PRIMARY SCHOOL AND SECONDARY SCHOOL STUDENT'S PERCEPTIONS ON THEIR GAMES

İhsan ÜNLÜ

Lecturer Dr., Erzincan Binali Yıldırım University, ihsan-27@hotmail.com
ORCID Number: 0000-0003-2769-8966

Alper KAŞKAYA

Lecturer Dr., Erzincan Binali Yıldırım University, alperkaskaya@gmail.com
ORCID Number: 0000-0002-6695-6422

ABSTRACT

One of the biggest problems of the educators who carry games to classrooms is not being able to evaluate games in the viewpoints of children. The issue of whether children see games as a tool or as a purpose may contribute to the use of games in educational environments. Is a game an activity or a means for socializing for a child? Is it an individual activity or a group activity? Is it a free time activity or does that mean being active? The answers to these questions that will be given by children will enable us to explain games in a detailed manner in hypothetical terms and organize more planned activities for using games in educational environments. On this context, the purpose of the present study is to examine the perceptions of primary school 4th grade and secondary school 5th-6th grade children towards their games. The study was conducted with 231 students studying at primary and secondary schools located in the city center of Erzincan. During the course of the study, the "Children's Perceptions of Their Play Scale (CPTP)" was employed. The scale was developed by Barnett (2013) and was adopted into Turkish by the authors of the study. It may be claimed that games are considered as being social and dealing with something by the students studying at the 4th grades of primary schools and 5th-6th grades of secondary schools, who participated in the study. Among the reasons stated by the students for playing games "To Entertain" was in the first place; and "I play games to learn" ranked the last. The meaning of a game activity was "Active Play" for children, who stated that they played games "To Learn Something". Among the results of the study, the participating students stated that they did not like being passive during their learning processes. It was also determined in the study that students prefer playing games in groups more, these preferences of theirs change according to the grade variable, and the majority of children cannot decide on their games and on what to play.

Keywords: Game, primary school, middle school, game perception.

INTRODUCTION

Although many studies have been conducted on games, there is not a clear definition about the game concept. The most distinctive reason for this is the fact that theoreticians evaluate games with different viewpoints according to their purposes. When games are assessed in the eyes of children, they may be defined as the activities which activate all developmental stages conducted in a free and voluntary manner bringing happiness and developing abilities, senses and emotions (Razon, 1985). A game is a tool that starts with the birth of a human, continues by differentiating according to the age and gender at every stage of life; and is performed without being fed up in a socially satisfactory and reinforcing manner (Huizinga, 1995; Tuğrul, 2010; Pehlivan, 2005). Children try to understand the world by playing games; and use games as a communication language (Saracho, 2003; Landreth, Homeyer & Morrison, 2006). Games have been stated to have serious contributions to learning (UNICEF, 2009), and support the development and learning in cognitive, affective and psychomotor terms (Demirci et al., 2006; Sevinç, 2004; Ginsburg, 2007). It has been observed that previously conducted studies on games integrate them with educational activities. This situation made it possible to design many studies on making use of game activities in educational environments. The nature of games, which bring entertainment and happiness, has been used to eliminate the artificial structure of learning and teaching environments. In this way, children participate more to the learning activities with upper-level motivation (Howard & McInnes, 2012; Royeen, 1985; Wood, 1986). Studies conducted so far show that students are more successful in learning activities if games are included (Howard, Miles & Griffith, 2004; Thomas, Howard, & Miles, 2006). In environments that limit the participation of students and include direct presentation, the most frequently-observed situation is the unhappy faces of students. When the attention and focusing durations of students in such environments are considered, it is observed that games provide children with motivational power and endurance for learning during educational processes (King, 1979; Malaguzzi, 1998). The benefits of games in learning environments make us consider it as a modern educational method (Açıkgöz, 2003). However, learning environments are areas where formal and purposeful activities are performed. For this reason, not any game may be used in a learning environment. Right at this point, it is extremely important that the expectations of children from the game and the expectations in terms of educational purposes overlap with each other. Many factors may be mentioned to ensure the agreement between a learning activity and game. Some of these are; the age of the child, the game environment/field, the teacher and the toys (game materials) (Saracho, 2002). In addition to these, another factor that must be considered is the perception of children about the games. Studies conducted so far show that the knowledge of children on games in fact belongs to the parents, teachers and external observers (Barnett, 2013). For example, it has been mentioned in several studies that teachers observe the games of children and try to plan activities that are similar to those preferred by children (Ceglowsky, 1997). This effort of teachers is extremely important for the success of the game and the teaching method to be used in the learning environment. Again, right at this point, one of the biggest problems of educators who bring games to classrooms is not being able to assess games in the eyes of children. This is not only the problem of educators but also of everybody wondering the viewpoints of children about games (family, friends, researchers). Knowing how children perceive their games will facilitate the work of

teachers who will use games as an educational tool. When the studies showing that children define games in more different ways than adults are examined (Fisher, Hirsh-Pasek, Golinkoff, and Gryfe, 2008; Robson, 1993), it becomes compulsory to know the perceptions of children on games. For this reason, in order to expect realistic outcomes from the use of games in educational environments, it is necessary that the game programs are based on the perceptions of children (Barnett, 2013). Allowing that children express their opinions about their games will cause that the privacy stemming from the social drawbacks is eliminated, and thus, more sincere answers will follow.

Knowing whether children see games as a tool or as a purpose may bring benefits in the use of games for educational purposes. Is a game an activity or a means for socializing for a child? Is it an individual activity or a group activity? Is it a free time activity or does it mean being active? The answers to these questions that will be given by children will enable us to explain games in a detailed manner in hypothetical terms and organize more planned activities in the use of games in educational environments. However, it is observed that studies conducted on the perceptions and preferences of children about games are rare in the literature (Pilten & Pilten, 2013). By considering the literature review on this field, the purpose of the present study was defined as examining the perceptions of children from Primary School 4th and Secondary School 5-6th grades about games. For this purpose, it was aimed to analyze the game perceptions of the students from Primary School 4th Grade, and Secondary School 5th and 6th Grades in terms of their genders, their classes where they receive education, the individuals they prefer to play with, their status on being able to choose their games, their preferences for individual or group games and their reasons for playing games.

