



**HAL**  
open science

## Baby Doll Preferences: Mothers and Daughters

Elvan Şahin Zeteroğlu

► **To cite this version:**

Elvan Şahin Zeteroğlu. Baby Doll Preferences: Mothers and Daughters. 8th International Toy Research Association World Conference, International Toy Research Association (ITRA), Jul 2018, Paris, France. hal-02083767

**HAL Id: hal-02083767**

**<https://sorbonne-paris-nord.hal.science/hal-02083767v1>**

Submitted on 29 Mar 2019

**HAL** is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

# **Baby Doll Preferences: Mothers and Daughters**

Elvan Şahin Zeteroğlu

*Uludag University, Faculty of Education, Preschool Education Department  
Bursa Turkey*

**Abstract:** Toys and play are important in a child's world as they support every aspect of child development. Play is the most natural learning environment of a child and is often a voluntary activity in which a child will engage. Toys are "tools" of the game. Dolls have an important place especially in girls' world. They often use dolls to imitate their mothers in their dramatic plays. The games and toys which children prefer differ according to their age and gender.

In this study, baby doll preferences of children and their mothers, in their childhood, has been investigated. The answers to these questions were sought: What are the features that girls are looking for in baby dolls? How do they select their dolls? On what aspects are their choices of dolls based?

As is known, there are toy dolls with very different characteristics on the market. Looking at literature, there are no studies about baby doll preferences of mothers and their daughters. In this context, the aim of the study is to examine preferences of baby dolls which daughters and mothers preferred, in their childhood.

To this aim, questions were asked of seventy mothers, including thirty-five sub-socioeconomic levels and thirty-five upper socioeconomic levels, regarding their and their daughter's baby doll preferences. The data obtained about the type and characteristics of the preferred baby dolls will be evaluated and the results will be interpreted.

**Key Words:** toy, doll, traditional dolls, early childhood, mother, daughter

Play and toys have an important role in children's lives. Play is the most natural learning environment and supports the development of children. Play is an intentional, fun activity that occurs spontaneously without considering the end result (Yavuzer, 2007: 170-171). Conducted research concurs that play is the main childhood activity (Eheart & Leavitt, 1985). Psychologists have pointed out that play is not only an activity for filling in leisure, relaxing or having fun, but also a important learning experience (Lowe, 1988). The child gains experience while playing. Adults' personalities evolve with the experience they have in life, and

children's personalities are developed by their and others' play (Yavuzer, 2007: 171). The child learns about the nature and reality of their environment and society through play. Through the play, the child's senses work, and they develop mobility, movement intelligence and reasoning skills, curiosity and the ability to understand. Children constantly make verbal transactions with their toys and other children during play (Özdoğan, 1997: 107).

Play is a bridge between real and dream worlds. Play is a child's creation environment (Yavuzer, 2007: 173). It is irreplaceable for the child and is the most important activity of a child. Toys are also tools for play. The toy is the universal language of the childhood world, as is play. The toy is all the playing materials that improve the imagination and creative abilities which help the child in their mental, physical and psychosocial development, and bring order to the movements throughout the developmental stages (Yavuzer, 1993: 196). Play is all the activities that the child enters willingly without being influenced by external pressure (Egemen et al., 2004). Today, toys are very diverse. They can be made out of different materials, different colours and different properties. But the 'best toy' is the one which the child will want to play with regularly, and every time it will give him/her more joy and fun. The toy should raise curiosity of the child, make the muscles work, increase the entrepreneurship, spirit, and guide the child to problem solving (Galligan, 2000; Russ, 1998).

Through play and toys, children are able to express their deep feelings and needs, and can solve their emotional problems by themselves (Yavuzer, 2007: 172). At the age of three and over, baby dolls are an inseparable part of a child's daily life. The child speaks to the baby doll like an adult and imitates adult behavior (Atabek, 1994). While the child is engaged in dramatic play with dolls, his/her feelings towards the different members of the house can in this way be revealed. For example, a child who is jealous of his/her sibling may punish the baby doll in his/her sibling's role during the play, or he/she may send him/her to a trip with no return. Thus, the play environment gives the child a chance to cope with internal conflicts and worries. This shows the therapeutic role of the games (Yavuzer, 2007: 172).

