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### An Examination of the Contribution of Turkish Children's Games to Psychosocial Development from the Perspective of Active Athletes

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#### ABSTRACT

**Objective:** The primary aim of this study is to examine the contribution of Turkish children's games to psychosocial development from the perspective of active athletes. **Materials and Methods:** The research was designed using a quantitative method based on the survey model. The sample size was determined using EpiInfo software, considering a population of 1000 individuals, a 50% prevalence rate, a 95% confidence level, a 1.5 design effect, and a 5% margin of error, resulting in a calculated sample of 417 participants. Ultimately, data from 434 respondents were analyzed. SPSS 25.0 software was utilized for analyzing the scale forms used in the study. The online data collected were initially recorded in Excel format and subsequently transferred to SPSS for further processing, ensuring the removal of missing or outlier values. Prior to analysis, data distribution was assessed based on skewness-kurtosis values ( $\pm 1.5$ ) (Since the data did not exhibit normal distribution, non-parametric tests (Kruskal-Wallis, Mann-Whitney U) were employed. **Results:** The Kruskal-Wallis test results indicated statistically significant differences in the sub-dimensions of motivation, usefulness, and learning based on participants' sports disciplines. Additionally, significant differences were observed in these sub-dimensions according to the variable of active sports years. Furthermore, participants' preferred children's games were found to have a statistically significant effect on the learning sub-dimension ( $p=0.000$ ). **Conclusion:** The findings suggest that traditional children's games play a crucial role in the psychosocial development and sports education of young individuals.

**Keywords:** Physical Education and Sports, Games, Psychosocial Development.

### Türk Çocuk Oyunlarının Psikososyal Gelişime Katkısının Aktif Sporcular Açısından İncelenmesi

#### ÖZ

**Amaç:** Bu çalışmanın temel amacı, Türk çocuk oyunlarının psikososyal gelişime katkısını aktif sporcular perspektifinden incelemektir. **Gereç ve Yöntem:** Araştırma, tarama modeline dayalı nicel bir yöntem kullanılarak tasarlanmıştır. Örneklem büyüklüğü belirlenirken, Epiinfo yazılımı kullanılmış ve 1000 kişilik bir evrende %50 prevalans, %95 güven düzeyi, 1.5 desen etkisi ve %5 sapma dikkate alınarak 417 kişilik bir örneklem hesaplanmıştır. Nihayetinde, 434 katılımcıdan elde edilen anket verileri analiz edilmiştir. Verilerin analizi için SPSS 25.0 yazılımı kullanılmış, çevrimiçi olarak toplanan veriler öncelikle Excel formatında kaydedilerek SPSS programına aktarılmış ve olası kayıp veya aykırı veriler temizlenmiştir. Analiz öncesinde, verilerin normal dağılıma uygun olup olmadığı çarpıklık-basıklık ( $\pm 1.5$ ) değerleri dikkate alınarak değerlendirilmiştir. Verilerin normal dağılım göstermediği belirlenmiş ve bu nedenle parametrik olmayan testler (Kruskal-Wallis, Mann Whitney-U) tercih edilmiştir. **Bulgular:** Kruskal-Wallis testi sonuçları, katılımcıların spor branşlarına göre güdülenme, kullanışlılık ve öğrenme alt boyutlarında istatistiksel olarak anlamlı farklar bulunduğunu göstermiştir. Ayrıca, aktif spor yılı değişkenine bağlı olarak da bu alt boyutlarda anlamlı farklar tespit edilmiştir. Katılımcıların tercih ettikleri çocuk oyunlarına göre de öğrenme boyutunda istatistiksel olarak anlamlı farklar bulunmuştur ( $p=0.000$ ). **Sonuç:** Elde edilen bulgular, geleneksel çocuk oyunlarının genç bireylerin psikososyal gelişimi ve spor eğitimi üzerinde önemli bir rol oynadığını göstermektedir.

