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Effect of Teaching with Games on Student Personality Traits in Primary School*

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ABSTRACT

Playing, a practice that humanity has maintained almost since its beginning, begins with life and continues to change in every period. Playing is a very important tool for children to make sense of and realize the world they live in and their environment. For this reason, it is important to keep the traditional games alive, which have started to lose their importance, to pass them on to future generations, and therefore to practice teaching through games. This research aimed to determine the reflection of teaching through games in primary school on the personality characteristics of students. In this research, a basic qualitative research design was used, which is one of the qualitative research methods. Surveying and observation were used as data collection tools. By surveying, students' knowledge of the games, their playing habits, and their sources of learning the games were determined. Information on the students' personality traits in the games was collected through observation. The research consisted of 40 3rd grade students attending a primary school affiliated with the Istanbul province Sancaktepe district national education directorate in the 2022-2023 academic year. According to the results obtained, it was observed that traditional and modern children's games had a positive impact on the personality traits of students. Some personality traits were more affected by traditional games, while others were influenced by modern games. There has also been an increase in awareness levels of the games. The games were adapted to the course outcomes, and thus, it was observed that the students' interest in the course increased.

Keywords: Primary school, teaching with games, traditional games, modern games, personality development

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1. INTRODUCTION

Personality is a concept that includes many factors. It includes interest, attitude, ability, diction, appearance, and social harmony. In other words, personality, as a form of relationship, is the individual's interaction with other individuals in society and their differentiation from other individuals (Cüceloğlu, 2004). Personality development is a process that starts in childhood. In this process, the elements of a sense of security, finding a place for oneself in a group, facing one's own problems by taking responsibility in an activity, and being successful are needed (Çilden, 2001). In this context, since the foundations of personality development are laid at an early age, it is of great importance to provide children with a safe and supportive social environment in educational settings. Personality includes the continuous aspects of an individual's mental, physical, emotional, and social qualities. In this sense, personality is the most fundamental point that determines the relative attitudes, behaviors, relationship styles, and reactions of the individual. Therefore, personality is a whole that determines the individual's thoughts and behaviors (Taymur & Türkçapar, 2012).

Personality is a constantly evolving phenomenon. During this process, a mature and balanced *self* is formed. In other words, personality is the function that changes and increases as a result of the interaction of structural and environmental factors starting from childhood. Personality development, which basically lasts until the end of adolescence, continues with the individual reaching a consistent and integrated structure in terms of dimensions of emotion, thought, and behavior. Although this personality structure, which is thought to be balanced, undergoes certain changes over time, it still has to demonstrate its basic qualities (Cüceloğlu, 2004). When we examine Eric Berne's writings on this subject, we come to the conclusion that every

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person has different personalities and these personalities have different tendencies and desires (Zülal, 2000). The continuity of personality development necessitates that educators be sensitive to the diverse personality traits of individuals and create environments that foster the development of these traits.

It can be stated that many factors are effective in personality development. One of these is games, which have an important place in children's lives. In other words, it can be stated that play plays an important role in a child's personality development. It has a distinctive role in a child's social development, establishing relationships with the environment, emotional development, and the development of the ability to express thoughts (Hazar, 2005). Because playing games contributes to a child's perspective on the world, events, or other people around the child (Sevinç, 2004). Therefore, play is not merely an entertaining activity but also a fundamental educational tool that supports the personality development of the child.

Children convey many emotions in their lives through play. For example, anxiety, joy, excitement, and fear are the most basic of these. They express the positive and negative situations around them by using their emotions. In other words, they develop their imagination, gain the ability to express themselves, and reinforce what they have learned. In addition, playing has a fundamental role in adapting to society. The child learns social rules and cooperation through playing. In addition, they learn to recognize the body and the basic elements of reality in life, such as color, size, and number. With this development process, it develops further as the number and diversity of games increase (Türe, 2012). Consequently, the development of both cognitive and social skills through play constitutes an indispensable part of preparing children for life.

Playing is the main factor that plays a role in the development of a child's emotional, cognitive, social, and physical skills. In this way, the child develops his self-expression skills, becomes aware of his talents, and has the opportunity to realize his potential (Dinç, 1993). Thanks to games, which are one of the pillars of Turkish culture, in addition to these development areas, children also support their cultural development by getting familiar with their own culture and gaining an identity compatible with their culture. This situation enables a two-way interaction between society and children (Bay & Bay, 2023). In other words, the child realizes his interests and abilities. Because the trial and error and imitation methods applied in game activity provide a means for the child to find the truth and prepare the child for life. In addition, play contributes to the formation of friendship relationships by developing children's empathy skills in taking responsibility and understanding sharing (Similansky, 1990; Kohler & Strain, 1993; Uluğ, 2007). In this context, play not only equips children with skills but also provides a powerful social learning domain that shapes their cultural identity.

To put it in more detail, children contribute to learning skills that are fundamental to problem solving, such as cooperation, empathy, patience, cooperation, compromise, and anger management during playing (Hazar, 2000; Sevinç, 2004). In addition, he acquires qualities that will positively determine his personality in his future life, such as making joint decisions with his friends, feeling trust, and accepting the situation when a game is lost (Bayazıtoğlu, 1996). These characteristics will assist children in establishing healthy relationships not only during play but also in social situations they will encounter throughout their lives.

When examining the period in which the game teaching method was used more, it was seen that smaller classes were used more commonly. Games have an important role in reinforcing the subjects learned in these classes (Uğurel, 2003). Similarly, researchers have stated that making room for games in education and training will make lessons interesting, and students will display positive tendencies (Kılıç, 2010). For example, according to Tamer (1988), teaching through playing aims to maximize children's mental, physical, emotional, and social abilities. Therefore, placing particular emphasis on teaching through play, especially during early childhood, ensures a better response to the developmental needs of children.

Game is a basic method used in education and training. It is ensured that the information learned through games is permanent. Because games offer the opportunity to have fun willingly and to learn with the advantages of competition. Meanwhile, attention, correct decision-making, and body use develop (Bay & Bay, 2020). However, the games to be chosen must be appropriate to the subject and educational purpose. In conclusion, games that get integrated into the process of education make significant contributions to a student's personal development and their long-lasting learning. Based on all these explanations, it can be stated that playing has an important place in the child's personality development.

1.1. Importance of Research

Playing, a practice that humanity has pursued almost since its beginning, begins in life and changes and develops in every period. Playing continues to be important as the most important basis for different preferences and needs. In this regard, playing activities that start with the birth of children are a tool that reinforces certain attitudes and skills that children develop by having fun and learning (Özdemir & Ramazan, 2012). In other words, playing is a tool that allows children to become aware of and make sense of the world they live in and their environment. The most important reason for this is that a child uses all his senses through playing. In other words, the child has the opportunity to learn by doing and experiencing, using his senses through playing. In this way, the act of learning becomes more permanent and natural by intertwining one's knowledge and skills with playing. In this regard, it can be accepted that playing is one of the most basic activities of a child, rather than being perceived only as a concept of leisure time (Burgaz Uskan & Bozkuş,2019). In this context, it is evident that games are not merely a form of entertainment; they play important roles in a child's learning and development processes.