METHOD

The study is a descriptive one in which the Causal-Comparative Research Model was used to determine the perceptions of Primary School 4th and Secondary School 5th and 6th Grade students about games.

The Study Sample

The study which aimed to determine the perceptions of Primary School 4th and Secondary School 5th and 6th Graders about games was conducted in Fall Semester of 2015-2016 Academic Year in the Primary Schools and Secondary Schools located in Erzincan city center. In the research process firstly, scale adaptation studies were carried out with 315 students. Then the data of the study were collected from 231 students. A total of 48% of the students who were included in the study group were girls, and 51% were boys. In addition, 44% of them were 5th graders, 28% were 6th graders, and 27% were 4th graders.

Data Collection Tool

The "Children's Perceptions of Their Games Scale (CPTP)" was used during the course of the study. The scale was developed by Barnett (2013), and the adaptation study of it was conducted by the authors of the study. Barnett (2013) developed the scale for the purpose of allowing children to define what game meant for them,

and to determine the perceptions of children on games through a self-report scale. The adaptation studies of the scale were conducted parallel to the studies that were aimed to develop the original form of the scale in agreement with the infrastructure of it with Primary School 4th Graders and Secondary School 5th, 6th and 7th Graders.

For the translation study of the CPTP Scale, the permission was received from the author of the scale for all copyright issues of it. The translation from English, which is its original language, into Turkish was made by two specialist researchers who had the adequate field knowledge and English proficiency. The opinions of 4 academicians who were specialists in their fields and the opinions of an academician who was a specialist on the items of the scale were received about the items of the scale. In addition, the items of the scale were read to Primary School 4th Graders and feedbacks were received from them on the understandability of the items. As the last item, the items of the scale were translated into Turkish again. It was re-evaluated by specialists who had proficiency in English, and the viewpoints of the translators were received on the equal values of the forms. As a result of the adaptation studies, the latest form of the scale, which consisted of 11 items and 4 dimensions, was used. The acceptance cut-off values of the latest form of the scale are given in Table 1 for the 1st Level.

Table 1. CPTP Scale 1st Level DFA Consistence Parameters-Results

I. Level DFA	Δx^2	sd	Δx^2/sd	RMSEA	RMR	CFI	IFI	GFI	TLI	AGFI
Four-Factor Structure	69,91	38	1,84	0,04	0,05	0,97	0,97	0,97	0,95	0,95
Accepted Cut-off Values*	p>0,05	-	Δx^2/sd<5	<0,05 Good Fit <0,08 Reasonable Fit			>0,85 Acceptable >0,90 Good Fit			

*(Raykow, Marcoulides, 2006; Schermelleh-Engel, Moosbrugger, Müller, 2006; Byrne, 2010; Kline, 2011; Steiger, 2000; Ullman, 2001).

Based on Table 1, it is observed that the fit indices together with consistence values, criteria and the cut-off points for acceptance are extremely high in the latest form of the scale in which there were 4 dimensions and 11 items (x²/ sd= 1,84, RMR= .05, CFI, 0.97; IFI, 0,97; GFI, 0,97; TLI, 0,95; AGFI; 0,95). In the latest form, the data on the structural validity of CPTP scale (similarity and discrimination validity) are given in Table 2.

Table 2. Statistical Values on CPTP Scale Similarity and Discrimination Validity

	CR	AVE	MSV	ASV	Social Play	Engagement.	Active Play.	Free Time
FB	0,74	0,40	0,32	0,20	0,57*			
FD	0,75	0,60	0,32	0,32	0,56*	0,77*		
FE	0,62	0,45	0,16	0,16	0,34*	0,40*	0,66*	
FF	0,73	0,50	0,17	0,06	0,41*	0,13*	0,01*	0,70*

When Table 2 is examined, it is possible to claim that the scale meets the discrimination validity and similarity criteria. It is also observed in terms of similarity validity that the compound reliability coefficients are higher than .60, and the AVE values are over or close to .50. Although the AVE values were low and close to .50 in

"Social Play" and "Active Play" dimensions, the CR values were .60 and over; and therefore, it is possible to claim that the scale has the similarity validity. In addition, in terms of discrimination validity, it is observed that the average of the square of the *common biggest structural covariance* (MSV) and the *average of the common structural covariance squares* (ASV) are lower than the reported *average variance* (AVE). In addition, when the correlations between the sub-criteria that constitute the scale were examined, it was also observed that the square root of the reported average variance and the square root of the scale were at a higher level than the correlations with the other dimensions of the relevant dimension. Based on this finding, it is possible to claim that the items do not show high relations with other dimensions and the discrimination validity is also met. It was presumed that the relation between the factors in the last form of the scale stemmed from the upper dimension of Perceptions of Children on Games; and thus, the second level factor analysis was made.

Table 3. CPTP Scale 2nd Level DFA Fit Parameters-Results

II. Level DFA	Δx^2	sd	Δx^2/sd	RMSEA	RMR	CFI	IFI	GFI	TLI	AGFI
Four-Factor Structure	91,46	40	2,28	0,05	0,05	0,96	0,96	0,96	0,95	0,95
Accepted Cut-off Values*	p>0,05	-	Δx^2/sd<5	<0,05 Good Fit <0,08 Reasonable Fit		>0,85 Acceptable >0,90 Good Fit				

*(Raykow, Marcoulides, 2006; Schermelleh-Engel, Moosbrugger, Müller, 2006; Byrne, 2010; Kline, 2011; Steiger, 2000; Ullman, 2001).

