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THE VIEW'S OF MOTHERS ON TOY CHOICES OF 10-12 AGE CHILDREN AND THE PREFERENCES OF CHILDREN ACCORDING TO PARENTAL ATTITUDES

Abstract
Each toy suitable to the age, interest and ability of a child, will support his development in a far better way. From this point parental attitudes, children's toy choices and toys which parents prefer to buy influence on child development and also their personal characteristics. The purpose of the present study was to determine the relationships between parental attitudes and toy choices of 10-12 age children who continued onto forth and fifth grade in primary school and their mothers' toy preferences. With regards to this aim it was tried to investigate that the relationship between parental attitudes and 10-12 age children's gender, mothers' toy preferences, which characteristics they pay attention, their children's toy preferences, toys' price, using sequences of computer and internet and the preferences of computer games.
Parental Attitude Research Instrument (PARI) was used to measure the attitudes of mothers' to their children and the questionnaire form, which was developed by the researchers, was used to determine the view's of mothers about toys of their children. With this aim, a total of 100 children's mother who are 10-12 age were taken into the scope of the research.
According to the result of the research, while parents prefer to buy mind developing toys and babies for their girls, they buy cars for their boys. They also care about the quality of the toy. It is determined that parents tend to be overprotective and democratic.

Key words: *Parental attitudes, toys.*

Introduction

Development is a versatile and sophisticated process which starts before birth and goes on until death. It is formed as a result of heritage and environment. Heritage involves latent powers which come from parents. The environment reflects all factors which affect the development of the individual. The physical, cognitive, social, emotional and sexual development domains of the individual affect each other and the individual develops as a whole (Yavuzer, 2001; Başal, 2004). Family has a special place in creating the first social experiences and the development of

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personality of an individual with its socio-economic and cultural level (Erdoğdu, 2005). That's why the playing ad toy opportunities that a familiy provides for their children have a great role in the development of the child.

Plays and toys make children develop by gaining various experiences by triggering the senses. For this reason, it is essential that parents should be directive on picking the right plays and toys which are suitable to the development level of the children, versatile and supporting the development domains of the children (Artan, Öncü and Elibol, 2003).

Particular child rearing attitudes of parents have negative or positive impacts on the personality development, mind and language development, physical, motor, emotional and social development of the children (Köksal-Akyol, 2003). It is possible to say that parents have different chil raising attitudes. Parents like some children more, protect some children more, be more overbearing to some and tolerate others more. These different attitudes cause children with different personality characteristics (Çağdaş and Seçer, 2004).

Different parent attitudes and their effects on the children have been tried to be listed below.

Iron disciplined parents, expect their children to obey them unconditionally and want to control their behaviours and attitudes and evaluate them within the scope of their own rules. Generally, they punish the child when he doesn't obey the rules (Baumrind, 1968). Acceptance and attendance are at low levels. They are negatory and cold looking parents. The children of these parents are nervous, unhappy, and they have low self esteem and self-confidence, they go through communication troubles and they are foreign-dependent individuals (Bee, 1995; Yavuzer, 2001; Berk, 2009).

In case of mother rejecting being a housewife, parents do not care the child, turn a cold shoulder to him and show him a little love. They give unlimited rights to the child and make him ignore the rules (Özyürek & Şahin, 2010). This kind of parents are generally stressed in their lives and that's why they don't make time for their children. They don't attend long-term activities like helping their children do their homeworks, listening to their opinions, guiding their choices but fulfil their instant demands (Bee, 1995; Berk, 2009).

Overprotecting parents impose restrictions to every move of a child. They do things which the child himself need to do, for the child not to get tired or slog away, they control, care or concern the child more than adequate and interfere with the things which the child is not in need of (Navaro, 1989; Özyürek & Şahin, 2010). Overprotected children turn out to be needy, stubborn, selfish individuals who do not respect others' rights and whose social skills are not developed (Çağdaş and Seçer, 2005).

Democratic parents, make the child's personality develop in a balanced manner. In a democratic family, there are rules to be obeyed, the children are encouraged to experience and raised independent and the rules can be flexible (Özyürek & Şahin, 2010). The children raised in this kind of environment generally become socially adequate, skillful, helpful, friendly, sensitive to othet people's needs, independent and self-confident (Baumrind, 1968; Aslan, 1992).

Parent attitudes are effective in children's physical, intellectual, emotional and personal development. Toy, which is an important part of a child's life, contribute to the development of the child. Accordingly, it can be said that parents with different attitudes can present different toys to their children. Because it is expected that the toys they give to their children, and the value and quality they put on them can be different, since they have different attitudes and expectations of their children. Every toy suitable to the age, interest and skill of the child greatly support the child's development.