If expressed in general terms, it can be concluded that the playing is a rehearsal of real life. Because through playing, a child learns not only what he hears or sees, but also what he tries. In other words, while playing, a child imitates or enacts the events he sees in real life. The knowledge and experiences gained through this imitation and role-play experience become more permanent (Azaklı, 2010). The importance and need of play for the child should not be limited only to the pre-school education period. Playing is a need for children at the primary school level. When a child's need for playing is not met or restricted, healthy development is not uncommon. The roles that children undertake during games set an example for their later lives. For this reason, playing, which contributes to the development of a child's intelligence, personality, and abilities, is of indispensable importance for children (Ayan & Dündar, 2009).

Today, games are used as one of the most basic teaching methods. While playing, the children express their emotions. Emotional behaviors such as fun, excitement, anger, fear, and sadness can be shown. In this way, children become aware of their emotions and gain the ability to control their emotional reactions. At the same time, children have the opportunity to express their thoughts through playing. Because during a game, he looks for ways to communicate, tries to persuade, and this makes a significant contribution to the child's language development (Gözalan & Koçak, 2014). Children's games, which generally constitute the basic method of child education, significantly mature children's emotional and cognitive abilities. With this maturation, personality development is also positively affected (Özer et al., 2006). For this reason, Game-based learning practices provide an effective way for aiding children's academic success and their emotional maturity.

In the study conducted by Şahin Unat (2023), the effects of teaching through games on academic achievement and attitudes toward the lesson in the topic of 'Production, Distribution, and Consumption' were examined in a 4th-grade social studies class. In a study conducted with 30 students at a primary school in Kastamonu, an academic achievement test, an attitude scale, student journals, worksheets, and educational games were used. At the end of the 7-week implementation, it was determined that teaching with the help of games increased students' academic achievement and positively affected their attitudes toward the lesson, while students learned through enjoyment and socialization. Although some differences were observed based on gender in the pre-tests, these differences disappeared in the post-tests. The research demonstrates that game-based teaching is an effective method in lessons, and similar implementations can be carried out in different subjects and grade levels.

Similarly, in a study conducted by Yüksel (2023), the effects of game-based teaching supported by cognitive games on primary school students' arithmetic skills have been examined. Using a pre-test–post-test control group quasi-experimental design, the study was carried out with 29 students (Experimental: 14, Control: 15) at a public primary school in the Central Black Sea region. The experimental group received 30 lesson hours of game-based teaching and cognitive games over a 12-week period. While no significant differences were observed between the groups in the pre-tests, the post-test scores of the experimental group increased a remarkable amount compared to their pre-test scores. However, no statistically significant difference was found between the post-test scores of the control and experimental groups. The researchers suggest that game-based teaching may be an effective tool for increasing students' engagement and that similar studies can also be conducted using qualitative methods.

In another experimental study conducted by Boz (2014), the effects of game-based teaching on academic performance in the 1st-grade mathematics class were examined. Thirty-eight students selected from a primary school in Kahramanmaraş were assigned to experimental and control groups; the experimental group received game-based teaching, while the control group was taught using traditional methods. Data were collected through mathematics performance tests and observation forms and analyzed using the Mann–Whitney U and Kruskal–Wallis H tests. The results indicated that the experimental group, which received game-based teaching, was significantly superior in terms of performance compared to the control group. Gender, preschool education status, birth order, and family characteristics were found to have no significant effect on performance.

International studies have produced similar results. In a systematic review and meta-analysis conducted by Abad Robles et al. (2020), the effects of game-based teaching approaches on decision-making and skill execution were examined. The review of the Web of Science, PubMed, Scopus, and SportDiscus databases identified seven studies for decision-making and six studies for skill execution that met the inclusion criteria. The meta-analysis results indicated that tactical interventions led to significant improvements in decision-making (effect size = 0.89, 95% confidence interval 0.12–1.65), whereas no significant difference was found in skill execution compared to technical approaches (effect size = 0.89, 95% CI -0.45–2.23). The interventions showed high heterogeneity, and the evidence quality was low. Consequently, it is recommended that tactical approaches be applied in games and sports to develop technical and tactical knowledge as well as decision-making skills. These findings may serve as a guide for teachers and coaches in enhancing the skills of students and players.

Considering the effects of games on children's development, it is possible to categorize them into traditional and modern types. It is observed that traditional children's games provide information about the norms adopted concerning social life. In this way, while playing with their peers, children become aware of the accepted values regarding social relations and develop an awareness of taking responsibility for their role in the game (Kızıl Yatmaz et al., 2021). Technological developments, which are with us in every period of life, have also caused changes in the field of play. In this case, modern games emerged. In this respect, traditional games serve not only as a source of entertainment but also as an important social learning tool that conveys responsibility and values to children. On the other hand, modern games, incorporating technological innovations, offer new opportunities for developing children's digital skills.

Traditional games; They are sportive and folkloric games that have rules and boundaries from the traditions and customs of the society, and are passed down and kept alive from generation to generation (İşler, 1997: 37). The Turkish nation has a rich traditional game culture that includes many games. However, the interest shown in these traditional games has shifted to digital games with the introduction of technology into our lives. This situation shows us that traditional games are gradually losing their importance (Bay, 2018; Bay and Bay, 2019). It is important to give due importance to traditional games that have lost their importance in terms of children's development and stability in education (Yıldız, 2019). Therefore, the reintegration of traditional games into the educational process is important for children's acquisition of cultural identity and the continuity of their development. Additionally, these games help children gain a better understanding of the society to which they belong and establish a connection with the past.

It has made changes in the structure of games, tools, game concepts, and game environment (Gürbüz, 2017). These changes have created modern children's games. The word modern is defined as "contemporary, contemporary" in the (Türk Dil Kurumu [TDK], 2023). Dictionary. It is defined as (TDK, 2023). Modern games are games that incorporate advanced methods and techniques. Many of them are designed as board games. These games provide important opportunities for supporting children's skills in strategization, attention development, and logical thinking. However, it is also important to include games that address children's needs for physical activity and face-to-face interaction, as this is crucial for their overall development.

A child's skills develop through playing, which is the most natural place for learning. A child is in his own free world while playing. He is free as he wishes and sets his own rules. In addition, children who had not previously known each other come together and communicate during play, which is the most natural environment for understanding and a common language. This leads them to cooperate and increases sharing between them. In this way, playing contributes to the child's maturation as a social being (Özer et al., 2006). This situation demonstrates how effective playing is as a tool for developing a child's social skills and facilitating their adaptation to society.