In the Perceptions of Children about *Games Upper Dimension*, and according to the data obtained from the 2nd level DFA of the Four-Factor Structure, the fix indices of the model represented with 11 Items, 4 sub-dimensions and an upper dimension are extremely high (x^2/ sd= 2.28, RMR= .05, CFI, 0.96; IFI, 0,96; GFI, 0,96; TLI, 0,95; AGFI; 0,95). The second level items-structure parameters obtained from the four-factor model of the scale are given in Figure 1.
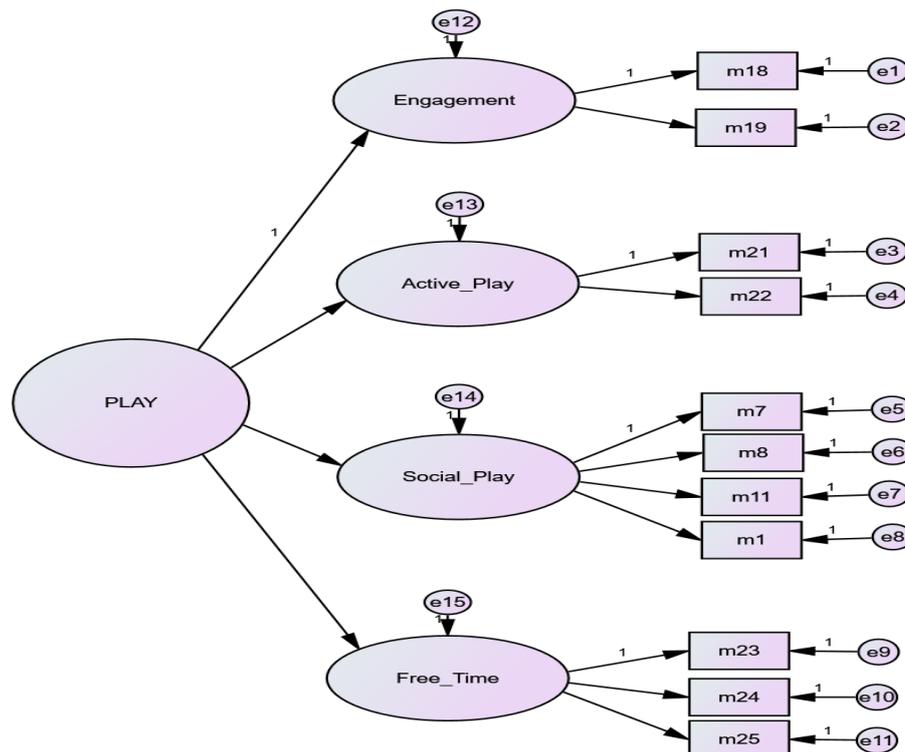
Figure 1. Items Structural Parameters as a Result of CPTP Scale 2nd Level DFA

In Figure 1, when the second level structure parameters in the latest form of the scale are considered, it is observed that it includes the 4 sub-dimensions; the items have high level structural coefficient weight between .44 and .95; and are represented in the Perceptions of Children about Games dimension.

Generally, the Cronbach Alpha Internal Consistency Coefficient Computation Method is preferred for the reliability of the scales. The Cronbach Alpha Internal Consistency Coefficient here indicates an emphasized compound reliability. The Cronbach Alpha Internal Consistency Coefficient was computed for the reliability of the 11 items of the scale. While the Cronbach Alpha Internal Consistency Coefficient was .65 before the items were excluded from the CPTP, this coefficient was found as .75 after the items were excluded. It is observed that the Cronbach Alpha values of the sub-dimensions of the scale were .75 for the "Engagement" dimension; .61 for "Active Play" dimension; and .72 for "Free Time" dimension. Based on the results, it is possible to claim that the scale has a reliability at and acceptable level.

The Analysis of the Data

As a result of the normality analyses of the data obtained in the study, which was conducted for the purpose of determining the game perceptions of the students from Primary School 4th and Secondary Scholl 5th and 6th Grades, it was seen that the data showed a normal distribution; and the result of the Kolmogorov-Smirnov test was .20, and the result of the Shapiro-Wilk test was .66. In this context, the Descriptive Statistical Techniques, Independent Samplings *t*-test, One-Way Variance Analysis and the χ^2 Test were used.

FINDINGS (RESULTS)

In this study, which was conducted to determine the perceptions of the students studying at Primary School 4th and Secondary School 5th and 6th Grades about games, the game perceptions of the students were examined in terms of some variables. The descriptive statistics on the game perceptions of Primary School 4th and Secondary School 5th and 6th Grades are given in Table 4.

Table 4. The Descriptive Statistics on the Game Perceptions of Primary School 4th and Secondary School 5th and 6th Graders

	N	Min.	Max.	X	s.d.
Occupation	231,00	1,00	5,00	3,81	1,27
Active Play	231,00	1,00	5,00	2,73	1,11
Social Play	231,00	1,00	5,00	4,25	0,66
Free Time	231,00	1,00	5,00	2,40	1,21

A visual inspection of Table 4 shows that the students mostly tend to intensify in "Social Play" dimension (X=4,25). In addition, "Occupation" dimension also appears before us as another dimension in which the perceptions of the students are at higher levels. In this respect, it is possible to claim that for students studying at Primary School 4th and Secondary School 5th and 6th Grades, games mean Being Social and Dealing with Something.

The descriptive statistics on the genders preferred to play with by the students of Primary School 4th and Secondary School 5th and 6th Grades are given in Table 5.

Table 5. The Descriptive Statistics on the Genders Preferred to Play With by the Students

Gender	Wants to play with	N	%
Girls	Girls	37	33,0
	Girls and Boys	75	67,0
Boys	Girls	3	2,5
	Boys	55	46,2
	Girls and Boys	61	51,3

In the light of the findings obtained in the study, when the issue of with whom students want to play is evaluated, it is observed that girls and boys want to play with girls and boys. However, as it is seen in Table 5, when the preferences of the students are evaluated in terms of playing with other children from the same gender, it is observed that boys prefer to play with boys more than girls, and girls want to play either with girls or with boys and girls, and do not state anything about playing with boys.

The descriptive statistics on the differentiation of the reasons for playing games of Primary School 4th and Secondary School 5th and 6th Graders are given in Table 6.

Table 6. X² Analysis Results on the Reasons of the Students for Playing Games

	Observed	Expected	Difference	X^2	p
To Entertain	172	77,0	95,0		
To Learn Something	22	77,0	-55,0	177,273	0.000
To Pass Time	37	77,0	-40,0		

231 students were given 3 choices on why they played games. 172 of them stated that they played games "To Entertain"; 37 stated that they played games "To Pass Time"; and 22 of them stated that they played games "To Learn Something". According to the results of the Two-Way Chi-Square Test, which was conducted to test whether the difference between the reasons for playing games was significant or not, it was observed that the difference between the choices of classes by the students was at a significant level [$X^2_{(2)}$=177,273, p<0,05]. When the effect size of the difference is analyzed, it is possible to claim that the difference between the reasons for playing games is at a high level.