In this research, the relation between the attitudes of parents towards their children and they toys they prefer to buy will be tried to evaluate and the impact of parents on the children will be analysed. In this way, it will be easier to predict the impacts of the attitudes of the parents on the development of the child.

Problem Sentence

Is there a relation between the attitudes of the parents of children who go to 4th and 5th class of elemanty schools in Bursa, Nilüfer, Osmangazi and Yildirim Districts, and the toys they prefer to buy?

Sub-problems

1. What are the attitudes the parents show to their 10-12 year old boys and girls?
2. What are the toys the parents with different attitudes prefer to buy to their 10-12 year old boys and girls?

Method

In this research, screening model has been used since the exposure of existing situationis seeked.

Population of the Research

Population of the research is made of the parents of 100 students who go to 4th and 5th class of elemanty schools in Bursa, Nilüfer, Osmangazi and Yildirim Districts.

Data Gathering Tool

Parent Attitude Research Instrument

PARI (Parent Attitude Research Instrument) was developed by Schaefer and Bell in 1958 in USA. The test was adapted in Turkish by Güney le Compte, Ayhan le Compte and Serap Özer in 1978. There is 60 items and 5 lower dimensions in the test. These dimensions are Excessive Maternity Dimension, Democratic Attitude and Recognizing Egality, Rejecting Being Housewife, Incompability of The Couples, and Pressure and Discipline (Öner, 1994; Savran and others, 1995). In the measure which can be applied individually, one of the questions such as "I don't aggree at all", "I approve a little", "I approve a good bit" and "I approve a lot", need to be marked. 1 point is given to the "I don't approve at all" answer, and 2,3,4 points are given to the others in sequence. But, the answers given to the 22nd and 44th items are graded inversely. Different points are obtained for each sub-test where each dimension are represented. 16 points

minimum, 64 points maximum can be taken for excessive maternity dimension; 9 points minimum, 36 points maximum can be taken for democratic attitude and recognizing egality dimension; 13 points minimum, 52 points maximum can be taken for rejecting being housewife dimension; 6 points minimum, 24 points maximum can be taken for incompability dimension; and 16 points minimum, 64 points maximum can be taken for hard discipline dimension (Öner, 1994).

Survey form related to the opinions of mothers on the toys they prefer to buy for their children

Survey form related to The opinions of mothers on the toys they prefer to buy for their children is formed of nine questions. Eight of these questions are open-ended, and one is closed ended.

Findings and evaluation

Toys which the parents prefer to buy for their children are given in Table 1.

Table 1. Which Toys Do You Buy For Your Children?

	Gender				Total	
	Girl		Boy			
Toys	**f**	**%**	**f**	**%**	**f**	**%**
Mind developing, educating, book	21	**42,9**	14	27,5	35	**35**
Car	0	0	24	**47,1**	24	24
Baby	16	32,7	0	0	16	16
Puzzle	9	18,4	6	11,8	15	15
Ball	1	2,04	8	15,7	9	9
Military, tank, plane etc.	0	0	7	13,7	7	7
Lego, block	2	4,08	4	7,84	6	6
Equivoke	1	2,04	5	9,8	6	6
All kind of toy	5	10,2	1	1,96	6	6
Stuffed toys	2	4,08	3	5,88	5	5
Tea Set	4	8,16	0	0	4	4
Taw, ski, bicycle	2	4,08	2	3,92	4	4
Modeling Clay, Coloring	3	6,12		0	3	3
Music Instruments	2	4,08	1	1,96	3	3
Playstation	0	0	2	3,92	2	2
I don't buy	2	4,08	0	0	2	2

As seen in Table 1; it is seen that parents buy mind developing, educating toys the most with %43 rate, and babies with %33 rate to the girls. They prefer to buy cars the most with %47,1 rate to the boys. According to the researches similar to this research, families generally guide their children to play with toys suitable to their genders. (Clearfield, Nelson, 2006; Fagot, Leinbach & O'Boyle, 1992; Şahin, 1993; Blakemore & Centers, 2005; Wood, Desmarais & Gugula, 2002).

The qualities the parents regard when they buy toys for their children are given in Table 1.

Table 2. What do you look at when you buy toys to your children?

Qualities looked at when toys are bought	Gender				Total	
	Girl		Boy			
	f	%	f	%	f	%
Quality	12	**24,49**	9	17,6	21	21
Not harmful	8	16,33	10	**19,6**	18	18
Not made in China, TSE mark, CE mark	6	12,24	8	15,7	14	14
Which makes them happy	6	12,24	6	11,8	12	12
Suitable to the age	8	16,33	4	7,84	12	12
Educating	7	14,29	3	5,88	10	10
Solid and assuring	6	12,24	4	7,84	10	10
Price	4	8,163	6	11,8	10	10
Mind developing	3	6,122	3	5,88	6	6
Not violent		0	3	5,88	3	3

As seen in Table 2, parents mostly look at quality with %24,5 rate when they buy toys for their girls. It has been determined that %19,6 of the parents look at being unharmful when they buy toys for their boys (Çamur et. al, 2008), state that there should be CE mark, producer company information, age compability inscription, security warning and user manuel on the toys, but parents look at prices when they buy them. The reasons why parents don't buy toys for their children are listed in Table 3.