Children's games have important advantages in many aspects, such as child education, social culture, and psychology. During the game, a child automatically learns the knowledge, attitudes, and skills necessary for the child. In this way, it performs actions such as helping and speaking in interpersonal relations, and understands the roles of life in play. In general, a child's personality emerges with its distinctive aspects during play and develops over time (Özer et al., 2006). Therefore, play becomes a multidimensional educational tool that naturally supports the child's personality development.

With the research conducted by Sormaz and Yüksel (2012), the adoption of traditional and modern games in teaching was tested to determine based on the opinions of classroom teachers. When we look at traditional games, it is observed that they are generally played in open environments, there are many group games, and social relations are intense. When we look at modern games, it is observed that they are generally played in closed environments, and there are more individual games and fewer social interactions. These differences highlight the necessity of accurately analyzing which types of games serve which purposes in an educational environment.

Reviving traditional games that have begun to lose their importance and implementing them in the educational environment is very important in terms of preserving these games by transferring them to future generations. These games are important and necessary for both the personal development of students and the permanence of education. Despite the importance of games, there is not much research on traditional and modern games. By measuring the awareness levels of games, children's games that are about to be forgotten will be identified, and the results will direct the conduct of different research. In conclusion, increasing awareness of traditional and modern games will not only promote the widespread implementation of game-based practices in the educational process but also contribute to the preservation of cultural values at risk of being forgotten. In this context, games serve as a strategic tool both for individual development and for the cultural continuity of society.

1.2. Purpose of the Research

The purpose of this study was to examine the reflection of teaching through games in primary school on the personality characteristics of students. For this purpose, the following sub-objectives were investigated:

1. What are the students' knowledge levels of traditional and modern children's games?
2. What are the reflections of traditional and modern children's game types on student personality traits?
3. How do student personality developments change depending on the games?

2. METHOD

In this section, the research method and model, the participants of the research, the tools used in data collection, and the statistical methods applied in the analysis of the obtained data were explained to solve the purpose and sub-goals of the research.

2.1. Research Design

In this research, a basic qualitative research design was used, which is one of the qualitative research methods. Survey and observation were used as data collection tools. Qualitative research is research in which qualitative data collection methods, such as observation and interview, are used, created from verbal data, and followed by a process to reveal perceptions and events in a natural environment and in a holistic-complex manner (Şişman, 2013). The prominent feature of qualitative research is its focus on how individuals construct reality in their interactions with their social environment and understanding how people comprehend their lives and experiences (Merriam, 2015). In the study, students' knowledge of the games, their playing status, and who they learned the games from were collected through a survey.

In the research, situations regarding students' personality development in games were collected through observation. Observation is a preferred data collection technique when we want to investigate in detail the behaviors that occur in a certain environment (Balcı, 1997). In this study, the observer did not intervene during the observations. The data obtained as a result of the observations were immediately recorded in the observation forms previously developed in line with expert opinions.

The participants of the research consisted of 40 3rd grade students attending a primary school affiliated with the Sancaktepe district directorate of national education in Istanbul province in the 2022-2023 academic year. When demographic information of the participating students, such as gender, class, age, mother's education level, and employment status, father's education level, and employment status, was examined.

It was determined that, of the 40 students participating in the research, 57.5% were girls and 42.5% were boys. 57.5% of students preferred traditional games, 17.5% preferred modern games, and 25% preferred digital games. When it came to the employment status of the students' parents, it was determined that 20% of the mothers were employed, 80% were unemployed, and 100% of the fathers were working. When the educational status of the students' mothers and fathers was examined, 22% of the mothers were primary school graduates, 20% were secondary school graduates, 45% were high school graduates, 12.5% were undergraduate graduates, and 17% of the fathers were secondary school graduates, and 67.5% were graduates. It was determined that 15% were high school graduates and 15% were undergraduate graduates.

2.2. Implementation Steps of the Research

Based on pedagogical principles, five modern and five traditional games were selected, taking into account the cognitive, emotional, social, and physical developmental characteristics of 3rd-grade primary school students. During the selection process of the games, consideration was given to their entertainment value and familiarity, but also to their capacity to support children's multifaceted skills, such as attention, problem-solving, strategic thinking, collaboration, and awareness of their culture. Within this scope, Reversi, Triangle Game, Sphere Game, Look Look Game, and Equilibrio Game were chosen. These games make themselves stand out because of their structures that particularly target cognitive domains such as attention development, logical thinking, spatial awareness, strategy formation, and visual perception. At the same time, their rule-based nature aids a child's development of social skills, including patience, turn-taking, and adherence to rules.

Handkerchief Grab, Dodgeball, Tug of War, Hopscotch, and Mangala were the ones chosen as traditional games. These games make themselves important in the educational process due to having structures that support cultural transmission as well as their emphasis on physical activity, group interaction, strategic thinking, and collaboration. In particular, games such as Mangala help the children improve their cognitive skills, while the other traditional games involving physical activity contribute to the development of children's coordination, attention, agility, and teamwork. Considering the possibility of some selected games not being previously experienced by students individually or in a classroom setting, the rules of each game were explained in clear and simple language prior to implementation, and example applications of those games were demonstrated step by step. This approach ensured that students understood the games, actively participated, and interacted in line with the objectives of each game.

The combined consideration of modern and traditional games has been evaluated as part of an approach that prioritizes not only cognitive gains but also cultural awareness, social adaptation, and holistic development. Within this framework, the ten selected games were consciously and evenly structured in terms of content and objectives to meet the developmental needs of the students. During the research process, these games were implemented over a 10-week period, with different games introduced each week, aiming to facilitate the development of students' various cognitive, emotional, and social skills.

The observed games were played by adapting them to the course outcomes. In the first week, in the free activity class, "Playing games, planning, productive thinking, original thinking, visual perception, observation and evaluation, planned and regular work, reasoning" gains were achieved through a reversal game, and in the second week, in the physical education and games class, "Simple in games and physical activities" was achieved. "He applies strategies and tactics, acts confidently in games and physical activities, respects individual differences in games and physical activities, develops cooperation skills in games and physical activities, gives feedback by observing his friend's performance in games and physical activities, and congratulates success in games and physical activities." The gains were achieved with the tissue grab game, in the third week's free activity lesson, "It provides mental-visual attention, shape-ground relationship, geometric shape perception, reasoning, concentration

and focus skills." It was aimed to acquire the objectives of "understand" by playing the mangala game, and in the fifth week free activity lesson, the objectives of "Overcoming obstacles, reasoning and strategic thinking, visual perception, observation and evaluation" by playing the sphere game.

In the sixth week, the "Recognizes one's strengths and aspects that need to be strengthened" objectives in the life sciences lesson, through a dodgeball game; in the seventh week, in the Turkish lesson, the "Answers questions about visuals" objectives through a look look game; in the eighth week, in the science lesson, "Experimenting that push and pull are forces." "Discovers" outcome with a tug-of-war game, in the ninth week mathematics lesson "Identifies the faces, corners and edges of cube, square prism, rectangular prism, triangular prism, cylinder, cone and sphere models, and explains the similar and different aspects of cube, square prism and rectangular prism. " achievements with the equilibrio game in the tenth week physical education and game class. He applies simple strategies and tactics in games and physical activities, acts with self-confidence in games and physical activities, gives feedback by observing his friend's performance in games and physical activities, and congratulates his success in games and physical activities. It was aimed to acquire the achievement of "suggests solutions to the problems it encounters" by playing the hopscotch game.

