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An Introduction to
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Abstract

The purpose of this study is to examine the relationship between four to five year old children's toy preferences and their game skills. The research sample consisteds of 455 children in the age range of 4-5 years old and their parents from eight independent preschools on the European side of İstanbul in the 2015-2016 school year. Datas was collected through the personal information form developed by the researcher, the Toy Preference Form (TPF) and the Evaluaiton of Game Skills Scale (EGSS). The findings obtained from research were transferred to the computer and they were analyzed using the SPSS 20 software package. To resolve the sub-problems of the research independent samples t-test, One-way analysis of variance (ANOVA), Levene and Sheffe analysis were used. When the findings were examined, the children most preferred first 3 kinds of toys: miniature objects, current heroes and moving toys. According to the results about the age of the children, 5-year-old children prefer manipulative toys more than 4 year old children. Looking at the results according to gender, there is a statistically significant difference between the baby/plush/animals toys, miniature objects, manipulative toys, electronic toys, handicraft toys, desktop toys, musical toys, models and violent toys preference and gender. It was determined to that girls prefer to play with baby/plush/ animal toys, miniature objects and handicrafts more than boys and boys prefer to play with manipulative toys, electronic toys, desktop toys, musical toys, model toys and violent toys more than girls. In addition, the results show that preferences of baby/plush/animals toys, handicraft toys and moving toys are vary significantly according to gaming skills.

Keywords: toy preferences, play skills, child development

Introduction

Play, which is an enriched, natural and occassionally structured learning medium, is the most precious developmental opportunity and a natural part of childhood (Spodek and Saracho, 2003). During play, the child needs a real object suitable for the role in the play or a material that can substitute for this object. This need arises from the fact that the variation and richness of meaning ascribed to these materials by the child's imagination increases with the variety of materials in the child's environment that can be used as playthings (Aksoy and Çiftçi, 2014). In addition, if the play activities are performed in a comfortable environment with sufficient materials, the child's development is affected positively. In this regard, toys are as important as the play for the child (Oktay, 2002). Toys are playthings which stimulate the child's emotions and five senses, enrich the child's imagination and improve the child's assessment and practice skills, which support the child's physical, cognitive, social and emotional development (Arıkan and Karaca, 2004). At the same time, according to their characteristics, in different ways toys influence the child's ability to learn and improve a variety of skills. For instance, while playthings such as robots, dolls and cars encourage the child to acquire versatile skills, they are limited in contributing to all developmental fields. However, materials such as blocks, play dough and legos are more likely to support children in acquiring skills related to different areas of development (Kim, 2002). As a result of the relationships the children establish with their toys with the skills they acquired, their intellectual skills such as thinking, reasoning, problem solving, perception, color, number, dimension, shape, forming temporal and spatial concepts and creativity improves. In addition, it helps the child to communicate by expressing his feelings, using language fluently, and enriching his vocabulary. With these toys, while children's social skills such as mutualization, sharing, cooperation and following the rules increase, they also influence the child's preparation for society and the adoption of his future roles (Özyeşer Cinel, 2006). The toy is also defined as any kind of plaything that contributes to the mental, physical, motor and psychosocial development of the child, develops imagination and creative talents and teaches thinking and exploring (Yavuzer, 2000). Toys are playthings that help the child understand and interpret the world surrounding the child and improve the child's natural abilities, thus fulfilling a great educational function (Aynal, 2011). Nevertheless, plaything and toy are different concepts. Playthings are collective objects that only exist in play, whose meaning, or sometimes existence ceases once the play is finished. On the other hand, the toy is personal; it requires a settled lifestyle and private places where it can be preserved (Onur, 2013). While play directly contributes to the development and education of children, toys encourage children to play and enable them to continue playing. At the same time, children require variety in plays in order to discover what is good for them, what they like, and what they would like to be and a wide variety of toys provide this opportunity (Goldstein, 2003).

