

## Parent's Point of View towards Their Children Playing in the Jordanian Families

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### Abstract

This study aims at identifying the parent's point of view of about their children's playing, and it has been conducting in the city of Amman - the capital of Jordan, by choosing (8) kindergartens spread over different parts of the capital city, and the study sample is consisted of (130 fathers and 130 mothers).

Data was collected through the study tool, related to their personal information such as age, qualification, income and number of children, in order to identify the impact of these variables on parents, and on their children as will. Also the study aimed at addressing the active role to playing in building the child's personality, and providing the opportunities of healthy physical, social and emotional growth. And the role of parents in upbringing their children by participating in their happiest moments of their lives through playing and spending more time together without feeling bored or tired.

So, the researcher hopes that the current study guides parents, teachers and researchers in the field of early childhood and the most important basics of the process of educational upbringing, and the importance of the relationship between the child and his parents, by highlighting the importance of planning and organizing of the balancing these playing activities, and finally to correct some wrong practices among parents and educators.

### 1-1 Introduction

The Jordanian family is a traditional family, in which the father is the only decisions maker upon his social status and his leadership role in it, in the past forty years the Jordanian society has changed as a result of the global economical, cultural and social changes, which affected the Jordanian society culturally and socially too; the father is no longer that strict and harsh appearance man who is controlling all decisions, but this has become a sharing linkage in roles and decisions between the mother and the father, where there has been an active participation and an interactive relationship between parents and their children; this in turn has affected the social expectations of the roles of parents with their children.

Early childhood is one of the basic stages in the formation of the child's personality and in his psychological and social adaptation, in which his needs must be satisfied. Therefore, and as playing is one of the most basic needs that affect the growth and the development of children; scientists have focused on the role of playing in the building the child's personality physically, mentally, emotionally, social and linguistically (Bodrova & Leong, 1996).

It was found that kids through playing will feel free to discover new varieties of different behaviors and will experience high creativity and flexibility, besides leading themselves upon the curiosity of invention, and encourage them to face new experiences that will contribute in organizing the concepts that will help them understand the world, and when they control their world, playing helps kids developing their efficiency, which increase self-confidence, and increase their ability to face the future changes, beside helping them learning to work in groups, Participating in discussions.

Through playing, children can get information mentally and linguistically related to science and math, for example, when playing with blocks, and during the interaction between kids, they can develop their awareness of the rules of syntax and acoustics, (Yen-chun Lin, 2010).

Johnson (1999) has considered learning through playing as one of the basics of education, whether is was at school or with friends, brothers and sisters or with parents and the importance of playing in any society depends on the varying multi-patriarchal culture that believes in the importance of playing for children.

There are shortcomings in the attitude of parents towards their children play, because of the focus on the concerns of their work; while they are in dire need for the presence of their parents in their happiest times in playing.

Early learning starts at home through the parents who know their roles clearly in their children's education, because if the parents are supportive and facilitators of the process of learning through playing, then this early intervention will affect the development of children in different areas, and vice versa (Johanson, 1999).

Therefore, this study came to enlighten the parents of the importance of their children playing and its impact on the formation of their personalities enjoying a healthy psychological life, and that the children's fundamental rights are not less important than the child's basic needs as stated in the Child rights of the United Nations Convention 1995.

## 1.2 Problem of the Study

Parental love interacts with the entrenched deep happy memories of the child during playing, which is accompanied by the development of the child's awareness of the beauty of life, accordingly, we provide our children with opportunities for life by playing in their early years, offering them happiness, as Katrien Tyler saying: playing for children is life itself; and not just a way to pass time.

Playing is an effective educational mediator for the formation of the individual's personality in his childhood years, as the childhood period in which researchers and scientists agree on the importance and the crucial role of its foundation successive stage of growth (Anani, 2009).