Over a 10-week period, students' behaviours were systematically observed through structured game activities. The scientific validity and reliability of the data obtained are grounded in the researcher's academic background in child development, developmental psychology, and educational sciences, as well as expertise in game-based instruction, personality theories, and qualitative data collection methods. This expertise ensured that the observations were carried out and evaluated with rigor and precision.

2.3. Data Collection Tool

In this study, researcher developed two data collection tools to determine primary school students' views on the game-based teaching process and to evaluate the impact of this process on their personality traits: the *"Survey on Primary School Students' Views Regarding the Impact of Game-Based Teaching on Their Personality Traits"* and the *"Observation Form on the Impact of Game-Based Teaching on Primary School Students' Personality Traits."*

In the process of developing the data collection tools, a comprehensive literature review was first conducted, and the questionnaires and observation forms used in previous studies on the subject were examined. In line with the information obtained, the initial drafts were prepared in accordance with the purpose of the research and the target group.

The drafted tools were submitted to the review of three experts in the fields of child development, developmental psychology, and educational sciences to ensure content validity. Based on their feedback and suggestions, the necessary revisions were made to both the questionnaire and the observation form. In this context, the data collection tools were accepted as content-valid.

Due to the qualitative nature of the observation form used in the study, systematic records were kept throughout the observation process in line with reliability procedures, ensuring that the same situations were consistently re-observed and documented. Furthermore, to enhance the objectivity of the observations, the observation form was pre-structured. In this respect, the data collection tools were considered to have been developed in accordance with the principles of qualitative research, aiming to provide valid and reliable information. The characteristics of this questionnaire and observation form are explained below.

The survey "Students' Opinions on the Reflection of Teaching with Games in Primary School on the Personality Characteristics of Students" and the observation form "Reflection of Teaching with Games in Primary School on the Personality Characteristics of Students" were conducted in 2022 by the researcher to determine the students' knowledge of traditional and modern games, playing them, their state of learning resources and to reflect the reflection of the teaching method with games on personality development. It was developed to present traditional and modern games. The developed survey consists of three parts. The first part contains items regarding the demographic information of the students, the second part includes traditional games, and the third part includes modern games. The second part consists of a total of 43 items, and the third part consists of 39 items. The games in these items were scored as "Yes, No" according to their knowing and playing status, and in terms of learning resources, they were scored as Family = 1, Friends = 2, Book/TV/Internet = 3, School = 4. The observation form consists of 19 criteria in a five-point Likert-type scale. Criteria were scored as Very Good = 4, Good = 3, Average = 2, Poor = 1, Not Observed = 0.

2.4. Analysis of Data

In the analysis of the data, the SPSS (The Statistical Package for the Social Sciences) package program was chosen because it is useful in the scientific research process and saves time (Seçer, 2015). The results of the surveys were transferred to the SPSS program, and quantitative data analysis was started. The frequencies of the data obtained from the observations were calculated. These frequencies were then transferred into line graphs using Microsoft Excel, in order to illustrate their distribution across the weeks.

While analyzing the data obtained in the research, different procedures were performed and different evaluation criteria were used depending on the type of data acquired. During the analysis phase, it was taken into consideration how the data could best be interpreted and made understandable. In order to increase the understandability of the results obtained from the research, the data were presented using different techniques such as tables and line graphs (Bay, 2008).

3. FINDINGS

In this section, the data collected for the questions to which answers were sought in line with the general purpose of the research were examined on a question-by-question basis, and the findings and comments based on these findings are presented.

3.1. Findings Regarding Students' Knowledge Levels About Traditional and Modern Children's Games

The students' knowledge of traditional and modern games before and after the application is shown in Table 1.

Table 1.
Situation of Knowing/ Playing Traditional and Modern Games Before and After Education

	Pre				Post			
	Yes		No		Yes		No	
	f	%	*f*	%	*f*	%	*f*	%
Do You Know Traditional Games?	21,44	53,6	18,55	46,4	33,46	83,66	6,53	16,34
Have You Played Traditional Games?	19,51	48,78	20,48	51,22	24,88	62,21	15,11	37,79
Do you know Modern Games?	7,53	18,85	32,43	81,15	34,38	85,96	5,62	14,04
Have you played Modern Games?	7,21	18,01	32,79	81,99	25,28	63,21	14,72	36,79

When Table 1 was examined, considering their knowledge of traditional games before the application, 53.6% knew the games, while 46.4% did not know the games. After the application, it was seen that 83.66% knew the games, while 16.34% did not know the games. Considering the status of playing traditional games, 48.78% played the games before the application, while 51.22% did not play the games. After the application, it was observed that 62.21% played the games while 37.79% did not play the games.

When we look at their knowledge of modern games before the application, 48.78% knew the games, while 81.15% did not know the games. After the application, it was seen that 85.96% knew the games, while 5.62% did not know the games. Considering their playing status in modern games, 18.01% played the games before the application, while 81.99% did not play the games. After the application, it was seen that 63.21% played the games while 36.79% did not play the games.

The distribution of students' resources for learning traditional and modern games before and after the training is given in Table 2.

Table 2.
Education Before and After Traditional and Modern Games: Learning Resources

Game Type	Learning Source	Pre		Post	
		f	%	*f*	%
Traditional Games	Family	7,47	18,09	7,74	19,89
	Friend	7,26	19,28	7,09	19,70
	None	18,53	36,32	6,40	6,31
	Book, TV, İnternet	2,16	17,69	2,16	18,22
	School	4,58	8,62	16,60	35,88
Modern Games	Family	2,44	14,35	2,51	17,91
	Friend	1,97	24,42	1,59	15,72
	None	32,18	45,17	5,33	6,63
	Book, TV, İnternet	0,74	12,93	0,59	9,84
	School	2,67	3,12	29,97	49,88

When Table 2 was examined, considering the sources of learning traditional games before the application, 18.09% were family, 19.28% were friends, 36.32% were none, 17.69% were books/TV/internet, 8%, 62 of them stated that they learned from school. After the application, it was seen that 19.89% learned from family, 19.70% from friends, 6.31% from none, 18.22% from books/TV/internet, and 35.88% from school.

When we look at the sources of learning modern games before the application, 14.35% said they learned from family, 24.42% from friends, 45.17% from none, 12.93% from books/TV/internet, and 53.12% from school. Stated. After the application, it was seen that 17.91% learned from family, 15.72% from friends, 6.63% from none, 9.84% from books/TV/internet, and 49.88% from school.

3.2. Findings Concerning the Reflection of Traditional and Modern Children's Game Types on Students' Personality Characteristics

The percentage frequencies of the data obtained from the observation form through 5 modern and 5 traditional games are given in Table 3.