There are important properties to consider when choosing toys. The child's health and safety as well as his age and development should be considered when purchasing toys. The toy must, first of all, be appropriate for the child's age, developmental level, and gender. While the toy fulfills the child's interests and needs according to his age, it should also be able to stimulate his imagination and creative power. If a toy produced for older children is purchased, since the child cannot play with the toy as required, he will experience failure and his self-confidence will be shaken. On the other hand, if a toy produced for younger kids is purchased, it will not be able to sufficiently support the child's physical, cognitive and language development and will not contribute to the child's development. In addition, the toy should not be made up of easily detachable small pieces and sharp corners, glass or fragile material (Cirhinlioğlu, 2010). Toys nowadays must be the type that arouses the child's sense of curiosity, works the muscles, promote assertiveness and imagination, and drives the child towards problem solving (Galligan, 2000). It should not be forgotten that the best toy is the toy that the child will want to play again and again and every time it is a game that gives more play and more pleasure. For children of all ages and genders, playing with the correct toys provide serious benefits and experiences (Seven, 2008). Therefore, choosing toys is an important activity that should be done meticulously (Bolışık, Yılmaz, Yavuz and Büyük, 2014).

Methodology

Study Group

This research is a descriptive study using the relational screening model. The toy preferences of 4 to 5-year-old children who attend preschool education were determined and the degree of the relationship between their toy preference and play skill levels was studied. The study population comprises independent kindergartens affiliated with the Ministry of National Education (MNE) operating on the European side of Istanbul. Eight schools voluntarily participated in the research.

Table 1. *Demographic Characteristics of the Study Group are Listed in*

Variable	Answers	N	%
Age	4	212	46.6
	5	243	53.4
Gender	Girl	236	51.9
	Boy	219	48.1
	Total	455	100

When Table 1 is examined, it can be seen that 53.4% (243 persons) of the children in the sample are 5 years old and 46.6% (212 persons) are 4 years old. When the gender status of the children was examined, 51.9% (236) of the children were girls and 48.1% (219) were boys.

Measures

For data collection, a "*Personal Information Form*", a "*Toy Preference Form*" (OTF) developed by the researcher, and the "*Evaluation of Game Skills Scale*" (EGSS) developed by Fazlıoğlu et al. (2013) were used.

Personal Information Form: The form prepared by the researcher to collect demographic information of children and parents includes a voluntary participation statement and a personal information section containing personal information. In the Personal Information section, there are questions about the child's age, gender, number of siblings, and age, gender and employment status of the parents filling the form.

Toy Preference Form and Picture Cards: This form was developed by the researcher to determine the toy selections of children aged 4-5 years. In order to develop the form, a literature review on toys and toy groups was made and the form was based on the classification of toy types developed by Bekir Onur et al. (1997). After the toys are presented to the experts, they are used as a toy list (Appendix 2). In addition to this form, photographs of these toys were taken in order to better determine the children's preferences (Appendix 3). The toys, photographed while taking the necessary ethical rules into consideration were placed in a file in accordance with the category order. Later, the children were shown the picture cards with these toys, and then the following two instructions were read:

Instruction 1. Which of the following toys you would like to play with?
Instruction 2. Are there any other toys than these that you would like to specify?

The choices identified after these instructions were recorded to the Toy Preference Form.

Evaluation of Game Skills Scale: The scale, which was developed by Fazlığlu et al. (2013) to measure the game skills of children aged 5-6 years old was designated as a likert type scale, and its validity was tested using exploratory factor analysis (EFA). The compatibility between the independence model and hypothesis model was tested using confirmatory factor analysis (CFA). A five point Likert type scale was used for the items in EGSS. This scale is scored with Absolutely Disagree (1), Disagree (2), Neutral (3), Agree (4), Absolutely Agree (5). This scale, prepared by the researchers, is thought to be applicable to the parents and teachers of the children in the preschool education group, and also to those who are familiar with the children, and it may be used to learn about the game skills of children.