Girls aged 4-5 love to look after their dolls and dress them in different clothes and decorate their little symbolic houses with their own goods. The child, who swings her doll, dresses and nurses her, imitates her mother, reflects her movements in her game and identifies herself with her mother (Yavuzer, 2007: 173). Today, play and toys, that used to be played in our country and in the world, have been replaced by Atari, computers, puzzles, Lego, Barbie dolls, Cindy

dolls, and robots (Yavuzer 1993: 176). Almost every girl in Western societies has a Barbie doll (Rogers, 1999). Games and toys that appear on television encourage children to imitate what they see on the screen instead of using their imagination (Elcbroward, 2009-2010).

Toys have economic, educational, cultural and environmental values. It is the family that decides which toy to buy, either alone or with the child. Especially parents have an important role in this issue. Especially for girls, dolls have an important place. The fact that dolls are the kind that can be used safely, the ability to use them in different forms in different games, and the ability to provoke imagination is a desirable feature. Families need to be very careful and conscious in the selection of the play which has the effect of the child's development, and the toy which is its tool. When we look at the studies, children's play and toy preferences and features, there have been various studies (Aksoy & Baran, 2017; Egemen et al., 2004; Tuğrul et al., 2014; Adak Özdemir & Ramazan, 2012; Yağan Güder & Alabay, 2016), however there is no study regarding baby doll preferences of the mothers and the daughters. In this context, the aim of the study is to examine preferences of baby dolls which daughters and mothers preferred in their childhood.

## Method

**Research Descriptive:** Research is a descriptive study using quantitative methods aimed at examining what mothers themselves and their daughters prefer to play in their childhood.

**Study Group:** The study group consisted of 70 mothers with daughters living in Bursa province.

**Table 1.** Frequency Distribution Table for Demographic Information

		n	%
<b>Socioeconomic Situation</b>	<b>Lower</b>	35	50
	<b>Upper</b>	35	50
	<b>Total</b>	70	100
<b>Mother's Age</b>	<b>20-25</b>	3	4.29
	<b>26-30</b>	14	20

	31-35	29	41.43
	36-40	14	20
	40 and above	10	14.29
	<b>Total</b>	70	100
<b>Mother's Education Level</b>	<b>Illiterate</b>	1	1.43
	<b>Primary School</b>	10	14.29
	<b>Middle School</b>	15	21.43
	<b>High School</b>	14	20
	<b>University and upper</b>	30	42.86
	<b>Total</b>	70	100
<b>Mother's Employment</b>	<b>Yes</b>	37	52.86
	<b>No</b>	33	47.14
	<b>Total</b>	70	100

As shown in Chart 1, 50% (n:35) of the participating mothers are in the lower-socioeconomic and 50% (n:35) are in the upper-socioeconomic level. Most of the mothers (41%) are 31-35 years old. 43% of the mothers are university graduates, 21% are middle school graduates, 20% are high school graduates and 14% are primary school graduates. A little more than half of them (53%) are employed and half (47%) are unemployed.

**Data Collection Tools:** A questionnaire which includes questions prepared by the researcher was prepared in order to determine the baby doll preferences of the mothers and girls. They are also asked to fill out a form with questions about their age, educational status, and employment status.

#### **Data Analysis (Method)**

The data obtained in this study has been analyzed with SPSS 20 program. When relations between nominal variables were examined, Chi-Square analysis was applied. If the expected values in the 2x2 charts do not have enough volume, Fisher's Exact Test was used and Pearson Chi-Square analysis was performed with Monte Carlo Simulation in RxC charts. (\* Since 20% of the expected value in the charts is smaller than 5, Chi square analysis was performed with the help of Monte

Carlo Simulation). During the interpretation of the results, a significance level of 0.05 was used as reference; and a significant relationship was found if  $p < 0.05$  and a significant relationship was not found if  $p > 0.05$ . Mothers' opinions of their childhood and their children's toys are expressed in frequency and percentage. The differences between the dolls that mothers used to play in their childhood and the dolls their children are playing with now are given in codes to give clearer views.

## Findings

Findings obtained in the research are presented in charts and discussed using literature data.

**Table 2.** Information about the dolls that children and parents have in their childhood

		Mother		Child	
		Yes	88,57	70	100
Mother and childs' possession of a baby doll	No	8	11,43	0	0
	Total	70	100	70	100
	If Yes, was your doll hand made or was it purchased?	Hand Made	12	19,35	0
	Purchased	43	69,35	70	100
	Both	7	11,29	0	0
	Total	62	100	70	100

As seen in Table 2, most of the mothers (89%) had dolls in their childhood. The majority of the mothers' dolls (69%) were bought and 19% of them were handmade. All of the children (100%) have baby dolls all of which (100%) are purchased.