Table 3.
Distribution of Students' Personality Development Scores According to Modern and Traditional Games

Personality Development Characteristics	Development Level	Game Type			
		Modern		Traditional	
		f	%	*f*	%
Confidence in games	Bad	17	38,6	27	61,4
	Medium	91	50,6	89	49,4
	Good	87	53,7	75	46,3
	Very good	5	35,7	9	64,3
His kindness towards his friends in games	Bad	25	43,1	33	56,9
	Medium	72	49,3	74	50,7
	Good	102	52,3	93	47,7
	Very Good	1	100	0	0
Ability to express oneself	Bad	22	44,0	28	56,0
	Medium	62	48,1	67	51,9
	Good	114	52,5	103	47,5
	Very Good	2	50	2	50
Sharing with friends	Bad	14	46,7	16	53,3
	Medium	67	49,3	69	50,7
	Good	117	52,0	108	48,0
	Very Good	2	22,2	7	77,8
Reluctance to participate in games	Bad	105	46,1	123	53,9
	Medium	78	53,1	69	46,9
	Good	16	66,7	8	33,3
	Very Good	0	0	0	0
Desire to play alone	Bad	48	38,4	77	61,6
	Medium	130	54,6	108	45,4
	Good	22	61,1	14	38,9
	Very Good	0	0	1	100
Direction and leadership feature in games	Bad	24	30,4	55	69,6
	Medium	80	54,8	66	45,2
	Good	85	55,9	67	44,1
	Very Good	11	47,8	12	52,2
Rejecting the rules when the game does not progress as desired	Bad	71	67,6	34	32,4
	Medium	77	44,3	97	55,7
	Good	37	41,1	53	58,9
	Very Good	15	48,4	16	51,6
Approaching games with the motivation to win	Bad	6	40	9	60
	Medium	74	49,3	76	50,7
	Good	90	47,1	101	52,9
	Very Good	30	68,2	14	31,8
Problem-solving skills during the game	Bad	34	41,0	49	59
	Medium	100	54,6	83	45,4
	Good	66	54,1	56	45,9
	Very Good	0	0	12	100
Not accepting losing in games	Bad	83	54,2	70	45,8
	Medium	82	49,7	83	50,3
	Good	32	48,5	34	51,5
	Very Good	3	18,8	13	81,3
Waiting and patience feature	Bad	46	61,3	29	38,7
	Medium	79	54,9	65	45,1
	Good	75	42,1	103	57,9
	Very Good	0	0	3	100

Honesty	Bad	15	46,9	17	53,1
	Medium	56	46,7	64	53,3
	Good	121	51,7	113	48,3
	Very Good	8	57,1	6	42,9
Planning skill	Bad	13	29,5	31	70,5
	Medium	92	54,4	77	45,6
	Good	90	51,4	85	48,6
	Very Good	5	41,7	7	58,3
Decision-making skills	Bad	8	27,6	21	72,4
	Medium	95	50,3	94	49,7
	Good	97	56,7	74	43,3
	Very Good	0	0	11	100
Ability to communicate	Bad	16	47,1	18	52,9
	Medium	86	43,9	110	56,1
	Good	98	59,4	67	40,6
	Very Good	0	0	5	100
Discussion with friends in games	Bad	65	56,5	50	43,5
	Medium	72	50,3	71	49,7
	Good	60	48,4	64	51,6
	Very Good	3	16,7	15	83,3
Empathy skill	Bad	40	50	40	50
	Medium	107	51,7	100	48,3
	Good	53	46,9	60	53,1
	Very Good	0	0	0	0
Ability to take responsibility	Bad	13	35,1	24	64,9
	Medium	88	49,7	89	50,3
	Good	99	53,5	86	46,5
	Very Good	0	0	1	100

When Table 3 was examined, it was seen that there was no unmeasurable observation value when the frequency data was examined.

The average scores of children's personality development regarding their personality traits observed for 10 weeks are given in Table 4.

Table 4.
Children's Personality Development Scores

Personality Development Dimensions	**Min**	**Max**	**Average**
Self-confidence in games	1	4	2,37
His kindness towards his friends in games	1	4	2,35
Ability to express oneself	1	4	2,44
Sharing with friends	1	4	2,53
Reluctance to participate in games	1	3	1,49
Desire to play alone	1	4	1,78
Direction and leadership feature in games	1	4	2,30
Rejecting the rules when the game does not progress as desired	1	4	2,12
Approaching games with the motivation to win	1	4	2,66
Problem-solving skills during the game	1	4	2,16
Not accepting losing in games	1	4	1,86
Waiting and patience feature	1	4	2,27
Honesty	1	4	2,58
Planning skill	1	4	2,39
Decision-making skills	1	4	2,41
Ability to communicate	1	4	2,35
Discussion with friends in games	1	4	2,11
Empathy skill	1	3	2,08
Ability to take responsibility	1	4	2,37
N:40			

The table above shows the statistics of observation scores compiled from 40 children for 10 weeks. When the means are examined, it can be stated that the item with the lowest mean was reluctance to participate in games (1.49± 0.609), while the item with the highest mean was honesty (2.58±0.690).

3.3. Findings Regarding Students' Personality Development According to Games

In this section, the findings regarding students' personality development through games are presented by means of line graphs. Within the scope of the study, different games were implemented over a period of ten weeks, and each week the students' progress in various personality traits (such as decision-making, communication, problem-solving, empathy, responsibility, honesty, and planning skills) was observed. The data obtained were transferred into graphs as weekly averages.

