.94 ± 6.76 . It was determined that 68.4% (n=13) of the mothers were married. It was determined that 42.1% (n=9) of the mothers were secondary school and 94.7% (n=18) of the mothers were housewife. It was determined that 52.6% (n=10) of the family type was nuclear family. It was determined that 94.7% (n=18) of the family's monthly income was moderate and 68.4% (n=13) of social security existed. The mean number of children in the family was 2.36 ± 1.46 and it was 52.6% (n=10) to be the first child. It was determined that 63.2% (n=12) of the children were boys and the mean age of the children was 7.15 ± 3.09 (**Table 1**).

In this section, there are evaluations of the answers given to similar questions directed to the child, mother and teacher through interviews.

In the interview, each child, mother and teacher were asked 'What is a toy?', 'What should you pay attention to when buying a toy?', 'Can you tell me the first two toys that come to mind when you say a toy?', 'Is the toy useful for you?', 'Another toy?', 'Does it affect your choice?', 'Who chooses the toy?', 'Does the opposite sex play with the toy?', 'If the color of the toy is important to you, what color would you like it to be?' and 'Is there anything else you want to say about toys?' Nine questions were asked. The answers to the nine questions were evaluated in terms of content and gathered under four categories (toy definition, selection, perception and added information about the toy) and given in **Table 2**, **Table 3** and **Table 4**.

**Table 1.** Family and descriptive characteristics

Family and Child Characteristics		n (%)
Mother age (years)	Min-Max	27-49
	Mean±SD	35.94±6.76
Marital status	Married	13 (68.4)
	Divorced	6 (31.6)
Mother education status	Reader-writer	2 (10.5)
	Primary school	5 (26.3)
	Middle School	9 (47.4)
	High school	3 (15.8)
Mother's employment status	Housewife	18 (94.7)
	Working	1 (5.3)
Family type	Nuclear family	10 (52.6)
	Extended family	3 (15.8)
	Broken family	6 (31.6)
Your monthly income	Good	1 (5.3)
	Middle	18 (94.7)
Your social security	Yes	13 (68.4)
	No	6 (31.6)
Number of children	Min-Max	1-6
	Mean±SD	2.36±1.46
This is the last child	First child	10 (52.6)
	Second and	9 (47.4)
Child's gender	Girl	7 (36.8)
	Boy	12 (63.2)
Child's age	Min-Max	4-12
	Mean±SD	7.15±3.09

As seen in **Table 2**, when the answers given under the title of "toy definition" were analyzed, it was found that the children should have the characteristics of "fun", "beauty", "seeing a friend" and "distraction", respectively. When the answers given under the title of "toy selection" were analyzed, it was determined that the children's toy should have the characteristics of "color", "self-will", "selection with the family", "cheap" and "family desire", respectively. When the answers given under the title of 'toy perception' of children were analyzed, it was determined that the toy should have 'gender-specific', 'both genders' and 'useful' features, respectively. It was determined that the first rank among the children's answers to the 'added information about the toy' should be the toy 'according to my mobility and disability' (**Table 2**).

As seen in **Table 3**, when the answers given by the mothers under the title of "toy definition" were analyzed, it was determined that the toy should have features such as "useful", "educational and instructive", "passing time", "distraction" and "useful for the disabled", respectively. When the answers given by the mothers under the title of 'toy selection' are analyzed, the characteristics of the toy are 'children choose', 'we choose together', 'parents' choice', 'quality and healthy', 'appropriate for age', 'cheap' and 'according to the disability'. When the

Table 2. Children's responses to the toy perception questions in the interview

Child and	Disability location	Toy definition	Toy selection	Toy perception
C1-B	Foot	Car	to be robust	Car, truck
C2-B	Arm	See it as a friend	to be cheap	Rubik's Cube
C3-B	Arm	Truck	What colour is it	Tsar
C4-G	Hand and foot	Baby	Fun toy	Muzeyyen baby
C5-B	Arm	Balloon	Nothing	Lego
C6-B	Arm and leg	Race car	What colour is it	Race car
C7-B	Arm and leg	To enjoy	for the price	Fire Department
C8-G	Arm and leg	Educational	to your beauty	kitchen set
C9-B	Leg	The vehicle we play	be cheap	Robot
C10-B	Foot	Fun vehicle	Colour	Robot, car
C11-G	Foot	Baby	to have one	Baby
C12-G	Arm and leg	Fancy baby	to be cheap	Baby
C13-B	Leg	Funny	Cheap	Car, mirror toy
C14-B	Foot	Funny, pass the time	Battery toys	Remote control car, airplane
C15-B	Foot	Funny	Can be played with hands and feet	Anything can be a toy
C16-G	Leg	My most precious possessions are my friends	It's pretty, babies have long hair	Baby dinnerware
C17-B	Leg	Pass the time	Funny	Taxi bucket
C18-G	Foot	Baby	Beautiful	Baby
C19-G	Arm	Plane	What colour is it	Astronaut
		Features highlighted in definitions	Features highlighted in toy selection	Features highlighted in toy perception
		Fun (9) Beauty (3) See friend (2) Distraction (2)	Color (17) Own request (10) Choosing with family (5) Cheap (5) Family request (4)	Gender specific (12) Both genders can play (7) Useful (6)
		Added information about the toy		
		According to my mobility and disability (6)		
		Studying is more beneficial (1)		