**Table 3.** Distribution of Baby Dolls which Mothers have preferred to play in their Childhood

		Lower		Upper		Total	
		n	%	n	%	n	%
Which of these was Your (Mother) Baby Doll?	Rag Doll	15	36,59	8	22,85	23	30,26
	Barbie	8	19,51	15	42,85	23	30,26
	I do not remember	7	17,07	2	5,75	9	11,84
	Plastic toy	5	12,20	3	8,56	8	10,53
	Accessorized, Movable	4	9,76	4	11,43	8	10,53
	Soft doll	2	4,87	3	8,56	5	6,58
	Total	41	100	35	100	76	100

As shown in Table 3, there are 76 opinions about the type of baby dolls which mothers used to play in their childhood. In first place there were (30%) rag dolls

and Barbie dolls, in second place are (11%) accessorized dolls and plastic dolls, and in third place (7%) they played with soft dolls. At the lower socioeconomic level, it was reported that mostly rag dolls were played with (37%) and at the upper socioeconomic level, it was mostly Barbie dolls that were played with (43%).

**Table 4.** Distribution of Dolls that Girls prefer to play

		Socioeconomic Situation					
		Lower		Upper		Total	
		n	%	n	%	n	%
What kind of baby doll does your child prefer to play with?	Barbie doll	25	50	27	39,71	52	44,07
	Rag doll	10	20	10	14,71	20	16,95
	Winx	6	12	11	16,18	17	14,40
	Snow Queen	7	14	13	19,12	20	16,95
	Niloya	0	0	2	2,94	2	1,69
	Pamuk Prenses (snow White doll)	0	0	2	2,94	2	1,69
	Cicciobello	0	0	1	1,47	1	0,85
	No answer	2	4	2	2,93	4	3,39
<b>Total</b>	50	100	68	100	118	100	

As seen in Table 4, 114 different opinions were reported by the mothers about the dolls their daughters preferred to play. Most of their opinions (43%) stated that girls prefer to play with Barbie dolls, 17% are rag dolls, 17% are Snow Queen, and 14% prefer to play with Winx. In addition, it is also seen that girls prefer to play with Niloya (2%), Snow White (2%) and Cicciobello (1%). The primary opinion concerning the doll preferences of the children of the lower (50%) and upper (38%) socioeconomic level mothers is about Barbie doll. The second opinion at the lower socioeconomic level (20%) is rag doll, and at the upper socioeconomic level is (19%) Snow Queen.

**Table 5.** Distribution of Favorite Features of Dolls that mothers used to play in their Childhood and Girls Play with Now

Doll's Favorite Feature	Mother		Child	
	n	%	n	%
Physical	30	42,85	32	45,71
Movement, Activity With the Doll	15	21,44	6	8,58
Accessories	12	17,14	10	14,29
Being a Baby	5	7,14	4	5,71
I do not remember - I do not know	5	7,14	9	12,86
Belonging to Me	3	4,29	1	1,43
Personality, Character	0	0	8	11,42
<b>Total</b>	70	100	70	100

In Table 5, the majority of the mothers in the first place stated that they (43%) and their children (46%) liked the physical properties of dolls. Mothers (21%) stated that they liked their dolls to be in motion and their children (21%) liked to have baby accessories. In the third place (17%), they liked their dolls having accessories and being able to move, but did not know what their children (14%) liked in toy dolls (13%).

**Table 6.** Frequency Distribution Table Regarding the State of Thinking that the Doll Played by the Child Gives Benefits to the Child

	n	%	
Do you think that your child's doll gives benefit to the child?	Yes	49	70
	No	11	15,7
	No answer	10	14,3
	Total	70	100

As shown in Table 6, the majority of the mothers (70%) stated that the doll gave the child an upskill and 16% of the mothers stated that the doll did not benefit the child.

**Table 7.** Distribution of Causes of Mother's Opinion on Dolls being Beneficial for the Child

Toy is beneficial. Because:	n	%
Imagination develops	16	27.59
Responsibility grows	13	22.41
It makes happy	10	17.24
Supports Language development	8	13.79
Supports emotional development	4	6.90
Aids Educational development	4	6.90
No Answer	3	5.17
Total	58	100

As seen in Table 7, the mothers reported a total of 58 opinions that the doll was beneficial to the child. In the opinions of mothers who think dolls give something to the child, concerning the reasons, it is stated that in the first place there is development of imagination (28%), in the second place there is development of responsibility (22%), in the third place making the child happy (17%), in the fourth place supporting language development (14%), and in the fifth place there is being educative (7%).