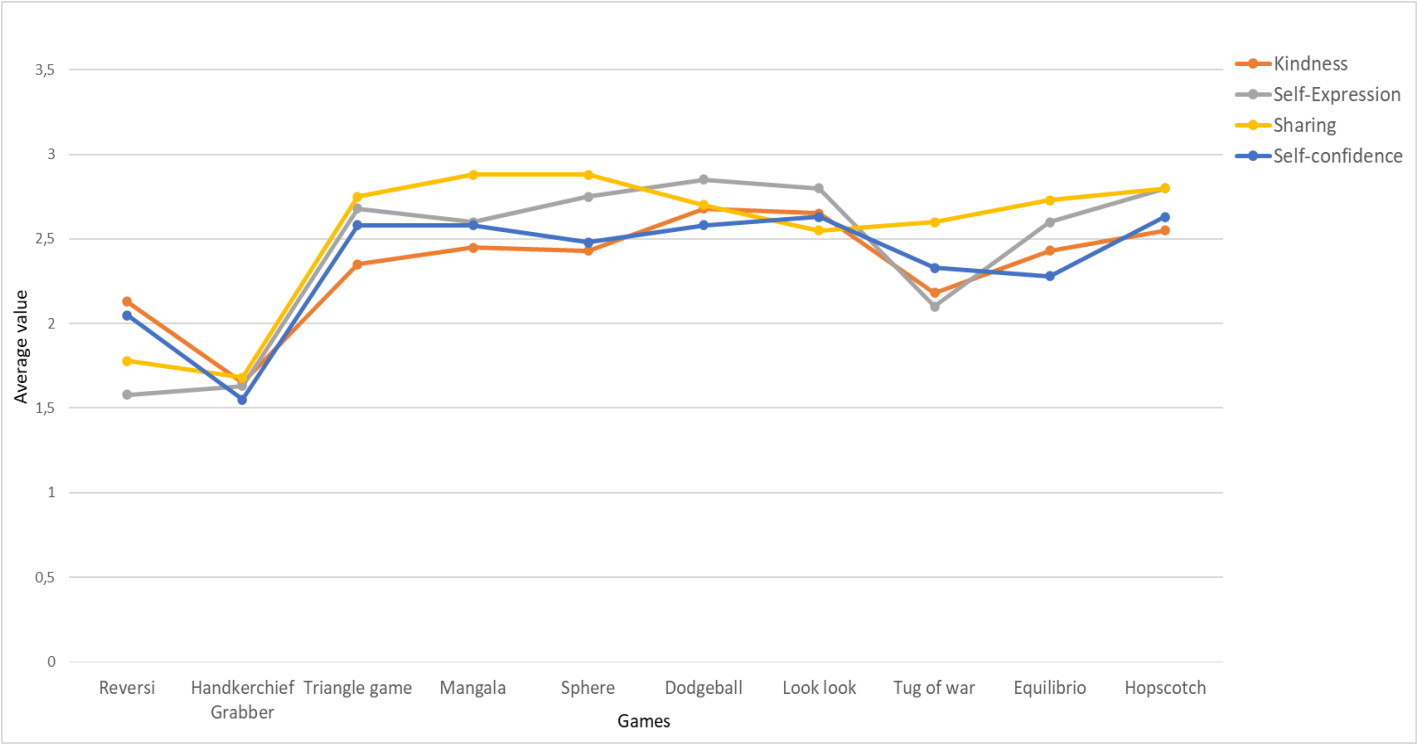


Figure 1. Personality Development Trends

Figure 1 presents the average values of participants' personality development dimensions, specifically 'Self-Confidence in Games,' 'Courtesy Toward Friends in Games,' 'Ability to Express Oneself,' and 'Sharing with Friends.' The average values may vary depending on the measurement scale and item orientation for each trait; therefore, the differences between values reflect not only differences in performance but also the characteristics of the measurement.

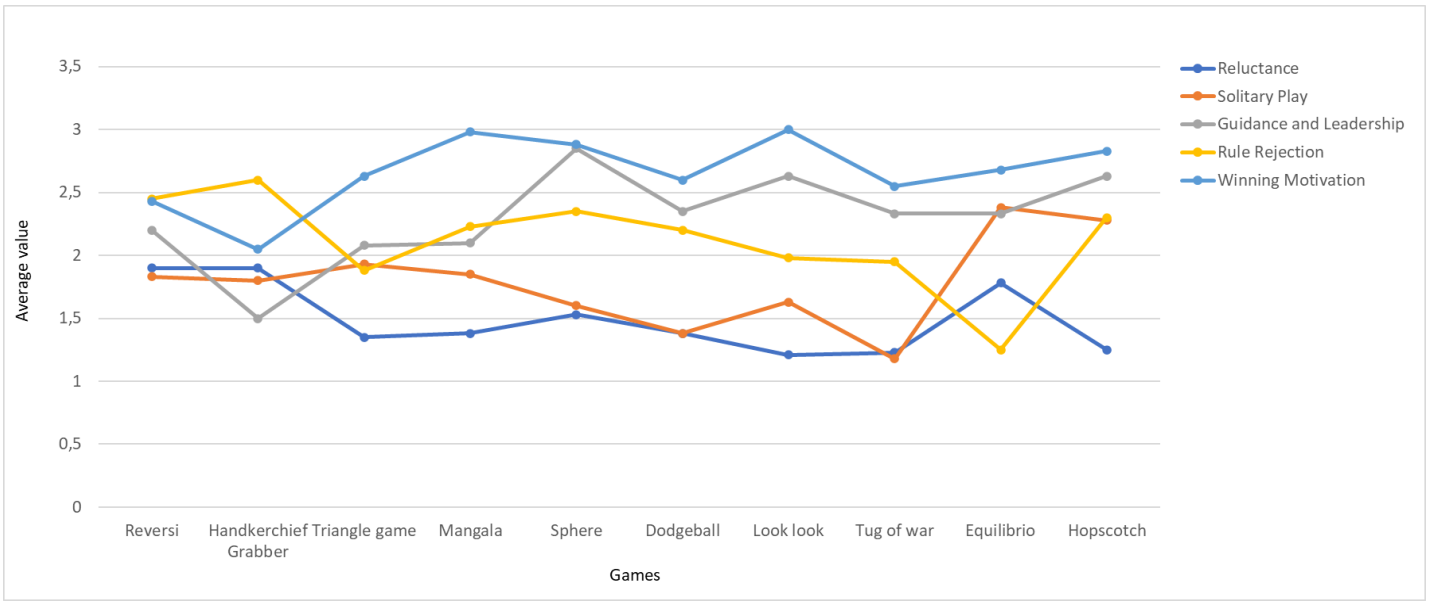


Figure 2. Personality Development Trends

Figure 2 presents the average values of participants' personality development dimensions, specifically 'Reluctance to Participate in Games,' 'Preference for Playing Alone,' 'Guidance and Leadership in Games,' 'Refusal of Rules When the Game Does Not Proceed as Desired,' and 'Approaching Games with a Motivation to Win.'