**Anahtar Kelimeler:** Beden eğitimi ve spor, Oyun, Psikososyal Gelişim.

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## INTRODUCTION

Play is one of the fundamental elements of childhood and plays a crucial role in cognitive, emotional, and social development. Through play, children enhance their problem-solving skills, develop emotional regulation abilities, and gain experience in forming social relationships (Erikson, 1963). Within the framework of psychosocial development theory, play holds a critical place in the identity formation process of children, helping them understand their individual and societal roles (Vygotsky, 1978). Therefore, examining the relationship between play experiences and psychosocial development is an important research topic in the field of child development. This study aims to analyze the impact of children's games on psychosocial development and to evaluate the role of both traditional and modern games in shaping children's emotional and social skills. Children's games, which reflect the cultural heritage of societies, play a significant role in individuals' physical, mental, and psychosocial development. In particular, traditional Turkish children's games have the potential to enhance individuals' social skills, empathy, and teamwork abilities due to their rich content and traditional structure (Albayrak, 2024). These games shape behavioral patterns acquired during childhood, positively influencing individuals' social identities and personalities in later stages of life (Değer, 2024). Physical education and sports are essential fields for improving individuals' social skills and promoting a healthy lifestyle. Investigating the impact of children's games on athletes' psychosocial development is crucial for raising awareness in this area and integrating cultural games into educational programs (Karaaya, 2022). In particular, exploring the influence of traditional Turkish games played during childhood on athletes' self-confidence, communication skills, and team spirit is a valuable research topic. Traditional Turkish children's games contribute to athletes' ability to adapt to their social environment while fostering the development of key social skills such as leadership, solidarity, and problem-solving (Aksu, 2020). Additionally, these games can strengthen athletes' coping mechanisms for stress, enhancing their psychological resilience in competitive environments (Çelik & Şahin, 2013). Turkish children's games are significant activities that reflect traditional values and support individuals' social, emotional, and cognitive development. These games play a critical role in the psychosocial development of athletes due to their structures based on both individual and group work. Especially for athletes, it is essential to be both physically and psychologically resilient, establish effective communication within a team, and develop leadership skills (Kılıç, 2021). Active athletes lead a lifestyle that requires discipline, resilience, and determination. Turkish children's games help athletes develop in these areas. These games provide individuals with the experience of being part of a team, improve athletes' ability to make quick decisions under

pressure, and create an environment that teaches both competitiveness and respect for opponents (Şimşek, 2013). Turkish children's games serve as an effective tool for enhancing children's social skills. Group games enable children to communicate with their peers, act collaboratively, and engage in teamwork. These games also contribute to the development of empathy by helping children understand and appreciate the emotions and perspectives of others (Samancı, 2017). Additionally, the distribution of responsibilities within a group and teamwork skills are frequently incorporated into physical education activities (Güneş, 2023). Traditional children's games played in physical education classes significantly contribute to the development of children's self-confidence. These games provide opportunities for children to express themselves and take on leadership roles. For instance, roles such as being the "it" in a game help children acquire leadership skills and encourage them to take responsibility (Girmen, 2012). Moreover, experiencing success and failure during gameplay reinforces their self-confidence and enhances their self-expression skills (Duman, 2024). Children's games support emotional development. Particularly, children who encounter situations such as winning and losing gain skills in managing their emotional responses. This process helps them develop emotional regulation and cope with challenging emotional experiences (Yurdakul, 2021). Games played as part of physical education activities provide a valuable opportunity for children to enhance their stress management skills (Kılıç, 2021). Additionally, the energy expended during physical games helps reduce stress levels, thereby supporting their mental well-being. Turkish children's games make significant contributions to the development of problem-solving and strategic thinking skills. During gameplay, children are required to make quick decisions and experience the outcomes of those decisions. This process enhances their analytical thinking and strategy-building abilities (Canlı, 2020). In particular, competitive games played in physical education classes teach children the importance of strategic thinking and provide opportunities to develop alternative solutions (Erdal, 2019). Games are an important tool for teaching children societal values and rules. Turkish children's games help children learn values such as fairness, adherence to rules, and equity (Engin, 2010). This process supports children's adaptation to social life and their development as responsible individuals (Bay, 2018). Games incorporated into physical education classes allow children to learn social norms and exhibit behaviors that align with these norms. This study aims to examine the contributions of traditional Turkish children's games to the psychosocial development of athletes in the context of physical education and sports. The study will focus on the effects of these games on social skills such as empathy, self-confidence,

communication, and teamwork, and discuss how they can be integrated into sports education.