Views of parents are earned and affected by the prevailing culture in the society, and that determines the parent's attitudes towards their children playing and their participating with them in this playing upon their values and beliefs, this prompted the researcher to conduct this study, which aims to identify the views of parents about their children playing and their participating with them in this playing, therefore, the problem of the study will be determined by answering the following questions:

1. What is the degree of the parental involvement in playing with children in the Jordanian society?
2. What is the Parent's point of view for playing with their children?
3. Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the parents participating in their children playing upon the parent's age?
4. Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the parents participating in their children playing upon the parent's level of education?

## 1.3 Importance of the Study

The importance of the study lies in addressing the active role to playing in building the child's personality, and providing the opportunities of healthy physical, social and emotional growth. And the role of parents in upbringing their children by participating in their happiest moments of their lives through playing and spending more time together without feeling bored or tired.

So, the researcher hopes that the current study guides parents, teachers and researchers in the field of early childhood and the most important basics of the process of educational upbringing, and the importance of the relationship between the child and his parents, by highlighting the importance of planning and organizing of the balancing these playing activities, and finally to correct some wrong practices among parents and educators.

## 1.4 Limits of the Study

This study is limited to a sample of (260) mothers and fathers of children with the age range of (3 -5) years who are in pre-school and enrolled in kindergartens spread over eight different areas of the city of Amman, in the period between March and April of the year (2011).

## 1.5 Definition of Terms

Playing: it is an energy consumption activity, exercised by an individual with no external forces or any motivated or driven orientations, in order to feel joy (Beblawi, 1979).

Vrobl defines playing as the most spiritual activity of humans that gives fun, freedom, satisfaction and the internal and external peace (Yen-Chun Lin, 2010).

Child: the child who is between (3-5) years, the pre-school stage.

Point of view: the personal opinion of any individual towards any subject (Joud Dictionary, 1972) and it is defined procedurally for every father and mother upon the scale of the point of view.

Educational playing: playing with learning different scientific concepts and it is defined procedurally for every father and mother upon the scale of the point of view.

Social and Drama playing: is the playing that involve the child with other children, sharing roles and leadership, and fancying and imagining himself as someone else, this type of playing is based on the child's ability and imagination, and it is defined procedurally for every father and mother upon the scale of the point of view.

physical playing: a Games which is based on movement, such as jumping, skipping, jogging, throwing things, playing with balls and driving bikes (Anani, 2009), and it is defined procedurally for every father and mother upon the scale of the point of view.

## 1.6 Literature Review

Playing is a fundamental need for children, and it is an important feature of their behavior, in addition to that, being an instinctive readiness, and one of the life necessities that they cannot live without. Through playing, the child learns many things about the surrounding environment and how to communicate with it, and grows physically, mentally, emotionally, linguistically and socially, and acquires the skills and information that help him adapting psychologically and socially.

playing is not just a way of spend free time, but it is an education mediator that contributes in the personal growth and the mental health of the child, as it is one of the most important educational means by which the child learns the scientific, mathematical, linguistic, religious and social concepts (Anani, 2009).

Scientists and researchers had confirmed the importance of playing in children's lives, Vrobl consider playing as it is the purity itself, and the highest stage of the child's development, while Piaget consider playing as the adaptive behavior, which makes thinking easier for children through the subscription in different types of games that train them the problem-solving skills and the creative thinking.

#### *1.6.1 Parents point of view toward playing*

Parent's behaviors vary towards their children's playing in relation to their ideas, beliefs, values or willingness to act as their children play, therefore, the problem of playing between children and their parents is not in the prevention or the permissible of playing, but it lies in convincing parents of the importance of the value and the goals of playing directly or indirectly (Haridi, 1997).

The parent's beliefs toward playing are the important factors that determine their own way of participating in playing with their children, and of course supporting this playing process.

Studies that discussed parents' beliefs toward playing came with two points of view: the first one is the supportive parents and the other is the Unsupportive parents, as Johanson (2005), Roopnarin (2003), and Ramsey & Reid (1988) agreed that parents who believe in the supporting role of playing in the development of their children, consider their contribution and participation activities to play with their children very important, but parents who don't support playing, consider it as a waste of time, and that they prefer their children to perform academic activities instead of playing in which they are focusing on learning academic skills early.