answers given under the title of 'toy perception' of the mothers were analyzed, it was determined that the toy should be 'non-gender specific', 'color perception' and 'baby' characteristics, respectively. Among the answers given by mothers to 'added information about toys', the first place was 'to have more developmental toys for physically disabled individuals', 'quality, healthy and harmless', 'educational and developmental', 'cheap' and 'no hard objects' (**Table 3**).

As seen in **Table 4**, when the answers given under the title of "toy definition" were analyzed, it was determined that the teachers should have the characteristics of "useful", "educative and instructive", "supporting fine, gross

motor and mental development" and "communication tool", respectively. When the answers given under the title of 'toy selection' were analyzed, it was determined that the teachers should have the characteristics of 'children's choice', 'healthy-quality-harmless', 'colors', 'easily accessible' and 'cheap and everyone should be able to buy', respectively. When the answers given under the title of 'toy perception' of the teachers were analyzed, it was determined that the toy should be 'toy that both genders can play', respectively. Among the teachers' responses to 'added information about the toy', it was found that 'children do not discriminate in toys', 'tools for starting real life' and 'children should be able to do it themselves' (**Table 4**).

Table 3. The answers given by the mothers to the toy perception questions in the interview

Mother and child's gender	Disability location	Toy definition	Toy selection	Toy perception
M1-B	Foot	Educational, instructive, useful for his disability	Appropriate for age and disability	House, baby
M2-B	Arm	Fun, entertaining	Being an educational and enjoyable toy	Ball, baby
M3-B	Arm	Educational, entertaining, beneficial for physical disability	We take the healthy	Rag doll
M4-G	Hand and foot	Both developer and distractor	Should not be harmful to health	Baby
M5-B	Arm	Tutorial for children's development	Age appropriate	Baby
M6-B	Arm and leg	Educational, instructive,	Child's favorite toy (cartoon characters)	Barbie doll, teddy bear
M7-B	Arm and leg	Educational, instructive,	Child's favorite toy (cartoon characters)	Teddy bear
M8-G	Arm and leg	Vehicle to entertain children	To be harmless	Rag doll
M9-B	Leg	Vehicle for children	To be of good quality, to be useful to the child	Car, rag doll
M10-B	Foot	Anything they spend time with can be toys	age appropriate	Bear
M11-G	Foot	An educational tool, useful for your disability	Not having a sharp penetrating side	Baby
M12-G	Arm and leg	Educational and entertaining material	Not to harm	Baby
M13-B	Leg	Educational and instructive, useful for his disability	Colors, sounds	Abacus
M14-B	Foot	Children's car	Be economical	Ball, puzzle
M15-B	Foot	Fun for kid	Colorful toys to play with by hand	Car, toys that make noise
M16-G	Leg	Makes it fun to have a good time	What my daughter wants, can play with hands	Baby car
M17-B	Leg	Just let my son spend his time	Be cheap, be harmless	Baby
M18-G	Foot	Fun, helpful for your disability	Useful, fun	Baby
M19-G	Arm	Diverting	To be cheap	Baby
		Features highlighted in definitions	Features highlighted in toy selection	Features highlighted in toy perception
		Useful (16) Educational and didactic (10) Wasting time, distraction (8) Helpful for Disability (5)	Children's Choice (10) We choose together (7) parent choice (2) Quality and healthy (7) Age appropriate (3) Cheap (3) According to the obstacle (3) Color and sound (3)	Not gender specific (15) Color perception (15) Baby (15)
		Added information about the toy Let there be more developmental toys for physically disabled people (9) Quality, healthy and harmless (9) Educational and developer (5) Cheap (4) No hard objects (2)		