## MATERIALS AND METHODS

### Study type

This research was carried out using a quantitative approach, following the survey research model. The primary objective of survey research is to describe past or present situations and events as they naturally occur. In this context, participants' knowledge, perceptions, attitudes, and skills related to the research topic were examined without any external intervention (Karasar, 2018).

### Study group

The sample size for this study was determined using the EpiInfo software. Based on a population of 500 individuals, a 50% prevalence, a 95% confidence level, a 1.5 design effect, and a 5% margin of error, a sample size of 327 participants was calculated. After excluding 10 surveys, the data from 317 participants were included in the analysis.

### Dependent and independent variables

In the study, a Demographic Information Form designed by the researcher was used to collect data on variables related to athletes, including age, gender, sports discipline, years of active participation, favorite childhood game, type of childhood play, and sport-related skills.

### Procedures

The Youth and Sport Activities Scale (YSAS), originally developed by Bengoechea (2017), comprises five sub-dimensions: motivation (5 items), value/usefulness (4 items), authenticity (3 items), repetition/boredom (4 items), and inefficiency (4 items), making a total of 20 items. The scale follows a five-point Likert format. In this study, the Turkish adaptation of the YSAS, initially developed by Bengoechea (2017), was carried out by Medeni and Göktaş (2023). After assessing individuals' psychosocial development, the scale was revised to include 12 items and three sub-dimensions: motivation, usefulness, and learning. The internal consistency of the modified scale was found to be reliable, with a Cronbach's alpha coefficient of 0.84 (Medeni & Göktaş, 2023).

### Statistical analysis

The SPSS 25.0 software was used for the analysis of the scale forms employed in this study. Data collected online between February 4, 2025, and February 14, 2025, were first recorded in Excel format, then transferred to SPSS, where they were cleaned of missing and outlier values. Following this, the necessary statistical analyses were conducted on the raw data. Prior to the analysis, normality distribution was assessed based on skewness and kurtosis values ( $\pm 1.5$ ), as suggested by Tabachnick and Fidell (2007). Since the data were found not to follow a normal distribution, non-parametric tests were employed, including Kruskal-Wallis and Mann-Whitney U tests.

### Ethical considerations

Before the study began, written permissions were obtained from the administrations of the universities

whose students participated in the research. Additionally, ethical approval was granted by the Social and Human Sciences Research Ethics Committee of Balıkesir University (Date: 31.01.2025, Approval No: 2025/01-31-34).

## RESULTS

The findings of this study reveal that traditional and physical games played during childhood have a significant impact on the development of individuals' sports-related skills. When participants' demographic characteristics, active sports histories, and childhood game experiences are considered, it becomes evident that these games play a crucial role in shaping interest in sports and fostering athletic abilities. The table presents data obtained from 434 participants, focusing on their demographic characteristics and activity-related experiences. Participants are classified according to variables such as age, sex, sports branch, years of active involvement in sports, popular childhood games, and their opinions on the influence of these games on the development of sports skills. The majority of participants fall within the 18–21 age group (31.6%) and the 22–24 age group (30.0%). In terms of gender distribution, 67.3% are male and 32.7% are female. When examining the branches of sports, football (28.3%), judo (19.8%), and volleyball (14.7%) emerge as the most frequently practiced, while branches such as triathlon, fencing, and badminton are represented at lower rates. Regarding the duration of active sports participation, more than half of the participants (55.3%) have been involved in sports for 10 years or longer. Among the childhood games mentioned, hide and seek (29.0%), dodgeball (25.8%), and jump rope (11.3%) were the most commonly played. Traditional Turkish games like handkerchief grab and tipcat were also highlighted. A large portion of the participants (89.9%) indicated that they mostly played games in the street during childhood. Furthermore, 91.2% of them believe that these games contributed positively to the development of sports-related skills (Table 1). When examining the results of the Kruskal-Wallis test for the Youth and Sports Activity Scale Psychosocial Development Branch Variable among the participants in the study, significant differences were found in the sub-dimensions of motivation, usefulness, and learning ( $p=0.000$ ). This difference originates from the Archery branch in the Motivation sub-dimension, the Swimming branch in the Usefulness sub-dimension, and the Karate branch in the Learning sub-dimension. The results of the Kruskal-Wallis analysis are presented in Table 2.