The findings on the relation between the reasons for playing games and playing individual or group games stated by Primary School 4th and Secondary School 5th and 6th Grade students are given in Table 7.

Table 7. The Results of the Analysis on the Relation Between the Reasons for Playing Games and Playing Individual or Group Games

			Why do you play games?					
			To Entertain	To Learn Something	To Pass Time	Total	X^2	p
Game Preference	Individual	Observed	17	7	12	36		
		Expected	26,9	3,4	5,6	36,0	17,21	0,00
	Group	Observed	155	15	24	194		
		Expected	145,1	18,6	30,4	194,0		

According to the results of the Two-Way Chi-Square Test, which was conducted to test whether there was a relation between the reasons for playing games and playing individual or group games stated by Primary School 4 and Secondary School 5th and 6th Grades, it was observed that there was a significant relation between the reasons for playing games and playing individual or group games [$X^2_{(2)}$=17,21, p<0,05]. Based on Table 7, it is possible to claim that the students who prefer individual games want "To Learn Something" or "To Pass Time", and the students who play games in groups want to play games "To Entertain".

The findings on the preferences of playing individual or group games of Primary School 4th and Secondary School 5th and 6th Grade students in terms of gender and grades are given in Table 8.

Table 8. Analysis Results of Evaluation of Playing Individual or Group Games by Students According to Gender and Grade Variable

			Game Preference			X²	p
			Individual	Group	Total		
Grade	4th Grade	Observed	10	54	64		
		Expected	10,0	54,0	64,0		
	5th Grade	Observed	5	96	101	22,419	0.000
		Expected	15,8	85,2	101,0		
	6th Grade	Observed	21	44	65		
		Expected	10,2	54,8	65,0		
Gender	Girls	Observed	15	97	112		
		Expected	17,5	94,5	112,0	0,84	0,35
	Boys	Observed	21	97	118		
		Expected	18,5	99,5	118,0		

According to the Two-Way Chi-Square Test, which was conducted to determine whether there was a relation between the individual or group game preferences and the grades of the students, it is possible to claim that there is a statistically significant relation between the individual or group game preferences and the grades of the students [$X^2_{(2)}$=108,539, p<0,05]. In Table 8, it is observed that the students from 4th and 5th Grades prefer group games, while 6th Grade students prefer individual games [$X^2_{(1)}$=0,84, p<0,05].

According to the Two-Way Chi-Square Test, which was conducted to determine whether there was a relation between the individual or group game preferences and the genders of the students, it is possible to claim that there is no statistically significant relation between the individual or group game preferences and the genders of the students.

Findings on being able to choose the games by the students studying at Primary School 4th and Secondary School 5th and 6th Grades are given in Table 9.

Table 9. Findings on Being Able to Choose the Games the Students Play

	Observed	Expected	Difference	X^2	p
Yes	85	115,5	-30,5	16,1	0.000
No	146	115,5	30,5		

In Table 9, when the issue of being able to choose the games by the students is evaluated, it is observed that the students have a perception of not being able to choose their games. It was observed that there was a statistically significant relation between the students who stated that they could choose their games (n=85) and those who stated that they could not choose their games (n=146) [$X^2_{(2)}$=22,41, p<0,05].

The findings on the evaluation of being able to decide on their games by the students studying at Primary School 4th and Secondary School 5th and 6th Grades in terms of gender and grade variables are given in Table 10.

Table 10. Analysis Results of Evaluation of Being Able to Decide Which Game to Play by the Students According to Gender and Grade Variable

			Do you choose the games you play		Total	X²	p
			Yes	No			
Gender	Girls	Expected	41	**71**	112	9,36	**0.02**
		Observed	30	**82**			
	Boys	Expected	**44**	75	119		
		Observed	**55**	64			
	Total	Expected	85	146	231		
Grade	4.Grade	Observed	24	41	64	1,53	0.46
		Expected	22	42			
	5.Grade	Observed	38	65	102		
		Expected	35	67			
	6.Grade	Observed	24	41	65		
		Expected	28	37			
	Total	Observed	85	146	231		
Game Preference	Individual	Expected	**13**	23	36	6,33	**0.01**
		Observed	**20**	16			
	Group	Expected	72	**122**	194		
		Observed	65	**129**			
	Total	Expected	85	145	230		
Why do you play games	Entertain	Observed	63	109	172	0.79	0.67
		Expected	62	110			
	To learn something	Observed	8	14	22		
		Expected	10	12			
	To pass time	Observed	14	23	37		
		Expected	13	24			
	Total	Observed	85	146	231		

When the issue of being able to choose their games by the students from Primary School 4th and Secondary School 5th and 6th Grades was evaluated, it was observed that the difference between the grades of the students [$X^2_{(2)}$=1,53 p>0,05] and game preferences [$X^2_{(2)}$=0,79, p>0,05] was not at a statistically significant level. When the perceptions of the students on being able to choose their games or not was evaluated, it was observed that there is a difference at a statistically significant level according to the gender variable [$X^2_{(2)}$=9,36, p<0,05]. In this respect, it is possible to claim that the perceptions of the boys in being able to choose their games were more than girls. Again, when the perceptions of the students on choosing their games were evaluated according to the individual or group game preferences, it is possible to claim that the finding is at a statistically significant level [$X^2_{(2)}$=6,33, p<0,05]. According to this finding, the perceptions of the children on preferring individual games were higher at a statistically significant level than those who preferred group games.

According to the gender variable, the findings on the evaluation of the game perceptions of the students from Primary School 4th and Secondary School 5th and 6th Grades are given in Table 11.