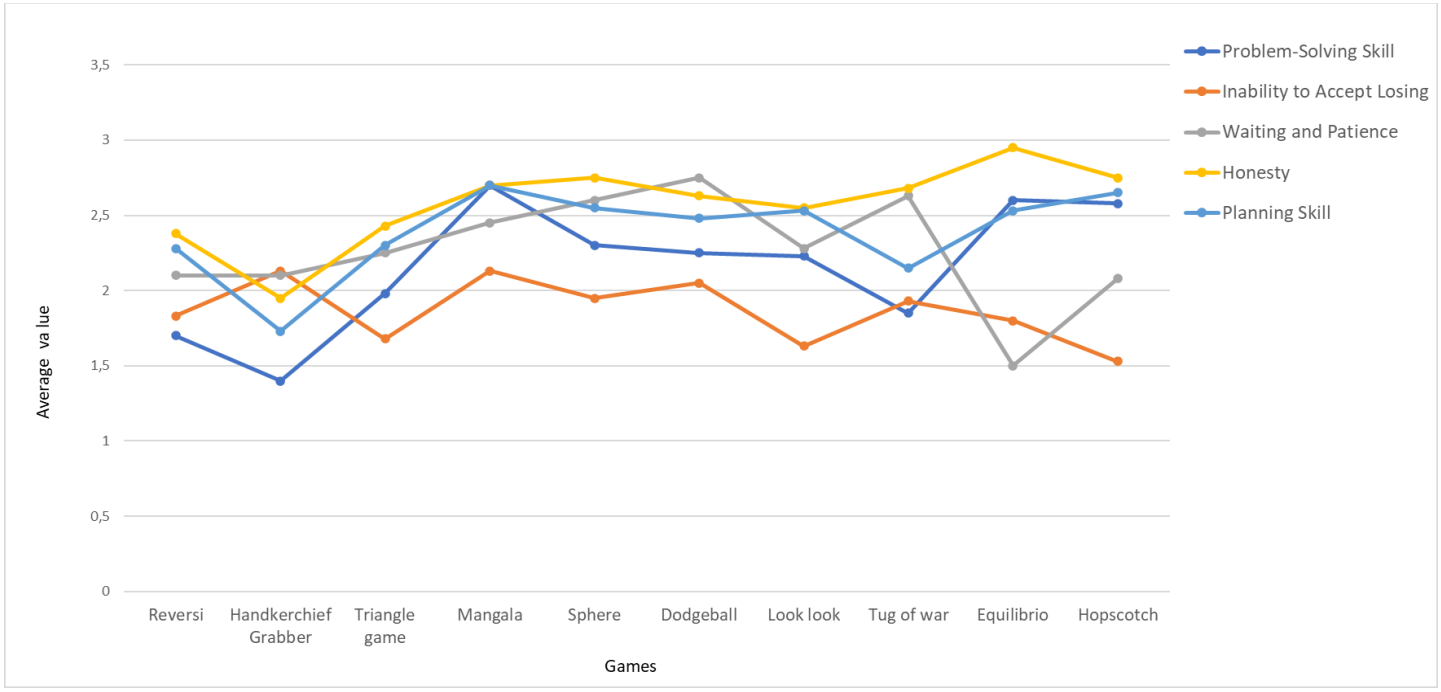


Figure 3. Personality Development Trends

Figure 3 presents the average values of participants' personality development dimensions, specifically 'Problem-Solving Skills During Games,' 'Inability to Accept Losing in Games,' 'Patience and Ability to Wait,' 'Honesty,' and 'Planning Skills.'

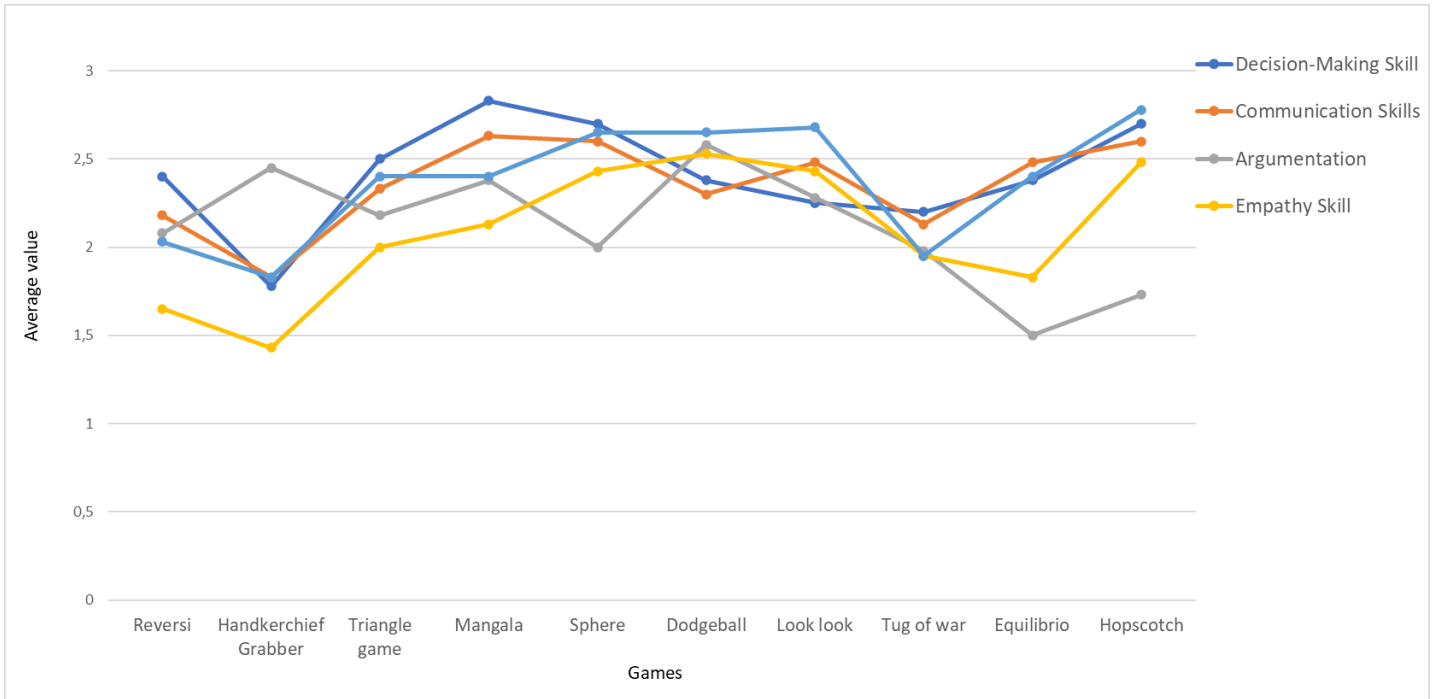


Figure 4. Personality Development Trends

Figure 4 presents the average values of participants' personality development dimensions, specifically 'Decision-Making Skills,' 'Communication Skills,' 'Engagement in Discussions with Friends During Games,' 'Empathy Skills,' and 'Responsibility-Taking Skills.'

The research findings indicate that game-based activities have a significant impact on students' personality development. Based on the analyzed graphs, it was observed that positive personality traits such as self-confidence, courtesy, sharing, self-expression, leadership, communication, empathy, and responsibility increased progressively over the weeks. In particular, highly interactive games such as Dodgeball, Hopscotch, Mangala, and Look Look played a supportive role in students' positive personality development. The study also found that negative behaviors—such as reluctance to participate, preference for playing alone, refusal to follow rules, inability to accept losing, and engaging in arguments—were more prominent in the initial weeks of the process. However, as the weeks progressed, particularly through games like Hopscotch and Equilibrio, these behaviors decreased noticeably. This emerging trend indicates that game-based activities enhance students' willingness to

participate while reducing negative behaviors. By the final weeks, the games implemented led to a marked increase in positive personality traits (self-confidence, empathy, responsibility, and cooperation skills) and a significant decrease in negative tendencies. These findings suggest that game-based activities contribute positively to both individual and socio-emotional development and can be regarded as a strategic tool to support personality development when applied thoughtfully in educational settings.

4. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In this section, the results obtained based on the data obtained within the framework of the sub-objectives of the research and the suggestions for practice and future research within the framework of these results are included.