When examining the results of the Kruskal-Wallis test for the Youth and Sports Activity Scale Psychosocial Development Active Sports Years Variable among the participants in the study, significant differences were found in the sub-dimensions of motivation, usefulness, and learning ( $p = .000$ ). This difference originates from individuals who have been actively engaged in sports

for 10 years or more in the Motivation and Usefulness sub-dimensions and those who have been active for 7–9 years in the Learning sub-dimension. The results of the Kruskal-Wallis analysis are presented in Table 3. When examining the results of the Kruskal-Wallis test for the Youth and Sports Activity Scale Psychosocial Development Favorite Children's Games Variable

among the participants in the study, a significant difference was found in the Learning sub-dimension ( $p=0.000$ ). This difference originates from individuals who favor the Merchant game. No significant differences were found in the Motivation and Usefulness sub-dimensions. The results of the Kruskal-Wallis analysis are presented in Table 4.

**Table 1. Sociodemographic characteristics of the study group (n=434).**

Variables		n	%
<b>Age group</b>	18-21 years	131	31.6
	22-24 years	107	30.0
	25-27 years	100	16.1
	28+ years	96	22.4
<b>Sex</b>	Female	177	32.7
	Male	257	67.3
<b>Branch</b>	Football	123	28.3
	Basketball	27	6.2
	Volleyball	64	14.7
	Wrestling	17	3.9
	Judo	86	19.8
	Athletics (UK)	12	2.8
	Karate	16	3.7
	Handball	14	3.2
	Gymnastics	8	1.8
	Triathlon	9	2.1
	Archery	3	.7
	Badminton	4	.9
	Fencing	3	.7
	Table Tennis	3	.7
	Bodybuilding	3	.7
	Kickboxing	3	.7
	Taekwondo	6	1.4
	Swimming	21	4.8
	Tennis	3	.7
	Field Hockey	3	.7
Cycling	3	.7	
Rugby	3	.7	
<b>Active sports year</b>	1-3 Year	76	17.5
	4-6 Year	56	12.9
	7-9 Year	62	14.3
	10+ Year	240	55.3
<b>A popular children's game</b>	Saklambaç → Hide and Seek	126	29.0
	Yakantop → Dodgeball	112	25.8
	Körebe → Blindfold Tag	18	4.1
	İstop → Freeze Ball	9	2.1
	Mendil Kapmaca → Handkerchief Grab Game	44	10.1
		8	1.8
	Sek-Sek → Hopscotch	14	3.2
	Beştaş → Five Stones	9	2.1
	Çelik Çomak → Tipcat	49	11.3
	İp Atlamak → Jump Rope	36	8.3
	Birdirbir → Leapfrog	3	.7
	Bezirganbaşı → Merchant Game	6	1.4
	All		
<b>The most commonly played game during childhood</b>	Street Games	390	89.9
	Garden Games	35	8.1
	Indoor Games	9	2.1
<b>The impact of children's games on the development of sports-related skills</b>	Yes	396	91.2
	No	21	4.8
	Partly	17	3.9
<b>Total</b>		<b>434</b>	<b>100.0</b>

Table 2. Results of the Kruskal-wallis analysis for the branch variable of the youth and sports activity scale.