Table 11. The T-Test Analysis on Game Perceptions of the Students Studying at Primary School 4th And Secondary School 5th And 6th Grades According to Gender Variable

	Gender	N	$\bar{X}$	s.d	df	t	p
Occupation	Girls	112,00	3,78	1,26	229	-0,42	0,66
	Boys	119,00	3,85	1,29			
Active Play	Girls	112,00	2,89	1,14	229	2,20	0,02*
	Boys	119,00	2,57	1,07			
Social Play	Girls	112,00	4,16	0,69	229	-2,08	0,03*
	Boys	119,00	4,34	0,62			
Free Time	Girls	112,00	2,01	1,07	229	-4,91	0,00*
	Boys	119,00	2,76	1,22			

*p<0.05

When the game perceptions of the students from Primary School 4th and Secondary School 5th and 6th Grades were evaluated according to the gender variable, it was observed that the game perceptions of the students differed at a statistically significant level in "Active Play", "Social Play" and "Free Time" dimensions. It was also observed that in the "Active Play" dimension, the perceptions of the girls ($\bar{X}$ =2,89) were at higher levels than those of the Boys ($\bar{X}$ =2,57) [t(229)=2,20, p<0,05]; in "Social Play" dimension, the perceptions of the boys ($\bar{X}$ =4,34) were higher than those of the girls ($\bar{X}$ =4,16) [t(229)=-2,08, p<0,05]; and again, in "Free Time" dimension, the perceptions of boys ($\bar{X}$ =2,76) were higher than those of the girls ($\bar{X}$ =2,01) at a statistically significant level [t(229)=-4,91, p<0,05]. Based on this, it is possible to claim that games are perceived as a tool for being socialized and as an activity performed by boys in "Free Time", while games were perceived as "Active Play" for girls.

The status of the game perceptions of the students studying at Primary School 4th and Secondary School 5th and 6th Grades according to the grade variable is given in Table 12.

Table 12. The Results of the One-Way Variance Analysis on the Evaluation of Game Perceptions of the Students According to Grades Variable

Factors		4th Grade	5th Grade	6th Grade	Total	F	p	Difference*
Occupation	N	64	102	65	230	4,15	0,02	Between 4th Grade and 5th and 6th Grades
	$\bar{X}$	3,43	3,95	3,98	3,81			
	Ss	1,40	1,23	1,14	1,27			
Active Play	N	64	102	65	230	4,18	0,02	6th Grade and 4th and 5th Grades
	$\bar{X}$	2,60	2,59	3,06	2,73			
	Ss	1,18	1,04	1,12	1,11			
Social Play	N	64	102	65	230	2,45	0,08	
	$\bar{X}$	4,40	4,22	4,15	4,25			
	Ss	0,63	0,61	0,74	0,66			
Free Time	N	64	102	65	230	0,92	0,40	
	$\bar{X}$	2,30	2,52	2,31	2,40			
	Ss	1,29	1,24	1,06	1,21			

When Table 12 is evaluated, it is observed that the perceptions of the students studying at Primary School 4th and Secondary School 5th and 6th Grades differ at a statistically significant level according to the grade variable in "Occupation" [F (2,228) =4,15, p<0.05] and "Active Play" [F (2,228) =4,18, p<0.05] dimensions. It was also observed that the effect size computed for "Occupation" and "Active Play" dimensions was at η2=0,04 Level. Based on these findings, it is possible to claim that there is a "Medium Level" difference between the game perceptions of the students in "Occupation" and "Active Play" dimensions. When the perceptions of the students in "Occupation" dimension was evaluated, it was observed that there was a difference at a statistically significant level for Primary School 4th Grade students ($\bar{X}$ =3,43) and Secondary School 5th ($\bar{X}$ =3,95) and 6th Grade students ($\bar{X}$ =3,98) in favor of 5th and 6th Grade students. In addition, it was also observed in "Active Play" dimension that there was a difference at a statistically significant level between the students studying at 6th Grade ($\bar{X}$ =3,06), 4th ($\bar{X}$ =2,60) and 5th Grade ($\bar{X}$ =2,59) in favor of those studying at 6th Grade. Although there was no difference at a statistically significant level (p<0.05), the effect size was computed as η2=0,02 Level in "Social Play" dimension. Based on this, it is also possible to talk about a difference although at a low level between the perceptions of the students at "Social Play" dimension. In this respect, it was determined that the game perceptions of the students studying at 4th Grade ($\bar{X}$ =4,40) in "Social Play" dimension were at higher levels when compared with the students studying at 6th Grade ($\bar{X}$ =4,15).

The status of game perceptions of the students from Primary School 4th and Secondary School 5th and 6th Grades according to individual or group games is given in Table 13.

Table 13. The T-Test Analysis of Game Perceptions of the Students Studying at Primary School 4th and Secondary School 5th And 6th Grades on Playing Individual or Group Games

	Gender	N	$\bar{X}$	s.s	Sd	t	p
Occupation	Individual	36	3,54	1,08	228	1,40	0,16
	Group	194	3,87	1,31			
Active Play	Individual	36	2,79	1,21	228	0,40	0,69
	Group	194	2,71	1,10			
Social Play	Individual	36	4,38	0,52	228	1,32	0,18
	Group	194	4,22	0,68			
Free Time	Individual	36	2,41	1,17	228	0,06	0,95
	Group	194	2,40	1,22			

*p<0.05

When Table 13 is examined it is observed that there is no statistically significant difference between the game perceptions of the students from Primary School 4th and Secondary School 5th and 6th Grades according to individual or group games. Based on this finding, it is possible to claim that the perceptions of the students on games do not differ according to individual or group games.

The status of the game perceptions of the students from Primary School 4th and Secondary School 5th and 6th Grades according to being able to decide on the games they will play is given in Table 14.

Table 14. The T-Test Results on Being Able to Decide on the Game to Play by the Students Studying at Primary School 4th and Secondary School 5th and 6th Grades

	I choose my games myself	N	$\bar{X}$	s.s	Sd	t	P
Occupation	Yes	85	3,7	1,34563	229	-1,04	0,3
	No	146	3,8801	1,23079			
Active Play	Yes	85	2,7294	1,0678	229	0,02	0,98
	No	146	2,726	1,14483			
Social Play	Yes	85	4,2941	0,63991	229	0,76	0,45
	No	146	4,226	0,67103			
Free Time	Yes	85	2,6549	1,24875	229	2,5	**0,01**
	No	146	2,2489	1,15921			

*p<0.05

In Table 15, it is observed that when the game perceptions of the students from Primary School 4th and Secondary School 5th and 6th Grades were evaluated according to "*being able to choose their games*", there were no differences in "Occupation", "Active Play" and "Social Play" dimensions at a statistically significant level. However, in "Free Time" dimension, it was observed that there was a difference at a statistically significant level in terms of being able to choose games by the students from Primary School 4th and Secondary School 5th and 6th Grades [t (229) =-2,50, p<0,05]. In this context, it was also determined that the game perceptions of the students who stated that they could choose their games ($\bar{X}$ =2,65) in "Free Time" dimension were at higher level at a statistically significant level. Based on the findings, it is possible to claim that the students who stated that they could choose their games see games as a "Free Time" activity i.e. as an extracurricular activity.