Data Analysis

Data obtained from the Personal Information Form, the Toy Preferences Form and the Evaluation of Gaming Skills Scale used in the study was

transferred to the computer environment and the obtained data were analyzed using the SPSS 20 package program. Factor analysis was used to determine the reliability of EGSS and whether the variables in the scale were grouped in a meaningful way. However, the data obtained through the scale were analyzed by t-test to determine whether the difference between the two independent groups in the study was statistically significant or random. At the same time, one-way analysis of variance (ANOVA) was used to determine whether there was a statistically significant difference between the two groups in terms of any research variable, and the Sheffe test was conducted to determine the groups in which the significant difference occurred. In addition, the homogeneity of the group variances was tested by the Levene test. A Chi-square test was used to determine whether there was a statistically significant relationship between two classified variables. Interpretation of the data was based on the lowest 95% confidence interval (p <0.05).

Findings and Discussion

The findings and discussions about the sub-problems of the research are presented in three main sections. In the first section are, children's "Toy Preferences", in the second section are, children's "Game Skills", and in the third and last part, the correlation between "Toy Preferences and Game Skills" was studied.

Toy Preferences

Table 2. *Frequency and Percent Distribution of Toys Children Prefer*

Preferred Toy	Prefers	Frequency	Percentage %
Dolls	Yes	368	80.9
	No	87	19.1
Miniature Objects	Yes	432	94.9*
	No	23	5.1
Manipulative Toys	Yes	353	77.6
	No	102	22.4
Electronic Toys	Yes	359	78.9*
	No	96	21.1
Handicraft Toys	Yes	313	68.8
	No	142	31.2
Educational Toys	Yes	256	56.3
	No	199	43.7
Tabletop Toys	Yes	242	53.2
	No	213	46.8
Musical Toys	Yes	207	45.5
	No	248	54.5
Mobile Toys	Yes	370	81.3*
	No	85	18.7
Play Materials	Yes	145	31

		No	310	69
Current Heroes		Yes	425	93.4*
		No	30	6.6
Models		Yes	217	47.7
		No	238	52.3
Violent Toys		Yes	289	63.5
		No	166	36.5
Other Toys		Yes	57	12.5
		No	398	87.5
		Total	455	100.0

According to Table 2, 94.9% of the children (n=432) prefer miniature objects, 93.4% (n=425) prefer current heroes, 80.9% (n=368) prefer dolls, 78.9% (n=359) prefer electronic toys, and 77.6% (n=353) prefer manipulative toys. The third most preferred toy is the mobile toys with 81.3% (n=370). In addition, 56.3% of the children (n=256) prefer educational toys, 53.2% (n=242) prefer table games, 47.7% (n=217) prefer models and 45.5% (n=207) prefer musical toys. Another important finding in toy preferences is that 63.5% (n=289) of the children prefer violent toys to educational, tabletop, model and musical toys. Moreover, other toys and play materials are the least preferred toys with 12% (n=57) and 31% (n=145), respectively.

Boyd (1997) stated that children want to be superheroes in their games and that they love to play with their toys, but teachers tend to ban them and think that they violent. This view supports the finding that superheroes are among the most preferred toys for children.

Table 3. *Average Scores, Standard Deviation Values, and T-Test Results for Independent Sampling of the Toys Children Prefer by Their Ages*