Variables Branch		Mean Rank	sd	X <sup>2</sup>	p
<b>Motivation</b>	Football	213.55	21	54.743	0.000*
	Basketball	241.41			
	Volleyball	208.57			
	Wrestling	180.88			
	Judo	241.53			
	Athletics	201.25			
	Karate	294.91			
	Handball	147.04			
	Gymnastics	264.00			
	Triathlon	176.06			
	Archery	<b>391.00</b>			
	Badminton	293.75			
	Fencing	279.00			
	Table Tennis	109.50			
	Bodybuilding	196.50			
	Kickboxing	30.00			
	Taekwondo	216.25			
	Swimming	339.00			
	Tennis	196.50			
Field Hockey	12.50				
Cycling	73.00				
Rugby	109.50				
<b>Usefulness</b>	Football	199.93	21	75.158	0.000*
	Basketball	243.98			
	Volleyball	216.61			
	Wrestling	138.88			
	Judo	264.42			
	Athletics	242.50			
	Karate	332.88			
	Handball	165.25			
	Gymnastics	228.81			
	Triathlon	171.00			
	Archery	248.50			
	Badminton	248.00			
	Fencing	169.00			
	Table Tennis	96.00			
	Bodybuilding	96.00			
	Kickboxing	14.00			
	Taekwondo	221.75			
	Swimming	<b>383.50</b>			
	Tennis	211.33			
Field Hockey	23.00				
Cycling	169.00				
Rugby	60.00				
<b>Learning</b>	Football	202.74	21	67.674	0.000*
	Basketball	283.13			
	Volleyball	185.41			
	Wrestling	154.47			
	Judo	258.20			
	Athletics	260.75			
	Karate	<b>304.84</b>			
	Handball	209.46			
	Gymnastics	243.13			
	Triathlon	178.11			
	Archery	299.50			
	Badminton	249.75			
	Fencing	210.50			
	Table Tennis	107.00			
	Bodybuilding	107.00			
	Kickboxing	20.00			
	Taekwondo	249.75			
	Swimming	210.50			
	Tennis	107.00			
Field Hockey	26.00				
Cycling	299.50				
Rugby	107.00				

\*p &lt; 0.05

**Table 3. Results of the Kruskal-wallis analysis for the active sports years variable of the youth and sports activity scale.**

Variables	Active Sports Years	Mean Rank	sd	X <sup>2</sup>	p
<b>Motivation</b>	1-3 Yıl	195.24	3	18.066	0.000*
	4-6 Yıl	166.74			
	7-9 Yıl	214.72			
	10 Yıl ve Üzeri	<b>237.11</b>			
<b>Usefulness</b>	1-3 Yıl	176.97	3	26.373	0.000*
	4-6 Yıl	164.88			
	7-9 Yıl	237.27			
	10 Yıl ve Üzeri	<b>237.50</b>			
<b>Learning</b>	1-3 Yıl	184.36	3	20.300	0.000*
	4-6 Yıl	169.33			
	7-9 Yıl	<b>235.98</b>			
	10 Yıl ve Üzeri	234.46			

\*p &lt; 0.05

**Table 4. Results of the Kruskal-Wallis analysis for the favorite children's game variable of the youth and sports activity scale.**