**Table 4.** The answers given by the teachers to the toy perception questions in the interview

Teacher	Disability location	Toy definition	Toy selection
T1	A future-proof lifestyle	Cheap, harmless toys that I couldn't get as a kid	Mud car, wire wheel, toy tractor
T2	Any object can be a toy	Not harming the child	Little pink turtle car
T3	The toy is a separate world	Construction material, perception of the child (physical-psychological)	Ball
T4	To enable children of the game age to adapt easily to real life.	Must be strong and durable	Figure cat, toy city cars
T5	All kinds of objects and tools for playing and having fun	It should be versatile, not hinder the child's imagination and creativity, and the child should not fail in the face of toys.	Repair kit with toy bench drill, dog, baby
T6	Toys are children's imaginations	The toy should stay in the child's interest for a long time	Animals play mat, jigsaw puzzle
T7	Developing the child's sense of selection, evaluation and creativity	It should be appropriate for the child's age, interest and ability.	Bowling set, wooden katamino
T8	It's fun	It is educational and suitable for the level of the child	Maracas, car
T9	Tools for children to develop themselves	To be educational, instructive and practical	Train ball
T10	Children having fun, educational ones educating children	It can be played, the child wants, educational and quality	Car, baby, plane, ball
	Features highlighted in definitions	Features highlighted in toy selection	Features highlighted in toy perception
	Useful (9) Educational and tutorial (6) Supporting fine, gross motor and mental development (4) Communication tool (1)	Children's Choice (7) Healthy, high quality, harmless (6) Color (4) Easily accessible (4) Cheap and everyone should Be able to buy it (2)	It should be a toy for both genders (10)
	Added information about the toy		
	Children do not discriminate in toys (10) Tool for getting started in real life (2) Child should be able to do it himself (1)		

DISCUSSION

Data were collected through structured interviews with 19 children, 19 mothers and 10 teachers in this study, which was conducted to determine the factors affecting the choice of toys for children with physical disabilities. The answers to the nine questions were evaluated in terms of content and gathered under four categories (toy definition, selection, perception and added information about the toy).

In the interview, the children stated that while describing the toy, it should be fun the most. Mothers and their teachers gave the same answer and stated that the toy should be useful first, and educational and instructive second. In addition, another answer given by mothers to this question emphasized that it is beneficial for the child's disability. In addition, the teachers emphasized that the toy should both support fine, gross motor and mental development and be a communication tool. In their study, Adak Özdemir and Ramazan (2012) defined the child's toy as a game tool, entertaining and distraction, while the mother and teacher defined it as child-specific, entertaining, supporting his development and learning (1). Tuğrul et al. (2014) also emphasized that the toys should be educational in nature (3). Similar results were found with this study. However, this research was also conducted on physically disabled children.

In the interview, he stated that when children choose toys, the color is the most, and the second is their own will. Mothers and teachers gave the same answer when choosing toys. He emphasized that the child should choose the toy. Other responses of mothers and teachers to toy selection are similar. He stated that while choosing a toy, it should be accessible to everyone with quality, healthy and cheap features. In the study conducted by Adak Özdemir and Ramazan (2012), results similar to this study were found in terms of emphasizing the feature of being healthy, safe, harmless, suitable for age and price in the answers given by mothers and teachers to the choice of toys (1). In addition, in this study, mothers emphasized that when choosing toys, the child should be chosen according to the place of disability among their characteristics. According to the results of another study, it was determined that mothers pay attention to the price, safety and quality features, being an educator and developer (17).

In the interview, it was emphasized that the answers given by the children to the toy perception were gender specific, respectively. The response of mothers and teachers to the perception of toys emphasized that it is not gender specific and that it should be a toy that both genders can play with. However, the answers in Karaca (2020)'s study are different from this research (17). Mothers' awareness of the necessity of the toy for the



child is similar in that they emphasize the peculiarity of the toy for the child.

Among the added information about the toy in this research, another feature that children, mothers and teachers emphasized most about the toy was that the toy should be suitable for the disability. His children emphasized that the toy should be 'according to my mobility and disability'. Among the additional information about the toys, the mothers answered, "Let there be more developmental toys for physically disabled individuals".

CONCLUSION

As a result, in this study, it was found that the toy choice of physically disabled children affected the toy choice of children, especially mothers. It was emphasized that children should be able to move freely and comfortably according to their physical disability related to the toy, and that mothers should be according to the child's disability. Especially mothers said that toys should be made more developmental toys for physically disabled individuals. In addition to these, they emphasized that while defining a child's toy, it should be fun, while mothers and teachers should first be educational, instructive and useful.

Limitations

The research is limited to the sample group, it is collected only according to the mother's statement as parents, and the research is conducted in a single province. In addition, it is recommended to conduct studies in other places with a large sample size and different socioeconomic levels.

ETHICAL DECLARATIONS

Ethics Committee Approval: The study was carried out with the permission of Karamanoğlu Mehmetbey University, Faculty of Health Science Non-interventional Clinical Research Ethics Committee (Date: 28.11.2018, Decision No: 10/2018-38).

Informed Consent: All patients signed the free and informed consent form.

Referee Evaluation Process: Externally peer-reviewed.

Conflict of Interest Statement: The authors have no conflicts of interest to declare.

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