Preferred Toy	4 Years			5 Years			Result		
	N	$\overline{X}$	**S**	**N**	$\overline{X}$	**S**	**t**	**Sd**	**p**
Dolls	212	.8066	.3959	243	.8107	.3959	.1110	453	.912
MiniatureObjects	212	.9292	.2570	243	.9671	.1788	1.840	453	.066
Manipulative Toys	212	.7366	.3844	243	.8208	.4413	-2.153	453	.032*
Electronic Toys	212	.7830	.4131	243	.7942	.4050	.2920	453	.770
Handicraft Toys	212	.6981	.4601	243	.6790	.4678	-.4380	453	.662
Educational Toys	212	.5613	.4974	243	.5638	.4969	.0530	453	.958
Table games	212	.5236	.5006	243	.5391	.4995	.3300	453	.742
Musical Toys	212	.4245	.4954	243	.4815	.5006	1.216	453	.225
Mobile Toys	212	.8255	.3804	243	.8025	.3989	-.6270	453	.531
Play Materials	212	.2877	.4537	243	.3457	.4765	1.323	453	.187
Current Heroes	212	.9434	.2316	243	.9259	.2624	-.7480	453	.455
Models	212	.4575	.4993	243	.4938	.5009	.7720	453	.441
Violent Toys	212	.5896	.4930	243	.6749	.4693	1.888	453	.060
Other Toys	212	.1085	.3117	243	.1399	.3476	1.009	453	.313

*p<0.05

Table 3 shows that the preference of "manipulative toy" according to children's age shows a statistically significant difference. ($t_{453}=2.153$, p<0.05). When the average score of children according to age variable is examined, it can be seen that 5-year-old children prefer manipulative toys more than 4-year-old children ($\overline{X}$ $_{5\ age}$=.8208> $\overline{X}$ $_{4\ age}$=.7366). As children grow older, their interests in manipulative toys increase.

Goodson (1997) states that 4 year old children prefer concepts, letters (ABC) numbers (1-10) and sorting toys in this period in his "Which Toy Which child" book This supports this finding by indicating that natural objects, mechanical devices, legos, puzzles, plug-in toys and more complex matching toys are preferred with the increasing cognitive level in year five.

According to Seven (2008), the child's age is the factor that is primarily considered in the selection of toys. Very young children, like toys that stimulate all their senses like a colorful rattle, and these toys make a significant contribution to the development of their senses. Children, who reach the preschool stage, enjoy playing with objects that support their creative side and making paintings. From this point of view, the child is naturally more inclined to toys that, will improve the skills he or she acquires during his or her age. However, the research results of Yıldız and Kayılı conclude that the age factor is not effective for the toy preference of the 4 to 5 year old children (x^2(sd = 4, n = 197) = 3563, p >.05).

Table 4. *Mean Scores, Standard Deviation Values, and T-Test Results for Independent Sampling of the Toys Children Prefer by Gender*

Preferred Toy	Girl			Boy			Result		
	N	$\overline{X}$	S	N	$\overline{X}$	S	t	Sd	p
Dolls	236	.9619	.1919	219	.6438	.4799	-9.402	453	.000**
Miniature Objects	236	.9746	.1577	219	.9224	.2681	-2.552	453	.011*
Manipulative Toys	236	.6653	.4729	219	.8950	.3072	6.093	453	.000**
Electronic Toys	236	.6821	.4666	219	.9041	.2951	6.010	453	.000**
Handicraft Toys	236	.7966	.4033	219	.5708	.4961	-5.344	453	.000**
Educational Toys	236	.5254	.5004	219	.6027	.4904	1.663	453	.097
Table games	236	.4746	.5004	219	.5936	.4922	2.555	453	.011*
Musical Toys	236	.3790	.5004	219	.5254	.4862	-3.161	453	.002**
Mobile Toys	236	.7839	.4124	219	.8447	.3629	1.665	453	.097
Play Materials	236	.3051	.4614	219	.3333	.4724	.6450	453	.519
Current Heroes	236	.9364	.2444	219	.9315	.2531	-.2110	453	.833

Models	236	.4280	.4958	219	.5297	.5002	2.177	453	.030*
Violent Toys	236	.5127	.5009	219	.7671	.4236	5.827	453	.000**
Other Toys	236	.1144	.3189	219	.1370	.3446	.7260	453	.468