**Table 8.** Reasons of Mother's Thinking that Dolls are not Beneficial for the Child

Not beneficial. Because:	n	%
There is nothing beneficial for the child	4	36,36
They have a negative effect on the child's personality (He/she wants to do what they do)	3	27,27
It has negative effects in a physical aspect (provides incentive on make-up, wanting to be like it)	2	18,18
Cartoon character (so the imagination becomes limited)	2	18,18
<b>Total</b>	<b>11</b>	<b>100</b>

As seen in Table 8, 4 mothers said they did not think the dolls had any play value for their child, 3 said the doll'sy had a negative effect on the child's personality, because they wanted to behave according to the doll's characteristics. 2 children were affected by the baby's physical characteristics and stated that they wanted to do make-up like them, they wanted to dress up like them, and 2 said that cartoon character limits the child's imagination.

**Table 9.** Chi Square Test Results for the Relationship between Socioeconomic Status and the Idea of Baby Doll Played by the Child is Beneficial

		Socio Economic Situation						Chi Square Test	
		Lower		Upper		Total		Chi Square	P
		n	%	n	%	n	%		
Do you think that your child's doll is beneficial for your child?	Yes	26	74,29	23	65,71	49	70	0,272	0,602
	No	9	25,71	12	34,29	21	30		
	<b>Total</b>	<b>35</b>	<b>100</b>	<b>35</b>	<b>100</b>	<b>70</b>	<b>100</b>		

As shown in Table 9, there is no statistically significant relationship between the socioeconomic level and the idea of dolls played by the child has something to benefit the child ( $p > 0.05$ ). Although not statistically significant, 74% of those at the lower socioeconomic level and 66% of those at the upper socioeconomic level think that the doll plays a role in giving the child some benefits.

**Table 10.** Distribution of causes of selection of the child's doll

		Socioeconomic Situation					
		Lower		Upper		Total	
		n	%	n	%	n	%
What did Your or Your Child's Choice Based on When Selecting the	Movie Character	13	35,13	15	31,91	28	33,33
	Because he/she saw it in ads	11	29,73	5	10,64	16	19,05
	Because he/she saw it on a friend	5	13,51	10	21,28	15	17,86
	Arrived as a Gift	5	13,51	7	14,9	12	14,29
	No reason	3	8,11	5	10,64	8	9,52

Doll?	He/She liked it (its hair, its color)	0	0	5	10,64	5	5,95
	Total	37	100	47	100	84	100

Table 10 outlines 84 opinions on the reasons for selecting a doll. When buying a doll for the child, in first place (33%) the children are affected by the movie character, in second place (19%) they are affected by the advertisements, and in third place (18%) they are affected because the child sees it with a friend.

**Table 11.** Chi Square Test Results for the Relationship between Socioeconomic Situation and Mother's Baby Dolls' being Hand Made

		Socioeconomic Level						Chi Square Test	
		Lower		Upper		Total		Chi Square	P
		n	%	N	%	n	%		
If Yes, Was Your Doll Handmade or Was It Purchased?	Handmade	9	32,14	3	8,82	12	19,35	Fisher's exact	0,026
	Purchased	18	64,29	25	73,53	43	69,35		
	Both	1	3,57	6	17,65	7	11,29		
	Total	28	100	34	100	62	100		

As shown in Table 11, there is a statistically significant relationship between the socioeconomic status and the mother's dolls being handmade ( $p < 0.05$ ). 64% of those in the lower socioeconomic status and 74% in the upper economic status purchase dolls; while 32% of those in the lower socioeconomic status and 9% of those in the upper socioeconomic situation use handmade dolls.