The findings on the perceptions of the students according to "playing games with parents" status of the students are given in Table 15.

Table 15. The Test Analysis on Game Perceptions of the Students According to Playing Game With Their Parents Status

	Do you play games with your mother and father?	N	$\bar{X}$	s.s	sd	t	p
Occupation	Yes	153	3,88	1,23	229	1,255	0,21
	No	78	3,66	1,34			
Active Play	Yes	153	2,70	1,10	229	-0,35	0,73
	No	78	2,76	1,13			
Social Play	Yes	153	4,23	,64	229	-0,46	0,65
	No	78	4,27	,68			
Free Time	Yes	153	2,35	1,22	229	-0,76	0,45
	No	78	2,48	1,17			

*p<0.05

When Table 15 is examined it is observed that the perceptions of Primary School 4th and Secondary School 5th and 6th Grade students in playing games with their mothers and/or fathers do not vary in "Occupation", "Active

Play", "Social Play", and "Free Time" dimensions. In this context, it is possible to claim that there are no differences in the perception of children who think that they play or do not play games with their mothers and/or fathers. The status of children studying at Primary School 4th and Secondary School 5th and 6th Grades according to the reasons for playing games is given in Table 16.

Table 16. Results of the Variance Analysis of Game Perceptions of Children Studying at Primary School 4th Grade and Secondary School 5-6th Grades According to the Reasons for Playing Games

Factors		Reason for Playing Games			F	P	Difference*
		1	**2**	**3**			
	N	172	22	37			
Occupation	$\bar{X}$	3,82	4,14	3,59	1,25	0,28	
	ss	1,33	0,94	1,14			
	N	172	22	37			
Active Play	$\bar{X}$	2,68	3,39	2,57	4,53	0,01	2-1,3
	ss	1,11	1,14	1,02			
	N	172	22	37			
Social Play	$\bar{X}$	4,31	4,17	4,02	3,21	0,04	1-3
	ss	0,63	0,78	0,66			
	N	172	22	37			
Free Time	$\bar{X}$	2,45	2,24	2,26	0,56	0,57	
	ss	1,26	1,04	1,04			

p<0.05 (1-To Entertain, 2-To Learn, 3-To pass time)

When the perceptions of the students were evaluated according to the reasons for playing games, it was found out that the perceptions of the students differed at a statistically significant level in "Active Play" [F (2,228) =4,53, p<0.05] and "Social Play" [F (2,228) =3,21, p<0.05] dimensions. It was also found out that the perceptions of the students who stated that they played games "To Learn" ($\bar{X}$ =3,39) in "Active Play" dimension were higher at a statistically significant level than the students who stated that they played games "To Entertain" ($\bar{X}$ =2,68) and "To pass time" ($\bar{X}$ =2,57).

In addition, it was also observed that the perceptions of the students who stated that they played games "To Entertain" ($\bar{X}$ =4,31) in "Social Play" dimension were higher at a statistically significant level than those who stated that they played games "To pass time" ($\bar{X}$ =4,02).

CONCLUSION and DISCUSSION

It may be concluded that games are evaluated as "being social" and "dealing with something" by the students from Primary School 4th and Secondary School 5th and 6th Grades. In the literature, on the other hand, games are considered as entertainment and spending excessive energy (Isenberg & Jalongo, 2001). However, the games of children also host a network of communications and rules. It is possible to claim that these rules and communication processes enable socializing by developing communicative skills, sharing and cooperation skills in children. Kirazoğlu (2000) conducted a study and reported that games enabled children to socialize and find a place among their peers.

When the results of the present study are considered in terms of gender, it is observed that girls avoid the preference of playing games only with boys. When the results of the study conducted by Pilten & Pilten (2013) are examined, it is observed that fellow friends prefer to play games together. Especially towards furthering ages, it is observed that the strict attitude between the genders increases (Pilten & Pilten, 2013; Thorne, 1993). It is observed that the findings of the study do not overlap with the present results especially for boys. It is observed that boys are closer to the preferences of playing games with girls. However, it is possible to claim that girls use this preference right of theirs in a negative way. Another problem that is evaluated in terms of gender is the *direct game perception*. While boys perceive games as a means of socializing and as activities performed during "Free Times", girls consider games as "Active Play".

According to the results obtained in the present study, playing games for entertainment ranks the first among the reasons for playing games for students from Primary School 4th, Secondary School 5th and 6th Grades. It is followed by playing games "To pass time", and "To learn something". Entertainment and game concepts are like "*two peas in a pod*" for children. The concept of "entertainment" is both the result of the game and the determinant of the issue of which activity is considered as a game. Similar results were reported in the study conducted by Pilten & Pilten (2013). Entertainment generally ranks the first in the game preferences of children. Not every game that is considered to be entertaining is preferred by children. Several factors like culture, socio-economic level and history may affect preferences. However, it is also possible to claim that there is another situation influencing the preferences. Based on the results obtained in the study, it is possible to claim that the students who prefer individual games play games "To learn something" or "To pass time", while it is observed that the students who prefer playing games in groups play games "To Entertain". In this context, individual games attract more attention by students for learning, and group games attract their attention for entertaining.