Variables	Children's Game	Mean Rank	sd	X <sup>2</sup>	p
<b>Motivation</b>	Hide and Seek	213.46	11	24.908	0.009
	Dodgeball	225.42			
	Blindfold Tag	229.42			
	Freeze Ball	224.83			
	Handkerchief Game	201.00			
	Hopscotch	317.88			
	Five Stones	182.61			
	Tipcat	316.33			
	Jump Rope	178.16			
	Leapfrog	226.21			
	Merchant Game	391.00			
	All	210.50			
<b>Usefulness</b>	Hide and Seek	220.77	11	25.470	0.008
	Dodgeball	204.93			
	Blindfold Tag	240.50			
	Freeze Ball	309.33			
	Handkerchief Game	209.94			
	Hopscotch	222.63			
	Five Stones	254.57			
	Tipcat	325.17			
	Jump Rope	181.48			
	Leapfrog	219.25			
	Merchant Game	383.50			
	All	178.00			
<b>Learning</b>	Hide and Seek	227.22	11	30.819	0.001*
	Dodgeball	199.00			
	Blindfold Tag	286.00			
	Freeze Ball	203.17			
	Handkerchief Game	223.92			
	Hopscotch	202.00			
	Five Stones	259.96			
	Tipcat	312.00			
	Jump Rope	172.02			
	Leapfrog	222.96			
	Merchant Game	<b>392.50</b>			
	All	158.75			

\*p &lt; 0.05.

**DISCUSSION**

This study aimed to investigate the contribution of traditional Turkish children's games to psychosocial development by analyzing different demographic

variables among individuals actively engaged in sports. The findings indicate that various factors influence psychosocial development, as assessed by the Youth and Sports Activity Scale. The results of

the Kruskal-Wallis test revealed a statistically significant difference in the Motivation, Usefulness, and Learning sub-dimensions based on participants' sports branches ( $p = 0.000$ ). More specifically, this difference was attributed to individuals in the Archery branch for Motivation, the Swimming branch for Usefulness, and the Karate branch for Learning. These findings suggest that different sports disciplines contribute uniquely to the psychosocial development of individuals. Archery, a sport that requires intense focus and intrinsic motivation, appears to enhance the Motivation sub-dimension. This finding aligns with previous research suggesting that sports involving high levels of concentration and self-discipline foster internal drive and goal-setting behaviors (Harwood et al., 2015). Similarly, swimming, which necessitates both individual and team-based performance, significantly influenced the Usefulness sub-dimension, indicating that participants perceive it as a valuable skill applicable to broader life contexts. Karate, known for its structured learning process and emphasis on discipline, positively affected the Learning sub-dimension. This supports existing literature emphasizing the role of martial arts in cognitive and behavioral development (Côté et al., 2007). These results underscore the importance of selecting appropriate sports activities to foster psychosocial development. Future research could explore the long-term effects of participation in different sports disciplines on motivation, self-perception, and learning processes. Moreover, incorporating traditional children's games into structured training programs might provide additional benefits in developing social and psychological skills. The present study examined the impact of active years in sports on the psychosocial development of individuals using the Youth and Sports Activity Scale. The Kruskal-Wallis test results indicated a statistically significant difference in the Motivation, Usefulness, and Learning sub-dimensions based on the number of years participants have been actively engaged in sports ( $p = 0.000$ ). More specifically, individuals who have been participating in sports for 10 years or more showed higher levels of Motivation and Usefulness, while those with 7-9 years of active sports experience exhibited greater improvement in the Learning sub-dimension. These findings suggest that long-term sports participation plays a crucial role in fostering psychosocial development, particularly in areas of self-motivation, perceived usefulness of sports, and learning processes. Consistent with Self-Determination Theory (Deci & Ryan, 2023), long-term engagement in sports appears to enhance intrinsic motivation, as athletes with extended participation tend to develop a strong sense of purpose and personal achievement. Similarly, previous research has shown that prolonged sports involvement contributes to self-efficacy and social adaptation (Côté et al., 2007). The observed effect on