**Table 12.** Chi Square Test Results for the Relation between Socioeconomic Situation and Those who Buys the Doll That Child Play With

		Socioeconomic Situation						Chi Square Test	
		Lower		Upper		Total		Chi Square	p
		n	%	n	%	n	%		
Who Bought Your Child the Doll for him/her (If he/she has any)?	Mother	11	33,33	7	21,21	18	27,27	*	0,012
	Father	5	15,15	1	3,03	6	9,09		
	Mother-Child	9	27,27	3	9,09	12	18,18		
	We buy together	6	18,18	17	51,52	23	34,85		
	Other (aunt, uncle)	2	6,06	5	15,15	7	10,61		
	Total	33	100	33	100	66	100		

As shown in Table 12, there is a statistically significant relationship between socioeconomic status and the number of children ( $p < 0.05$ ). At the lower socioeconomic level, the baby doll is mostly bought by the mother (33%) and at the upper socioeconomic level (52%) is mostly bought together (mother-father-child).

**Table 13.** Distribution of Differences in Dolls of Mother's Childhood Period and the Dolls of Today's Childhood Period

Codes	N	%
Material (1,2,4,5,6,8,11,13,16,17,24,25,27,38,51,60)	16	21,04
Physical (2,3,4,5,7,8,9,14,15,21,33,39,49)	13	17,10
Mobility (6,7,9,10,12,20,25,30,33,51,52,55)	12	15,78
Diversity (4,9,17,38,42,49,59,62,65,66,69)	11	14,46
Cartoon Character (27,29,48,50,54,58,61)	7	9,21
Naturalness (6,18,30,32,34,37,41)	7	9,21
Accessories (7,30,34,39,51)	5	6,57
Impact on Personality (19,47,66)	3	3,95
Educational (43)	1	1,34
Entertainment (14)	1	1,34
Total	76	100

Table 13 presents 76 opinions by the mothers regarding the differences in past and present dolls. When comparing the past and present dolls, mothers mostly presented ideas on dolls' material (n=16), physical features (n=13), ability to move (n=12), diversity of dolls (n=11), identifying with the cartoon characters (n=7), dolls' naturalnesses (n=7), having accessories (n=5), dolls' impact on personalities (n=3), and being entertaining (n=1).

Regarding the material that the dolls are made of: Mother 1 stated her opinion as: "In the past, dolls were made of plastic or fabric. They were not of good quality. Today's dolls are more durable and more enduring. They are more of high quality. They are made by machines." *Physically*, it is stated that today's dolls have their hair; their appearance is more beautiful and more elegant. It is also stated that the dolls are more colorful and brighter, and they are wearing make-up. Another participant mentioned that today's baby dolls are much weaker than the dolls in the past. Mother 8 said "Today's dolls look so beautiful." Regarding the *Movement*, they said: "the dolls in the past would not move. Now they have so many features: They walk, they talk, they eat, they sing and they have lights". Also Mother 55 stated: Most dolls today speak both Turkish and English. Once I said to a store clerk, I was looking for a doll which does not speak. We checked the instructions on every single box. We found one doll which does not speak and I bought that one". In the *diversity-length* category, mother 42: "There were not many kinds of dolls in the past. They all used to look like each other. But now there are many dolls in different lengths and different varieties". Mother 69 stated her opinion as: "Children have so many dolls today, for this reason they are not precious any more. They constantly want things they see around them. Sometimes I buy it, but sometimes I do not. Too many external stimuli make the children ungrateful." It is

also mentioned that today's dolls are *cartoon* characters and they resemble the characters in TV series. Mother 61 said: "The current dolls are cartoon characters they watch on TV."

Regarding to *Naturalness* of dolls, mother 37 said: "Dolls used to be simpler, more natural. They were just dolls. There was no make-up." And mother 32 said: "Today's dolls do not look like real people. They look like monster babies." Mothers who commented on *accessories* indicated that today's dolls have more accessories, wear jewelry, wear high heels, and various clothes. Mother 39 stated her opinion as: "Present dolls are wearing jewelry, wearing high heels, they have clothes". In the opinion about the *impact on the personality*, it has been stated that today's dolls have negative effects on children's personalities. Mother 47 stated her opinion as: "Today, there is violence, rage, and our children are influenced by the characteristics of these toys." Mother 43 said: "Today's dolls are more educational" and mother 14 said: "Today's dolls are more fun to play with".