When the game preferences of the students from Primary School 4th and Secondary School 5th and 6th Grades are examined it is observed that the students prefer group games more. However, when the topic is considered in terms of their grades, it is observed that the students from 4th and 5th Grade prefer group games, and the students studying at 6th grade prefer individual games. When the topic is considered in terms of developmental stages, it is observed that the students from 4th and 5th Grades show the characteristics of Concrete Operations Period, and social behaviors start to develop in this period (Wadsworth, 2015). In terms of 6th Graders, it is observed that teenage egocentrism appears with teenage years, and in this context, students prefer individual games. The teenagers in this period try to find their independency and feel lonely, and in some cases, feel like isolated (Selçuk, 2007). This situation, which develops in respect of the game perceptions on a developmental basis, must be evaluated in respect of the 4+4+4 Educational System currently applied in our country, and the system must be questioned in this context.

According to the results obtained in the study, it was concluded that the majority of the students who were included in the sampling of the study cannot decide on their games and on what to play. It is observed that boys have higher perceptions on being able to decide on their games when compared with girls. The

perceptions of the students, who preferred individual games, on being able to choose their games were found to be at a higher level than those who preferred group games. When the literature is reviewed, although it is observed that games are considered as a phenomenon specific to children (Pilten & Pilten, 2013) and as the most important "*job*" of children (Bundy, 1997), children state that they are not able to choose their games. Choosing games by teachers during school years may stem from the fact that games have a teaching-based purpose. When the teachers are asked about games, it is concluded that game-based teaching is very useful (Özyürek & Çavuş, 2016). However, it is observed in studies conducted with children that teachers need serious academic knowledge for using this method. Games are considered as an "Free Time" activity for students who stated that they could choose their games. In this context, it may be concluded that teachers are determinant in choosing the games played at schools. Children have the right of choosing their games outside the school.

The meaning of games for students who stated that they played games "To Learn something" is "Active Play". It may easily be claimed that students do not love being passive during learning processes. Based on these results, games are useful in situations where girls, boys, or girls-boys participate together in an entertaining manner when planned by children and in which learning-based intervention do not disrupt the nature of the game.

SUGGESTIONS

Based on the results of the study, it is considered that boys and girls playing games together is useful for their social development, and it is important that the environments in which boys and girls may play games together are prepared.

Based on the result claiming that children do not see games as a tool for learning, on the contrary, they see games as a tool for entertainment, it is considered important that teaching processes supported with games are included in Primary School 4th and Secondary School 5th and 6th Grades, which will also be useful in reflecting the motivating role of games to the education process. In this context, it is recommended that an educational process supported with games should be included in Primary School 4th and Secondary School 5th and 6th Grades at schools.

According to the results obtained in the study, it is observed that the students studying at the 6th Grades prefer individual games more, which is different from the other grades. In this context, based on the characteristics of the developmental stage of the relevant age period and on the socializing effect of games, it is recommended that subjects are designed to include game activities for students in 6th Grades.

Due to the developmental period through which students are passing, it is recommended that games are planned as an educational activity, and such activities are included in educational curricula. In this context, it is considered important that students plan their games by determining their activities in the process and perform this in a parallel manner to the educational process.

İLKOKUL VE ORTAOKUL ÖĞRENCİLERİNİN KENDİ OYUNLARINA YÖNELİK ALGILARININ İNCELENMESİ

ÖZ

Oyunu sınıf ortamına taşıyan eğitimcilerin en büyük sorunlarından bir tanesi oyunu çocukların bakış açısından değerlendirememektir. Çocukların, oyunu bir araç olarak mı yoksa bir amaç olarak mı gördükleri oyunun eğitim ortamlarındaki kullanımında fayda sağlayabilir. Çocuk için oyun etkinlik midir yoksa sosyalleşme aracı mıdır? Bireysel bir faaliyet midir yoksa grup faaliyeti midir? Boş zaman etkinliği midir yoksa aktif olmak mıdır? Bu sorulara çocuklar tarafından verilecek cevaplar, oyunun kuramsal olarak detaylı bir şekilde açıklanabilmesini ve oyunun eğitim ortamlarındaki kullanımlarında daha planlı uygulamaların yapılmasına olanak sağlayacaktır. Bu doğrultuda araştırmanın amacı; ilkokul 4 ve ortaokul 5-6. sınıfların kendi oyunlarına yönelik algılarının incelenmesi olarak belirlenmiştir. Araştırma; Erzincan İli merkez ilçe, ilkokul ve ortaokullarında öğrenim gören 231 öğrenci ile gerçekleştirilmiştir. Araştırma sürecinde Barnett (2013) tarafından geliştirilen ve araştırmacılar tarafından uyarlama çalışmaları yapılan "Çocukların Oyunlarına Yönelik Algı Ölçeği" (ÇOYA) kullanılmıştır. Araştırmaya katılan ilkokul 4 ile ortaokul 5 ve 6. sınıflarda öğrenim gören öğrenciler için oyunun daha çok sosyal olmak ve bir şeylerle meşgul olmak bağlamında değerlendirildiği ifade edilebilir. Öğrencilerin oyun oynama nedenleri arasında ilk sırada "eğlenmek amacıyla" oyun oynamak yer alırken, son sırada "öğrenmek amacıyla oyun oynarım" tercihinin oluştuğu gözlenmektedir. Öğrenmek için oyun oynarım ifadesini kullanan öğrenciler için oyun etkinliğinin karşılığı aktif olmaktır. Öğrencilerin öğrenme sürecinde pasif olmayı sevmedikleri araştırmanın sonuçları arasında yer almaktadır. Öğrencilerin grupla oyunlar oynamayı daha fazla tercih ettikleri, bu algılarının sınıf değişkeni açısından farklılaştığı ve öğrencilerin çoğunluğunun kendi oyunlarına, ne oynayacaklarına kendilerinin karar veremedikleri araştırmadan elde edilen sonuçlar arasında ifade edilmektedir.

Anahtar Kelimeler; Oyun, ilkokul, ortaokul, oyun algısı.

REFERENCES

Açıkgöz, K. Ü. (2003). *Aktif Öğrenme*. İzmir: Eğitim Dünyası Yayınları.

Barnett, L. A. (2013). Children's Perceptions of Their Play: Scale Development and Validation. Hindawi Publishing Corporation, *Child Development Research, Volume 2013*, Article ID 284741, 18 pages, http://dx.doi.org/10.1155/2013/284741

Bundy, A. C. (1997). Play and Playfulness: What to Look for. In Parham, L. D. & Fazio, L. S. (Eds.), *Play in occupational therapy for children* (52-66). St Louis: Mosby.