*p<0.05, **p<0.01

In Table 4 it appears that there is a significant difference between the "doll" preference of children and the gender variable (t_{453}=-9.402, p<0.01). Additionally, regarding miniature objects, it was found that there was a significant difference between the preference of such toys and the gender variable (t_{453}=-2.552, p<0.05). Similarly, a significant difference was found between manipulative toys and the gender variable (t_{453}=6.093, p<0.01), between electronic toys and gender variable (t_{453}=-6.010, p<0.01), between handicraft toys and gender variable (t_{453}=--5.344, p<0.01), between table games and gender variable (t_{453}=-2.555, p<0.05), between musical toys and the gender variable (t_{453}=-3.161, p<0.01), between model toys and gender variable (t_{453}=-2.177, p<0.05) and between violent toys and gender variable (t_{453}=-5.827, p<0.01). When analyzing the mean scores of the genders in order to determine how the difference arose among the genders, it is seen that doll, the animal and the plush toys, miniature objects, and handicraft toys are more preferred by girls than boys. It was found that boys prefer manipulative, electronic, tabletop, musical, model and violent toys more than girls.

Similarly, Onur et al. (1997)'s study concluded that boys have fewer handicrafts and baby/animals/soft toys than girls, and nearly all girls (94%) have baby/animals/soft toys. Similar results were obtained throgh the research by Çiftçi and Özgün (2010) on the "analysis of children's toy preferences and peer interaction in the context of perception of parental gender roles". When the activity averages are examined; girls mainly preferred playing house, plush toys, dancing, chatting with friends, playing Chinese whisper, and boys mainly preferred being cross with a friend, engaging in physical aggression with a friend, playing with big blocks, small legos-blocks and toys, repair tools, cars, buses and similar toys, playing cops and robbers and driving cars with a wheel.

In the study by Pilten and Pilten (2013), they stated that boys and girls' toys were specific and that the opposite genders did not play with these toys. In his study, Kuzu (2015) concludes that as children grow up, that is, when they become aware of their gender, they prefer toys suitable for gender roles.

Game Skills

Table 5. *Average Scores, Standard Deviation Values, and Unpaired T-Test Results of the Gaming Skills of the Children According to their Ages*

Dimension	Age	N	$\overline{X}$	S	t	Sd	p
Game Skills	Four	212	4,0930	4,0930	-,450	453	,696
	Five	243	4,1202	4,1202			

As shown in table 5, the playing skills of 4 to 5 year old children do not differ statistically significantly according to their age ($t_{(453)}$=-, 450, p > 0.05).

Sevinç (2008) groups play development in early childhood as 0-12 months, 1-2 years, 2-3 years, 3-4 years and 4-5 years. It is seen that the result "playing skills of 4-5 years old children do not differ statistically significant according to their age" obtained from this study overlaps with the play development groups of Sevinç (2008).

Table 6. *Average Scores, Standard Deviation Values, Unpaired t-Test Results of the Gaming Skills of the Children According to their Genders*

Dimension	Gender	N	$\overline{X}$	S	t	Sd	p
Game Skills	Girl	236	4,1776	,62981	2,435	453	,636
	Boy	219	4,0320	,64581			

As shown in table 6, the playing skills of 4 to 5 year old children do not differ statistically significantly according to their gender ($t_{(453)}$= 2.435, p > 0.05).

In their study, Pilten and Pilten (2013) concluded that while the gender of children has an effect on many variables such as play types, structures, playground selection, their way to share the playground, and their habit to play together, the playing skills do not change according to the gender. The result of this study that "children's play skills do not make a significant difference according to the gender variable" supports the research of Pilten and Pilten (2013).