### **1.7 Previous studies**

Parents influence on their young children playing can be used as a way of teaching besides considering it a source of pleasure; it is a good way in developing an intimate relationship between parents and children.

Parenting contributes positively in the development of children personality, where it affects directly child abilities.

Previous studies had examined the relationship between parents and the child, indicated that the father plays an essential role as a friend, while mothers were responsible for the child care (Ivrendi & Isikoglu, 2010).

In **Lindesy & Mize** (2001) study aiming to identify the differences in parents playing with their children, and its impact on child's playing with peers of the same gender, the study sample consisted of 33 children at the pre-school stage before (18 males and 15 females) from 29 European and American families, using video recording for the activities of physical games with parents and their children, and also observing the children's behavior with their peers of the same gender; then analyzing the differences between children playing with their parents and with children playing with their peers.

The study found that mothers play more apparently with their daughters while fathers play more physically with their sons, this is reflected in the behavior of children playing with their peers, where girls played with their female peers, while boys played more physically with their male peers. As such, the results of this study concluded that parents contribute in affecting their children playing with their peers depending on gender.

**Gleason** (2005) had examined in his study the relationship between parent's attitudes and beliefs about the importance of playing in their children's lives, and if their children have an imaginary companion and whether this imagination varies depending on gender.

The study sample consisted of (40 fathers and 73 mothers), analyzing their opinions about their children fictional playing, and their children imaginary companion, and how they provide a suitable environment for such a kind of playing.

According to the results of this study fathers did not find differences in playing between children who have imaginary companions and those who don't, and that children with imaginary companions playing is similar to their natural playing, while the participation rate for girls imaginary companion and imaginative play is more than boys, and that mothers positively accept this kind of imaginative playing more than fathers.

**Gobn** (2007) study entitled: "the impact of a pilot program based on psychodrama in reducing aggressive behaviors among a sample of students from the basic stage in Jordan", which was conducted on (17) students as the researcher used the psychological representation method of (psychodrama), and the results showed decreases in the aggressive behaviors within the experimental group in the indicative program.

And finally came **Ivrendi & Isikoglu** (2010) study, which aims at analyzing the parents contribution in their children playing, where the study sample consisted of (97) fathers in the south-east area of Turkey, and the sample were selected of public kindergartens, then data were collected through a questionnaire designed for the purpose of examining the parents point of view towards children playing and the types of games shared by parents and their children.

Results showed that, parents who are involved in playing with their children have a positive view towards

children playing in general, as well as having a significant relationship between age of the fathers and the age of their children, results also did not show any effect of the level of education of parents in the extent of their contribution in their children playing, and parents with low income have a negative view towards their children playing compared with the high income parents.

Previous studies have shown the actual role of parents during their children playing, and their role in the development life stages of their children by providing them with the expertise of everyday life that help build their personality, and increase their self-confidence.

There is no doubt that both parents play a key role in the life of their child by contributing and facilitating the provision of the appropriate games for the child.

Hence the importance of this study is to identify the parents point of view about playing with their children, and to identify the type of games that are shared by parents and their children, and if their contribution and engagement in playing will vary depending on age, gender and level of education.

### 1.8 Methodology and Procedures

This study is a descriptive analytical study to determine the parent's point of view of towards their children playing, and to determine the effect of the study variables: age, gender, parent's level of education, income and type of games that they can share their children with.

#### 1.8.1 Study Population

The study population consisted of the parents children from (8) kindergartens of west Amman area, ranging in age from (3.6 to 5.6) years.

#### 1.8.2 Study Sample

The study sample was selected randomly from the parents of the children who have agreed to fill the questionnaire, for that (400) questionnaires were distributed, and (260) questionnaire were restored, thus, the total number of the study sample is (260 fathers and mothers) divided equally as table (1) shows the distribution of the study sample according to the following demographic variables: parents age, level of education, income, number of children and their ages.