Ceglowsky, D. (1997) Understanding and Building Upon Children's Perceptions of Play Activities in Early Childhood Programs. *Early Childhood Education Journal*, 25(2), 107-112.

Demirci, E., Demirci, N., & Toptaşdemirci, P. (2006). "*İlköğretim I. Kademe Sınıf Öğretmenlerine Göre Oyunla Eğitimin Çocuğun Gelişimine Ait Görüşlerinin İncelenmesi*", 9. Uluslararası Spor Bilimleri Kongresi, 3-5 Kasım, Muğla, 626-628.

Egemen, A.,Yılmaz, İ. & Akil, İ. (2004). Oyun, Oyuncak ve Çocuk. *ADÜ Tıp Fakültesi Dergisi*, 5(2): 39 – 42

Fisher, K. R., Hirsh-Pasek, K., Golinkoff, R. M., and Gryfe, S. G. (2008). "Conceptual Split? Parents' and Experts' Perceptions of Play in the 21st Century," *Journal of Applied Developmental Psychology*, 29(4) 305–316.

Ginsburg, K. R. (January, 2007). The İmportance of Play in Promoting Healthy Child Development And Maintaining Strong Parent-Child Bonds. *American Academy of Pediatrics*, 119(1), 182–191.

Howard, J., & McInnes, K. (2012). "The Impact of Children's Perception of an Activity As Play Rather Than Not Play on Emotional Wellbeing," *Child*, vol. 38, 1–6.

Howard, J., Miles, G., & Griffith J. (2004). "The Effectiveness of Practice in Playful and formal Environmental Conditions," in Proceedings of the British Psychological Society Annual Conference, Psychology of Education Section, Glasgow, UK.

Huizinga, J. (1995). "*Homo Ludens (Oyunun Toplumsal Işlevi Üzerine Bir Deneme)*", Çev: KILIÇBAY, M.A., İstanbul, Ayrıntı Yayınları, 23-32.

Isenberg, J. P., & Jalongo, M. R. (2001). *Creative Expression and Play in Early Childhood*. Upper Saddle River, NJ: Prentice Hall.

King, N. R. (1979). Play: the Kindergartners' Perspective. *The Elementary School Journal*, 80(2), 81-87.

Kirazoğlu, E. (2000). *Ünitelere Göre Hazırlanmış Oyunlar: Eğitim Fakülteleri, Okul Öncesi Ve Sınıf Öğretmenleri İçin*. İstanbul: Ezgi Yayınları.

Landreth, G., Homeyer, L. & Morrison, M. (2006). Play as the Language of Children's Feelings. *Play from birth to twelve. Contexts, perspectives and meanings*. (Edt: D. P. Fromberg & D. Bergen). New York, NY: Routledge. 47–52.

Lockhart, S. (2010). Play: An Important Tool for Cognitive Development. *Extensions Curriculum Newsletter from High Scope*, 24, (3): 1-8.

Malaguzzi, L. (1998)."History, Ideas and Basic Philosophy," in The Hundred Languages of Children—the Reggio Emilia Approach— Advanced Reflections, C. Edwards, L. Gandini, and G. Forman, Eds., Ablex, London, UK.

Özyürek, A., & Çavuş, Z. S. (2016). İlkokul Öğretmenlerinin Oyunu Öğretim Yöntemi Olarak Kullanma Durumlarının İncelenmesi. *Kastamonu Eğitim Dergisi*, 24(5), 2157.

Pehlivan, H. (2005). *Oyun ve öğrenme*. Ankara: Anı Yayıncılık.

Pilten, P., & Pilten, G. (2013). Okul Çağı Çocuklarının Oyuna İlişkin Algılarının Değerlendirilmesi. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 9(2).

Razon, N. (1985). *Okulöncesi Eğitimde Oyunun, Oyunda Yetişkinin İşlevi*. Ya-Pa Okulöncesi Eğitimi ve Yaygınlaştırılması Semineri. İstanbul.

Robson, S. (1993). "'Best of All I Like Choosing Time': Talking With Children About Play and Work," *Early Child Development and Care*, vol. 92, 37–51, 1993.

Saracho, O. N. (2002). Developmental Play Theories and Children's Pretend Play. *Contemporary Perspectives in Early Childhood Curriculum*. (Edt: O. N. Saracho & B. Saracho). Greenwich: Information Age Publishing. 41-62.

Saracho, O. N. (2003). Young Children Play and Cognitive Style. *Contemporary Perspectives on Play in Early Childhood Education*. (Edt: O. N. Saracho & B. Spodek). United States of America: Age Publishing Inc. 75-96.

Selçuk, Z. (2007). *Eğitim Psikolojisi*. Ankara: Nobel Yayınları.

Sevinç, M. (2004). *Erken Çocukluk Gelişimi Ve Eğitiminde Oyun*. Ankara: Morpa Kültür Yayınları.

Spodek, B. & Saracho, O. N. (2003). Early Childhood Educational Play. *Contemporary Perspectives on Play in Early Childhood Education*. Edt: O. N. Saracho & B. Spodek). United States of America: Age Publishing Inc. pp. 171-179.

Thomas, L., Howard, J., & Miles, G. (2006). The Effectiveness of Playful Practice for Learning In The Early Years. *The Psychology of Education Review*, 30(1), 52-58.

Thorne, B. (1993). *Gender Play: Girls and Boys in School*. New Jersey: Rutgers University Press.

Toy Industries of Europe (TIE), (2003). *Contributions of Play and Toys to Child Development*, Key Studies. Brussels.

Tuğrul, B. (2010). Oyun Temelli Öğrenme. *Okul Öncesinde Özel Öğretim Yöntemle*ri. (Ed. R. Zembat). Ankara: Anı Yayıncılık. 187-220.

UNICEF, (2009). *Early Child Development Kit: A Treasure Box of Activities*. Activty Guide.

Wadsworth, B. J. (2015). *Piaget'nin Duyuşsal ve Bilişsel Gelişim Kurami*. (Z. Selçuk, Dü., M. Kandemir, A. Kaşkaya, & M. Palancı , Çev.) Ankara: Pegem Akademi.