the Learning sub-dimension further aligns with studies suggesting that structured physical activity enhances cognitive and skill acquisition processes (Harwood et al., 2015). These findings underscore the importance of sustained sports participation in shaping an individual's psychosocial competencies. Future research could explore how different sports disciplines and training methods influence long-term psychosocial development. Additionally, integrating traditional children's games with structured sports training may provide an effective strategy to enhance motivation, practical utility, and learning outcomes in young athletes. The present study examined the impact of preferred traditional children's games on the psychosocial development of individuals using the Youth and Sports Activity Scale. The Kruskal-Wallis test results indicated a statistically significant difference in the Learning sub-dimension based on the type of children's game participants preferred ( $p=0.000$ ). More specifically, individuals who preferred the Merchant game demonstrated significantly higher scores in the Learning sub-dimension compared to others. This suggests that traditional children's games may have a role in enhancing cognitive and social learning processes. Bezirganbaşı, which involves role-playing, strategic thinking, and teamwork, might contribute to participants' ability to develop problem-solving skills, social interaction, and group dynamics awareness. These findings align with Cultural-Historical Activity Theory (Vygotsky, 1978), which emphasizes the role of social interaction in cognitive development. Traditional games, as cultural tools, may facilitate learning through peer engagement and collaborative problem-solving (Rogoff, 1990). Moreover, research suggests that structured play and interactive games positively influence cognitive development and social adaptation (Smith, 2010). The results highlight the importance of traditional children's games in youth development and sports education. Future studies could explore how different game structures impact various psychosocial dimensions and whether integrating these games into formal sports training programs enhances learning, motivation, and social adaptation.

#### **Study Limitations and Strengths**

This study has certain limitations that should be acknowledged. First, since the research focuses only on individuals aged 18 and above, it does not assess the psychosocial development of children and adolescents. This limitation may restrict the generalizability of the findings across different age groups, particularly when compared to studies examining the effects of traditional children's games on early developmental stages. Second, the study is limited to active athletes, meaning that the results may not be generalized to individuals who do not participate in sports or have different levels of physical activity. The differences in physical and

cognitive skills between athletes and non-athletes may influence the impact of traditional children's games on psychosocial development. Despite these limitations, this study provides a novel contribution by examining the impact of traditional children's games on psychosocial development within the context of active athletes. While previous research has mainly focused on the effects of traditional games during childhood, this study explores the experiences of adult individuals, offering insights into the relationship between sports participation and psychosocial development.

## CONCLUSION

This study examined the impact of traditional Turkish children's games and different sports disciplines on psychosocial development, evaluating how individuals' sports experiences and interactions with cultural games contribute to their developmental processes. The findings suggest that sports and games not only support physical development but also shape individuals' cognitive, emotional, and social competencies. Traditional children's games can be regarded as an essential tool for fostering social relationships, understanding group dynamics, and developing strategic thinking skills. As a form of cultural heritage, these games promote social learning processes and contribute to the development of cooperation, leadership, and empathy among individuals. In this context, game-based learning approaches should be considered a valuable means of supporting psychosocial development. Similarly, different sports disciplines exert varying effects on individuals' motivation, self-efficacy perceptions, and learning processes. While sports contribute to the development of cognitive and emotional skills such as discipline, patience, and goal orientation, team sports provide a structure that enhances social interaction and cooperation. Individual sports, on the other hand, may promote intrinsic motivation and independent decision-making processes. In this regard, it is crucial to encourage individuals to engage with both traditional games and various sports disciplines from an early age to support their psychosocial development. Integrating traditional games into sports training programs could offer a more holistic approach that fosters individuals' social and cognitive growth. Moreover, further comprehensive research is needed to better understand the long-term effects of sports participation on motivation, personal development, and social commitment. In conclusion, both traditional children's games and different sports disciplines play a significant role in individuals' psychosocial development. The conscious integration of these elements into education and sports policies can contribute to the multidimensional development of individuals and serve as an important tool for strengthening their social adaptation.

## Acknowledgement

The translation process of the Youth and Sports Activities Scale (YSAS) was carried out with the permission of Enrique Garcia Bengoechea, obtained via email on June 13, 2023, in accordance with the guidelines he specified.

## Conflict of Interest

There is no conflict of interest in this study.

## Author Contributions

**Plan, design:** MBM, ZG **Material, methods and data collection:** MBM **Data analysis and comments:** MBM, ZG **Writing and corrections:** MBM, ZG

## Ethical Approval

Institution: Balikesir University Social and Human Sciences Research Ethics Committee

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