Table (1): The study sample distributed by: age, level of education, income, number of children and children's age.

	variable	number	percentage
Parents age	18- 25	16	6.2%
	26-35	121	46.5%
	36-50	117	45.0%
	Older than 50	6	2.3%
	Total	260	100%
level of education	Basic	5	1.9%
	Secondary	51	19.6%
	First degree	174	66.9%
	Higher education	30	11.5%
	Total	260	100%
Income	200-400 JDs	21	8.1%
	401-600 JDs	42	16.2%
	601-800 JDs	65	25.0%
	801-1000 JDs	132	50.0%
	Total	260	100%
Number of children	One	112	42.0%
	Two	90	35.0%
	Three	37	14.0%
	Four	21	9.0%
	Total	260	100%
Children's age	3 – less than 4 years	107	41.0%
	4 - less than 5 years	95	35.2%
	5 – 6 years	40	14.1%
	More than 6 years	18	8.7%
	Total	260	100%

#### 1.8.3 Study Tool

The study tool has been prepared after interviewing a sample of Jordanian parents by the researcher (10 fathers and 10 mothers), to get to know their views about their children playing, and the extent of their involvement with

their children playing.

The researcher also reviewed the literature related to the subject of the study, which lead to the formulation of a set of questions of (40) paragraphs, then presented to a group of professors from the Faculty of Educational Sciences at the University of Petra and the University of Jordan; where (5) paragraphs has been deleted.

Paragraphs were distributed on four dimensions: the contribution of parents in the academic playing, social, drama and physical games, with a number of (14) paragraphs, parents encouragement (8) paragraphs, and parents with positive perspective about playing (6) paragraphs, and parents with negative perspective about playing (6) paragraphs.

Reliability coefficient for the internal consistency was extracted for the parent's involvement in playing with their children, reaching 0.85 for the whole scale, and table (2) shows the reliability coefficient (Cronbach Alpha) for the parent's involvement in playing with their children.

Table (2): Reliability Coefficient (Cronbach Alpha) for the parent's involvement in playing with their children

Variable	Reliability coefficient (Cronbach Alpha)
Academic playing	0.76
Social, drama and physical games	0.77
Parents encouragement	0.73
Participating in playing	0.85

## 1.9 Results and Discussion

### 1.9.1 Question one: What is the degree of the parental involvement in playing with children in the Jordanian society?

To answer this question, the researcher calculates the arithmetic means and the standard deviations for the degree of parental involvement in playing with children in the Jordanian society, as shown in table (3).

Table (3): The arithmetic means and the standard deviations for the degree of parental involvement in playing with children in the Jordanian society

Variable	Arithmetic Mean	Standard Deviation
Academic playing	2.95	0.55
Social, drama and physical games	2.65	0.58
Parent's encouragement	3.34	0.41
Participating in playing	3.00	0.41
Average	2.95	0.48

And the following represent the results of each category separately:

#### 1.9.1.1 Academic playing

Table (4) shows the arithmetic means and the standard deviations for the paragraphs of the academic playing category in descending order

Table (4): arithmetic means and standard deviations for the paragraphs of the academic playing category in descending order

No.	Paragraph	Arithmetic Mean	Standard Deviation	Degree
4	I listen to my child during the performance of some songs	3.34	0.84	High
6	Intervene if my child needed me during playing	3.27	0.81	High
5	Watching my child at home during playing	3.25	0.84	High
2	I play with my child games in which he/she can learn numbers, letters, colors and sizes	2.85	0.87	Medium
7	I play with my child puzzle games	2.68	0.85	Medium
1	Read stories and books with my child	2.66	0.85	Medium
3	I participate in my child's drawing	2.60	0.95	Medium
Average		2.95	0.55	Medium

The arithmetic mean of the academic playing category came with medium degree, reaching 2.95, and the highest paragraph came the "I listen to my child during the performance of some songs" with the arithmetic mean of 3.34 and with the standard deviation of 0.84, and with a high degree, then came the paragraph "Intervene if my child needed me during playing", with the arithmetic mean of 3.27 and with the standard deviation of 0.81, and with a high degree, while the lowest paragraph for academic playing category came "I participate in my child's drawing", with the arithmetic mean of 2.60 and with the standard deviation of 0.95, and with a medium degree, then came "Read stories and books with my child", with the arithmetic mean of 2.66 and with the standard deviation of 0.85, and with a medium degree.