Correlation between Toy Preferences and Game Skills

Table 7. *Mean Scores, Standard Deviations and T-Test Results for Independent Sampling of Game Skills by the Toys Children Prefer*

Boyut	Dolls/Plush/Animals	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	368	4.1364	.64	1.984	453	.048*
	No	87	3.9853	.62			
	Miniature Objects	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	432	4.1038	.64	-.5360	453	.592
	No	23	4.1774	.44			
	Manipulative Toys	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	353	4.0768	.64	-1.905	453	.057
	No	102	4.2137	.63			
	Electronic Toys	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	359	4.0914	.65	-1.039	453	.299
	No	96	4.1679	.58			
	Handicraft Toys	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	313	4.1526	.55	2.237	453	.026*
	No	142	4.0082	.79			
	Educational Toys	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	256	4.1041	.64	-.1300	453	.896
	No	199	4.1120	.63			
	Table games	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	242	4.1210	.63	.4780	453	.633
	No	213	4.0922	.64			

	Musical Toys	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	207	4.1289	.64	.6490	453	.516
	No	248	4.0897	.63			
	Mobile Toys	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	370	4.0697	.67	-2.641	453	.009**
	No	85	4.2720	.41			
	Play Materials	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	145	4.0977	.59	-.2240	453	.823
	No	310	4.1121	.66			
	Current Heroes	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	425	4.1075	.63	-.0040	453	.997
	No	30	4.1080	.76			
	Models	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	217	4.0549	.71	-1.674	453	.095
	No	238	4.1555	.55			
	Violent Toys	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	289	4.0954	.64	-.5330	453	.594
	No	166	4.1287	.64			
	Other Toys	N	$\overline{X}$	S	t	Sd	p
Game Skills	Yes	57	4.0674	.62	-.5050	453	.614
	No	398	4.1133	.64			

*p<0.05, **p<0,01

Based on Table 7 which includes the results of the t-test performed to determine whether toy preferences of children vary according to their game skills, it was found that the preference for dolls/plush/animals has a statistically significant difference according to their game skills ($t_{(453)}$= 1.984, p<.05). The mean score of game skills of children who prefer dolls/plush/animals ($\overline{X}$=4.1364) is higher than the mean score of children who do not prefer dolls/plush/ animals ($\overline{X}$=3.9853). In this case, it is seen that children with greater game skills prefer to play with dolls/plush/animals more than the children with lesser game skills.

As for another finding, it can be seen that the preference of handicraft toys have a significant difference according to the game skills ($t_{(453)}$= 2.237, p<.05). The mean game skills score of children who prefer handicraft toys ($\overline{X}$=4.1526) is greater than the mean game skills score of children who do not prefer handicraft toys ($\overline{X}$=4.0082). Thus, it is seen that children with greater game skills prefer to play with handicraft toys more than the children with lesser game skills. In Table 32, another significant difference is shown: the toy preferences of children are based on their game skills can be observed in mobile toys. The preference for mobile toys have a statistically significant difference according to children's game skills ($t_{(453)}$= -2.641, p<.01). Mean game skill score of children who prefer to play with mobile toys ($\overline{X}$=4.0697) is less than the mean game skill score of children who do not prefer to play with mobile toys ($\overline{X}$=4.2720). Thus, it is seen that children with higher game skills play more

actively with their toys, and do not prefer toys with which they cannot use initiative while playing.

Conclusions

This study, which was conducted to investigate the toy preferences of 4 to 5 year old children and their game skill levels, and the correlation between these two, was performed with 4 to 5 year old children attending the independent kindergartens on the European side of Istanbul province between 2015-2016, and their parents. In the study, in order to learn the children's age, gender, number of siblings and toys owned and the age, gender and work status of the parents, the Personal Information Form was used; The Toy Preference Form (TPF) was used to determine children's toy preferences, and Evaluation of Game Skills Scale (EGSS) was used to determine the game skills of children.

It is seen that 46.6% (212 persons) of the children in the sample are 4 years old and 53.4% (243 people) are 5 years old. When the gender status of the children in the research is examined, it is seen that 51.9% of the children (236 persons) are girls and 481% (219 persons) are the boys.