4.1. Discussion

In this research, the reflection of teaching with games in primary school on the personality characteristics of students was examined. The experiences students have in primary school shape their personalities in their future lives. One of the most effective ways for them to have a strong personality and gain social skills is to play games. In the future, children can become self-confident individuals who can express themselves, plan, solve problems, empathize, and take responsibility by playing games during childhood. Because playing is one of the most important needs after love. In this context, Güngörer (2021) demonstrated that games can be regarded as a rich sociological data source, allowing for the examination of the economic, social, and cultural structure of the society in which they are played.

While examining the reflection of teaching with games on student personality traits, the group game that students liked to play the most was tissue snatch. The students enjoyed playing the handkerchief game, as the chance to compete again, and as they won the game increased their motivation increased. Another group game, the triangle game, was played with great enthusiasm by the students as it gave them the opportunity to develop different strategies. Mangala game, on the other hand, has become one of the games played willingly because its rules are easy and it requires new strategies to be developed according to the moves made by the opponent. The Equilibrio game was mostly preferred by students who enjoyed playing individual games. As a result, the fact that all the games played for 10 weeks had different achievements and features ensured that the games were played with pleasure and interest by the students. The multifaceted effects of games are further supported by Gürbüz (2016). Gürbüz emphasizes that, beyond fulfilling the need for entertainment, games contribute to the development of body coordination, the acquisition of rule awareness, communication and collaboration skills, problem-solving, cultural understanding, and self-regulation abilities.

The fact that the games played during the research were enjoyed increased the students' interest and curiosity in other games. This has led to an increase in students' ability to know and play different games. At the same time, thanks to the game teaching method it contributed to the development of students' personality traits. They learned personal and social values such as honesty, determination, distinguishing right and wrong, winning, losing, friendship, love, respect, and cooperation through games. In his study examining the effects of traditional games on children's development, Gökşen (2014) stated that children who grow up playing games are more advantaged than their peers in terms of self-actualization, achieving success in life, and overall happiness, and that games serve as important supportive elements in the educational process. Supporting this research, Girmen (2012) and Babayiğit (2016) emphasized that traditional children's games enhance skills such as problem-solving, self-regulation, decision-making, collaboration, leadership, verbal communication, and teamwork; contribute to cognitive, affective, and psychomotor development; and strengthen children's social relationships.

The findings of this research are supported by the results of many studies conducted on teaching with games in different courses. Sönmez (2012), Aksoy (2010), Altınsoy (2007) used the game in the mathematics class, Dinçer (2008) in the music class, Yağız (2007) in the computer class, and Uyan (2006) in the art class. They concluded that teaching through games positively affects students' academic success, self-efficacy perceptions, attitudes, and interests towards school lessons. In the study conducted by Kılıç (2010), the effect of game-based teaching on the acquisition of operational skills in first-grade primary school students was examined. The research found that the group in which game-based teaching was implemented showed an increase in achievement levels. Similarly, Tuğrul et al. (2014) reported that children's needs for play were not adequately met in classrooms due to factors such as large class sizes, a dense curriculum, and teachers' time constraints.

All these studies showed that playing is one of the main factors in a child's development. Because a child's personality emerges and develops with more distinct lines in play. They perceive, then understand, then learn and develop concepts, objects, social rules, rights, and struggle in the game. Therefore, playing should not be seen as a leisure activity. Game: It affects the child physically, socially, mentally, psychologically, and emotionally, and contributes to their development. As a result, games are the easiest way for a person to express themselves and are a part of education.

4.2. Conclusion

In this section, the results obtained based on the data obtained within the framework of the sub-objectives of the research are included.

4.2.1. Results regarding students' knowledge levels about traditional and modern children's games

In order to examine the reflection of teaching with games in primary school on the personality characteristics of students, a survey consisting of traditional and modern games was applied to the students before starting the application, in order to determine the level of awareness of the games. After the application was completed, these surveys were applied to the students again. According to these results, the awareness level of traditional games was higher than modern games before the application. After the application, it was seen that there was a significant increase in the awareness level of both traditional games and modern games.

Having looked at from whom the students learned traditional and modern games, it was seen that the school had a small contribution to learning these games before the application, while there was a significant increase in the contribution of the school to learning these games after the application.

4.2.2. Results regarding the reflection of traditional and modern children's game genres on students' personality traits

In order to reveal the reflection of teaching with games on the personality traits of 3rd-grade primary school students, 10 games were determined and played and observed for 10 weeks, with a different game each week. Games were played by adapting them to course outcomes. 5 of the selected games were traditional, and 5 were modern games. Thus, it was aimed to determine the reflection of traditional and modern games on the students' personalities separately. Observations were recorded in an observation form consisting of 19 items. Apart from these games, students were also informed about other traditional and modern games.

Accordingly, it was concluded that the game-based teaching process has a positive impact on the personality development of third-grade primary school students, and that both traditional and modern games provide supportive effects in different areas.

4.2.3. Results regarding students' personality traits at the end of the game teaching process

Games were played and observed for 10 weeks, adapted to course outcomes. Observation results were transferred to line graphs to show the distribution according to weeks.

When the statistics of the observation scores were examined according to the graphs, it was seen that the eighth week (tug of war) game and the desire to play play-alone games had the lowest average. It was observed that the week with the highest average was the fourth week (Mangala), which was approaching the games with the motivation to win.

4.3. Suggestions

In this section, some suggestions for the research results and future research are made.

4.3.1. Suggestions for implementation

✓ It was concluded that the game teaching method contributes positively to the development of children's personality traits. For this reason, games should be used as a teaching method in in-class activities. Due to the short attention span of students in primary school, students can get bored quickly. The curriculum should be lightened and made more flexible for teachers to include games.
✓ In the research, it was seen that there were deficiencies in the students' knowledge and ability to play games. For this reason, the Ministry of National Education should carry out promotional activities regarding children's games and activities and organize in-service training for classroom teachers on this subject.
✓ In all primary school lessons, teachers should use their creativity to gamify many outcomes.
✓ In the game teaching method, precautions should be taken for disciplinary problems, such as noise that may occur in the classroom.
✓ By applying the game teaching method, teachers should make students feel that learning is not only in the classroom, but can happen everywhere in life.

4.3.2. Suggestions for practices to be carried out

✓ 40 students participated in this research. From now on, similar studies with more participants should be conducted.
✓ In research, more emphasis should be given to postgraduate studies examining the effects of modern and traditional games on affective skills.
✓ Measurement and evaluation tools should be developed to evaluate the “teaching with games” teaching method.

Research and Publication Ethics Statement

This study complies with research and publication ethics. Approval was received from Anadolu University for this research. (Date: 24.06.2022; Protocol No: 330226).

Contribution Rates of Authors to the Article

This article had two authors and derived from the master's thesis conducted by the first author under the supervision of the second author.

Statement of Interest

The authors were solely responsible for study design, data collection, analysis and interpretation, and manuscript preparation.

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