These previous results show that the forms of academic playing concentrated with high degrees for listening,



organization and protection the child during playing. This indicates that the concept of playing and its importance is not clear for parents as if their role is limited to providing a venue for games without the actual contribution in the playing process itself, especially in drawing and reading stories, and that is what we miss here in the Arab world.

#### 1.9.1.2 Social, drama and physical games

Table (5) shows the arithmetic means and the standard deviations for the paragraphs of the social, drama and physical games category in descending order

Table (5): arithmetic means and standard deviations for the paragraphs of the social, drama and physical games category in descending order

No.	Paragraph	Arithmetic Mean	Standard Deviation	Degree
14	I watch Cartoons with my child	3.12	0.87	High
13	Escort my child to public parks	3.07	0.88	High
10	I talk to my child during playing	2.98	0.82	High
8	I play with my child sport games such as jumping, jogging and football	2.57	0.85	Medium
9	I play with Children Games with my child like car and Barbie games	2.44	0.86	Medium
11	I share my child role playing	2.29	0.92	Medium
12	I use clothes and masks of the favorite characters of my child	2.08	1.00	Medium
Average		2.65	0.58	Medium

The arithmetic mean of the social, drama and physical games category came with medium degree, reaching 2.65, and the highest paragraph came the "I watch Cartoons with my child" with the arithmetic mean of 3.12 and with the standard deviation of 0.87, and with a high degree, then came the paragraph "Escort my child to public parks", with the arithmetic mean of 3.07 and with the standard deviation of 0.88, and with a high degree, while the lowest paragraph for academic playing category came "I use clothes and masks of the favorite characters of my child", with the arithmetic mean of 2.08 and with the standard deviation of 1.00, and with a medium degree, then came "I share my child role playing", with the arithmetic mean of 2.08 and with the standard deviation of 0.92, and with a medium degree.

The participation of the parents in the physical games like jumping, running, playing football or playing with car toys came with medium degree, while the involvement of parents in playing social and drama games was less than their participation in the physical playing, this is due to the lack of knowledge of the of the importance of this type of playing in the stands for imagination and creativity, or the belief that playing is limited to physical playing only.

And here comes the role of educators to focus on the importance of this type of playing, because of its emotional importance for children, in addition to that through this kind of playing we can diagnose the mental states of the child, and then to identify his desires and basic needs as a mean of therapy for emotional disorders.

#### 1.9.1.3 Social, drama and physical games

Table (6) shows the arithmetic means and the standard deviations for the paragraphs of parent's encouragement category in descending order

Table (6): arithmetic means and standard deviations for the paragraphs of the parent's encouragement category in descending order

No.	Paragraph	Arithmetic Mean	Standard Deviation	Degree
19	The game should fit the age of my child	3.67	0.58	High
15	When I play with my child I leave him the choice to choose the game	3.41	0.77	High
16	I prefer that my child to play with other children	3.40	0.71	High
17	I encourage my child to play with other children	3.30	0.87	High
22	I play whenever my child want to play	3.28	0.82	High
20	I let my child win more than once	3.27	0.74	High
18	I leave my child the choice to buy his games	3.22	0.78	High
21	I do not mind the use of games that may contaminate his clothes and body like sands, colors and water sports	3.15	0.87	High
Average		3.34	0.41	High

The arithmetic mean of the parent's encouragement category came with high degree, reaching (3.34), and the highest paragraph came the "The game should fit the age of my child" with the arithmetic mean of (3.67) and

with the standard deviation of (0.58), and with a high degree, then came the paragraph "When I play with my child I leave him the choice to choose the game", with the arithmetic mean of (3.41), and with the standard deviation of (0.77), and with a high degree, while the lowest paragraph for parent's encouragement category came "I do not mind the use of games that may contaminate his clothes and body like sands, colors and water sports", with the arithmetic mean of (3.15) and with the standard deviation of (0.87), and with a high degree, then came "I leave my child the choice to buy his games", with the arithmetic mean of (3.22), and with the standard deviation of (0.78), and with a high degree.