**Table 14.** Distribution of the Features that Mother's Think They Must be in Dolls which 3-6 Year-old Girls Can Play With

	Lower		Upper		Total	
	n	%	n	%	n	%
<b>Material</b> (must be good quality, harmless for health)	12	17,14	9	20,93	21	18,59
<b>Natural</b> (Natural, not exaggerated, without makeup, similar to people we see around)	8	11,43	10	23,26	18	15,93
<b>Like a Real Baby</b> (it should be in the style of a newborn baby, it is necessary to have responsibility, Changing diapers, feeding etc.)	8	11,43	2	4,65	10	8,85
<b>Diversity:</b> (Should be in different sizes, large, small etc.)	6	8,57	4	9,30	10	8,85
<b>Movement</b> (should be movable, able to talk and walkable)	8	11,43	2	4,65	10	8,85
<b>Physical</b> (beautiful, fancy, blue eyes with long hair etc.)	10	14,29	0	0	10	8,85
<b>Tissue</b> (should be soft)	3	4,28	5	11,63	8	7,08
<b>Educational</b> (should be educational)	5	7,14	3	6,98	8	7,08
<b>Accessory</b> (should be accessorized, dress, bag etc)	5	7,14	2	4,65	7	6,19
<b>Positive Impact on Personality</b> (should make happy while playing, should not have the character to lead to fear or violence)	1	1,43	3	6,98	4	3,54
<b>Imagination</b> (should support the imagination)	2	2,86	1	2,32	3	2,65
<b>Price</b> (should have a reasonable price)	2	2,86	2	4,65	4	3,54
Total	70	100	43	100	113	100

As seen in Table 14, 113 views have been stated on features that should be present in dolls. Most of the opinions are about the material of the toy and the doll's naturalness. Regarding the material of the toy, it is stated that toy must be strong, unbreakable, good quality, harmless to health, durable and safe. Regarding

the naturalness of the toy, it is explained that the toy must be simple without makeup, authentic, looking like the people around him/her. Upper socioeconomic level mothers indicated views on more material, naturalness and softness of tissue, while lower socioeconomic level mothers indicated views on material, naturalness, physical characteristics, mobility and genuine baby-like look.

### **Discussion and Conclusion**

The purpose of this study is to examine the baby doll preferences of the girls and their mothers in the childhood. A total of 70 mothers - 35 lower socioeconomic and 35 upper socioeconomic level - participated in the study. Nearly half of the mothers were aged 31-35 and are university graduates. More than half of the mothers are employed and less than half of them are unemployed. The dolls which mothers used to have in their childhood are: Rag dolls, Barbie, plastic dolls, accessorized dolls, and soft tissue dolls. The types of dolls that children possess are Barbie dolls, rag dolls, Snow Queen (Frozen), Winx, Niloya, Snow White, and Ciccibella. At lower and upper socioeconomic levels, children mostly play with Barbie dolls. However, Barbie dolls are criticized for their unrealistic body shapes and proportions (Brownell & Napolitane, 1995). Dolls with these kind of unrealistic body structures are affecting many girls' self-views. Fashion dolls might serve as role models for young girls (Anschutz & Engels, 2010). There are also clothes and accessories for these dolls. Girls focus on the physical attractiveness of these female dolls. This situation is regarded as worrisome (Markee et al., 1994). Dittmarr et al.(2006), in a study including 5-8 year old girls, indicates that girls exposed to Barbie reported lower body esteem and greater desire for a thinner body shape than girls in the other exposure conditions.

In the study, it was found out that dolls bought together with the mother and father were preferred over those bought only by the mother. In the study from Onur et al. (1997) the same results were found. Most of the dolls that were played with by mothers, during their childhood, were purchased and some of them were handmade. However, the dolls played by their children were all purchased. Similarly, in their study with grandmothers, mothers and grandchildren, Tuğrul et al. (2014), points out that grandmothers' and her children's dolls were handmade and ready-made, but their grandchildren's dolls are ready-made toys and computer toys.

Mothers stated that they liked the physical characteristics (having coloured eyes, hair etc.), mobility, accessories, similarity to a real baby, and the accessories

of the dolls they played with in their childhood. Mothers were asked: "What do your daughters like most about their dolls?" and replied in order of dolls physical features, being accessorized, characteristics, mobility, similarity to a real baby, and belonging to themselves. In their study, Adak Özdemir & Ramazan (2012) also pointed out that some features are effective in the children's toy selection such as the toy's "colour", "sound", "movement", "appearance". It is seen that both mothers and children like the physical properties of the doll. However, in the second place, mothers stated that during their childhood they liked their dolls' ability to move while children today like the dolls' accessories (dress, shoes, hairpin, hand bag etc.).