In Table 3, it was analyzed whether or not the toys they prefer have a statistically significant difference according to their age. There is a significant difference between the age variable and the "manipulative toys" preference of the children ($t_{453}= 2.153$, $p < 0.05$). When we analyze the averages regarding the manipulative toys preference of the age variables, 5 year old children prefer manipulative toys more than 4 year old children ($\overline{X}_{5\ years}$=,8208 > $\overline{X}_{4\ years}$=,7366).

As seen in Table 4, it was analyzed whether the toy preferences of the 4 to 5-year-old children showed a significant difference according to the gender variable. There is a significant difference between the "doll" preference and gender variable of the children. (t_{453}=-9.402, $p < 0.01$). In addition, when we analyze miniature objects, there is a significant difference between the preference of such toys by the children and gender variable. (t_{453}=-2.552, $p < 0.05$). Likewise, there is a statistically significant difference between the gender variable and manipulative toy preference ($t_{453}= 6.093$, $p < 0.01$), between the electronic toy preference and the gender variable (t_{453}=-6.010, $p < 0.01$), between the handmade toy preference and gender variable (t_{453}=--5.344, $p < 0.01$), between the desktop toys preference and the gender variable (t_{453}=-2.555, $p < 0.05$), between the a musical toy preference and the gender variable (t_{453}=-3.161 , $p < 0.01$), between the model toy preference and the gender variable (t_{453}=-2.177, $p < 0.05$) and between the violent toys preference and the gender variable (t_{453}=-5.827, $p < 0.01$).

According to the Table 5 which indicates the t-test results that, were conducted to identify whether the playing skills of the children have a significant difference according to their age group variable, it was identified that the playing skills of 4 to 5 years old children do not significantly differ according to the age ($t_{(453)}$=-, 450, $p > 0.05$)

According to Table 6 which indicates the t-test results that, have been conducted to identify whether the playing skills of the children have a significant difference according to their gender group variable, it was identified that the playing skills of the children do not significantly differ according to the gender ($t_{(453)}$= 2.435, p > 0.05).

As shown in Table 7, the preference for children's dolls/plush/animals differs significantly according to their playing skills ($t_{(453)}$= 1.984, p <, 05) . However, the average scores of the children who prefer the dolls/plush/animals ($\overline{X}$ = 4.1364), are higher than those who do not prefer them ($\overline{X}$ = 3.9853). In addition, it was identified that children's handicraft toy preferences ($t_{(453)}$= 2.237, p < .05) has a significant difference according to their playing skills. The average scores of playing skills of the children, who prefer handicraft toys ($\overline{X}$ = 4.1526), are higher than those who do not prefer them ($\overline{X}$ = 4.0082). In Table 7, another significant difference is observed in the mobile toys, which shows that children's toy preferences originate from their play skills. At this point, the children's mobile toy preferences have a statistically significant difference according to their playing skill ($t_{(453)}$=-2.641, p <, 01). The average scores of playing skills of the children who prefer mobile toys ($\overline{X}$ = 4.0697), is found to be lower than those who do not prefer those toys ($\overline{X}$ = 4.2720).

As a result; it is seen that the three toy varieties preferred by children aged 4-5 are miniature objects, current heroes, and mobile toys. According to the age results of the children, 5-year-old children prefer manipulative toys more compared to 4-year-old children. In the results by gender; there is a statistically significant difference between the gender variable and dolls/plush/animals, miniature objects, manipulative toys, electronic toys, handmade toys, desktop toys, musical toys, replicas, and violent toy preference and girls prefer dolls/plush/animals, miniature objects and handmade toys more than boys; and boys prefer manipulative toys, electronic toys, desktop toys, musical toys, model toys and violent toys more than girls. It was also found that the child's preferences for dolls/plush/animals, handicraft toys, and mobile toys did not differ statistically according to their playing skills. In addition to this, there is no statistically significant difference between their playing skills and their genders of the children.

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