Table 3. Reasons why parents don't buy toys

Reasons why parents don't buy toys	Gender				Total	
	Girl		Boyk			
	f	%	f	%	f	%
Financial Difficulties	10	**20,4**	5	9,8	15	15
Violent		0	9	**17,6**	9	9
Nopnadvantageous to development	2	4,08	1	1,96	3	3
Not neccessary	1	2,04	2	3,92	3	3
Plastic and harmful		0	2	3,92	2	2
Because the child is grown	2	4,08		0	2	2
Because of accident risk	1	2,04	1	1,96	2	2
Because they are badly affected by cartoons		0	1	1,96	1	1
Because their lessons are badly affected	1	2,04		0	1	1

As seen in Table 3, %20,4 of parents who have girls state that their reasons for not buying a toy are financial difficulties; and %17,6 of parents who have boys state that their reason for not buying a toy is that the boy wants toys aimed at violence. The parent attitudes regarding the gender of the child are listed in Table 4.

Table 4. The parent attitudes regarding the gender of the child

			Parent Attitude					Total
			Overprotective	Democratic	Rejecting Being Housewife	Domestic Conflict	Hard Discipline	
Gender	Girl	f	19	24	1	1	4	49
		%	38,8	**49**	2	2	8,2	100
	Boy	f	19	25	1	3	3	51
		%	37,3	**49**	2	5,9	5,9	100
Total		f	38	49	2	4	7	100
		%	38	49	2	4	7	100

As seen in Table 4; it is determined that %49 of parents of girls are democratic, %38,8 are pverprotective, %8,2 are hard disciplined, %2 reject being a housewife, and %2 experience domestic violence. It is seen that %49 of parents of girls are democratic, %37,3are pverprotective, %5,9 are hard disciplined, %2 reject being a housewife, and %5,9 experience domestic violence. Durmuş (2006), state that parents graduated from elementary schools tend to be more overprotective and more hard disciplined.

The toy preferences of parents regarding the parent attitudes are listed in Table 5.

Table 5. The toy preferences of parents regarding the parent attitudes

			Parent Attitude				
			Overprotective	Democratic	Rejecting Being Housewife	Domestic Conflicts	Hard Discipline
Toy Preference	Toys interested	f	2	6	0	0	0
		%	5,26	12,24	0	0	0
	Babies	f	4	3	0	0	2
		%	10,5	6,12	0	0	**28,57**
	Animals	f	2	1	0	0	0
		%	5,26	2,04	0	0	0
	Mind and skill developing toys	f	8	8	0	1	1
		%	**21,1**	16,33	0	25	14,29
	Cars	f	10	11	1	0	1
		%	**26,3**	**22,45**	50	0	14,29
	Not playing with toys	f	2	1	0	0	0
		%	5,26	2,041	0	0	0
	Ball	f	1	3	0	0	0
		%	2,63	6,122	0	0	0
	Puzzle	f	2	4	1	0	0
		%	5,26	8,163	50	0	0
	Playstation, remote controlled toys	f	1	2	0	0	1
		%	2,63	4,082	0	0	14,29
	All kind of toy	f	4	9	0	2	1
		%	10,5	**18,37**	0	50	14,29
	Lego	f	1	0	0	1	0
		%	2,63	0	0	25	0
	Taw, jojo etc.	f	1	1	0	0	1
		%	2,63	2,041	0	0	14,29

As seen in table 5, the first two rows of toy preferences of overprotective parents are cars (%26,3) and mind-skill developing toys (%21,2); the first two rows of toy preferences of democratic parents are cars (%22,45) and all kind of toys (%18,37); the first two rows of toy preferences of hard disciplined parents are babies (%28,57).

Conclusion and suggestions

It is determined that what parents buy most are mind and skill developing toys and babies for their 10-12 year old girls, and cars for their boys. It is determined that parents with democratic attitudes prefer to buy the toys their children are interested in and cars. It is determined that parents tend to become overprotective after that. It is determined that overprotective parents prefer to buy mind developing toys and cars for their children.

However, it is seen that parents with democratic attitudes try to buy all kind of toys their children want. But they need to prefer to buy educating toys suitable to the personality, social and inttellectual development of the child and take care not to buy plastic, harmful to the child's health and risky toys. In this regard, teachers organize contact meetings to inform parents and give information on safe and educating toys.

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