While mothers do not give an opinion about liking the doll's character; they expressed that their children liked the character of the dolls. It is thought that this is caused by most of the dolls' being cartoon characters. Mothers mostly stated that baby dolls are beneficial for the child. In opinions of mothers, the doll develops the child's imagination and responsibility, makes the child happier, supports language and emotional developments, and are also educative. The mothers who expressed that the doll does not give the child anything beneficial, stated that the doll has no useful aspect, the doll has negative impact on the child's personality, the child's imagination becomes limited due to the doll being the cartoon character, and it physically affects the child negatively (such as wearing makeup, exaggerated dresses etc.).

One of the features to look for in a toy to be purchased, is the ability to develop the child's imagination and serve various play opportunities. Especially in recent times, talking, sleeping, crying dolls, set-up or dolls that provokes children to passivity, obstruct the creativity in children. It is thought that the doll's monotonous movements and conversations limits the child's imagination.

Mothers stated that the features that effect the choice of dolls are: dolls' being a movie character, child seeing it in a toy advertisement or on a friend, coming as a gift and so on. Çınar et al. (1983) also stated that children want toys that they see with other children or in different places (as cited in Poyraz, 2003: 58). Research shows that television programs and cartoon are effective in children's toy preferences (Aşçı, 2006; Yavuzer, 2007; Ülken, 2011). Results indicate that child toy preference is significantly related to parental toy choice preference (Peretti & Sidney, 1984).

When mothers wanted to compare today's dolls with the dolls they used to play with during their childhood, they gave various opinions. They said that the materials of the modern dolls are more durable and of good quality. They said

that the dolls they used to play with in their own childhood were more natural and simple, whereas today's dolls are physically more flashy and exaggerated. It is also stated that today's dolls are more active (cries, walks, talks etc.), they have many more accessories, and there are so many choices which differ in size and length. It is stated that modern-day dolls are mostly cartoon characters and have a negative effect on the child's personality, and that they are affected by the doll's characteristics. Considering the socioeconomic level, at the upper socioeconomic level, the doll is bought together with mother-father-child; while at the lower socioeconomic level, the doll is bought by the mother. In their study, Yavuzer and his colleagues stated that the desire of the child is fulfilled and the conditional or indirect effect of the child is taken into account during the selection of the toy (as cited in Poyraz, 2003). This indicates that families are affected by their children in toy selection.

Mothers stated that when it comes to the question "What are the features that should be in a toy doll?", in first place it is stated that the material should be of good quality, safe, and should be natural (no makeup, and no exaggeration). Similar findings were found in the studies conducted and it was stated that the mothers gave importance to the features of being "healthy and safe", "being robust" and "good quality", and "age appropriate" (Adak Özdemir & Ramazan, 2012; Kamaraj, 1996).

Lower socioeconomic level mothers indicate their own physical characteristics (such as beautiful, fancy, long hair, blue eyes, etc.) are important and these should attributes should be in the doll, while the upper socioeconomic level mothers did not take physical features into account. Similarly, the lower socioeconomic level mothers stated that the doll should be similar to a real baby and that the child should be able to change the diaper and feed it when necessary.

Today, there are numerous dolls in the market. Children often take these dolls as role models. It is therefore advisable to be conscious of the child's preference and to provide information to the mother about what they should be careful of when choosing toys. Raising mothers' awareness can be provided. New studies can be done by increasing the number of samples.

## References

- ADAK ÖZDEMİR A. & RAMAZAN O. (2012): Oyuncağa Çocuk, Anne Ve Öğretmen Bakış Açısı Attitudes Of Child, Mother And Teacher Towards Toy. *Eğitim Bilimleri Araştırmaları Dergisi - Journal of Educational Sciences Research*, 2 (1), 1–16. <http://ebad-jesr.com/>
- AKSOY P. & BARAN G. (2017): Annelerin Cinsiyet Rollerine İlişkin Özellikleri İle Çocukların Oyuncak Tercihleri Ve Oynadıkları Oyun Türleri Arasındaki İlişki Üzerine Bir Çalışma. *Eğitimde Nitel Araştırmalar Dergisi- Journal of Qualitative Research in Education*, 5(1), 102-136. [Online] [www.enadonline.com](http://www.enadonline.com) DOI: 10.14689/issn.2148-2624.1.5c1s5m
- ANSCHUTZ D.J. & ENGELS C.M.E. (2010): The effects Of Playing with Thin dolls on Body Image and Food Intake in Young Girls., *Sex Roles*, Volume 63. pp. 621-630.
- AŞÇI E. (2006): Televizyondaki Çizgi Ve Animasyon Karakterlerinin Farklı Yerleşim Yerlerinde Yaşayan Çocukların Tüketici Davranışlarına Olan Etkisinin İncelenmesi. Yayınlanmamış Yüksek Lisans Tezi. Ankara Üniversitesi Fen Bilimleri Enstitüsü, Ankara.
- ATABEK E. (1994): *Çocuklar, Büyükler ve Tavşanlar*, Altın kitaplar yayınevi, İstanbul, p. 153
- DITTMAR H.; HALLIWELL E. and IVE S. (2006): Does Barbie Make Girls Want To Be Thin? The Effect Of Experimental Exposure To Images Of Dolls On The Body Image Of 5- To 8-Year-Old Girls. *Developmental Psychology*, 42(2), pp. 283-292.
- EGEMEN A. ; YILMAZ Ö.; AKİL İ. (2004): Oyun Oyuncak ve Çocuk. *ADÜ Tıp Fakültesi Dergisi*; 5(2) pp. 39-42.
- EHEART B.K., & LEAVITT R.L. (1985): Supporting Toddler Play. *Young Children*, 40(3), pp. 18-22.
- ELCBROWARD. (2009-2010). Toys, Play&Young Children Action Guide. Truce (Teacher Resisting Unhealthy Children's Entertainment). [www.elcbroward.org](http://www.elcbroward.org).
- GALLIGAN A.C. (2000): That Place Where We Live: The Discovery Of Self Through The Creative Play Experience. *J Child Adolesc Psychiatr Nurs*. 13, pp. 169-76.
- KAMARAJ I. (1996): Annelerin, Okulöncesi Eğitim Kurumu Ve Yönetici Ve Öğretmenlerinin Oyuncak Seçimleri. Yayınlanmamış Yüksek Lisans Tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü. Anaokulu Öğretmenliği Bilim Dalı, İstanbul.
- LOWE N. K. (1988): Games and Toys in the Teaching of Sience and Technology, Unesco, Document Series No.29. Paris, France.
- MARKEE N. L., PEDERSEN E. L., MURRAY C. I., & STACEY P. B. (1994): What Role Do Fashion Dolls Play İn Socialization Of Children? *Perceptual and Motor Skills*, 79, pp. 187–190.



- ONUR B, ÇELEN N, ÇOK F, ARTAR M. ŞEKER DEMİR T. (1997): Türkiye’de İki Kentte Annelerin Bakış Açısıyla Çocukların Oyuncak Gereksinimleri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 30 (1), pp. 45-74.
- ÖZDOĞAN B. (1997): Çocuk Ve Oyun. Anı yayıncılık, Ankara:107.
- PERETTI P. O.; SYDNEY T. M. (1984): Parental Toy Choice Stereotyping And Its Effects On Child Toy Preference And Sex-Role Typing. *Social Behavior And Personality: An International Journal*, Vol. 12, N° 2, pp. 213-216.  
<https://doi.org/10.2224/sbp.1984.12.2.213>
- POYRAZ H. (2003): *Okulöncesi dönemde Oyun ve Oyuncak*. Anı Yayıncılık, Ankara, p. 58.
- RUSS S W. (1998): Play, Creativity And Adaptive Functioning: İmplications For Play İnterventions. *J Clin Child Psychol.* 27, pp.469-80.
- TUĞRUL B.; ERTÜRK, G. and ÖZEN, Ş. (2014): Oyunun Üç Kuşak Değişimi, *The Journal of Academic Social Science Studies*, 27, pp. 1-16. Doi number:<http://dx.doi.org/10.9761/JASSS2388>
- ÜLKEN B. F. (2011): Televizyon İzlemede Anne-Baba Aracılığı İle Çocukların Saldırgan Davranışları Arasındaki İlişki. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 11 (1), pp. 195-216.
- YAĞAN GÜDER S., ALABAY E. (2016): 3-6 Yaş Arasındaki Çocukların Oyuncak Tercihlerinin Toplumsal Cinsiyet Bağlamında İncelenmesi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)* Cilt 17, Sayı 2, pp. 91-111.
- YAVUZER H. (1993): *Ana Baba ve Çocuk*. 7. Baskı Remzi kitabevi, İstanbul.
- YAVUZER H. (2007): *Ana Baba ve Çocuk*. 19. Baskı Remzi kitabevi, İstanbul.