The results in the above table show that, the parents who encourage their children to play by leaving the choice of choosing the games to play, and playing with other children is one of the parent's incentive means for encouraging children to play.

*1.9.2 Question two: What is the Parent's point of view for playing with their children?*

To answer this question, the researcher calculates the arithmetic means and the standard deviations for the degrees of parent's point of view for playing with their children, as shown in table (7).

Table (7): Arithmetic means and standard deviations for the paragraphs of the parent's point of view for playing with their children category in descending order

No.	Paragraph	Arithmetic Mean	Standard Deviation	Degree
26	Playing helps to developing my child's physical skills	3.75	0.44	High
28	Playing with my child helps developing our relationship	3.71	0.50	High
23	I think that my child learn academic skills during playing	3.68	0.50	High
27	Playing helps my child developing his ability to express his thoughts and feelings	3.65	0.54	High
25	My child learn social skills such as cooperation and participation during playing	3.60	0.54	High
24	By playing my child learns how to make friends	3.52	0.55	High
32	Playing is not the appropriate activity for my child to use his thinking skills	3.30	0.74	High
29	I think that the goal of the play is only entertainment	3.29	0.79	High
35	I do not think that playing with my child is useful	3.28	0.51	High
33	I do not think that it is important for my child to play with other children	3.27	0.65	High
30	I feel shy playing with my child in front of people	3.25	0.66	High
34	Imagination in playing separates my child from reality	3.24	0.85	High
31	My choices for the suitable games for my child is better than his	2.77	1.02	Medium
Average		3.41	0.27	High

The arithmetic mean of the parent's point of view for playing with their children category came with high degree, reaching (3.41), and the highest paragraph came the "Playing helps to developing my child's physical skills" with the arithmetic mean of (3.75) and with the standard deviation of (0.44), and with a high degree, then came the paragraph "Playing with my child helps developing our relationship", with the arithmetic mean of (3.71), and with the standard deviation of (0.50), and with a high degree, while the lowest paragraph for parent's encouragement category came "My choices for the suitable games for my child is better than his", with the arithmetic mean of (2.77) and with the standard deviation of (1.02), and with a high degree, then came "Imagination in playing separates my child from reality", with the arithmetic mean of (3.24), and with the standard deviation of (0.85), and with a high degree.

The results in the above table show that, the parents who encourage their children to play by leaving the choice of choosing the games to play, and playing with other children is one of the parent's incentive means for encouraging children to play.

Results in the above table show a lack of parent's confidence in the child's choice and a lack of parent's understanding in the importance of playing for their children in terms of developing their mental abilities, and forgetting that creativity is based on fiction.

*1.9.3 Question three: Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the parents participating in their children playing upon the parent's age?*

To answer to this question the arithmetic means and the standard deviations were calculated for the parents participating in their children playing upon parent's age as shown in table 8.

Table (8): Arithmetic means and standard deviations for the parental involvement with their children playing upon parent's age

Category	18-25		26-35		36-50		Older than 50	
	AM	SD	AM	SD	AM	SD	AM	SD
Academic playing	3.17	0.59	2.98	0.47	2.84	0.61	3.15	0.45
Social, drama and physical games	2.89	0.65	2.64	0.53	2.61	0.60	2.71	0.64
Parent's encouragement	3.38	0.44	3.32	0.42	3.36	0.39	3.33	0.39
Participating in playing	3.16	0.51	3.00	0.38	2.95	0.43	3.08	0.39

It has been shown in table (8) that there are apparent differences between the arithmetic means for the parental involvement with their children playing upon parent's age, therefore to examine the significance of these differences, results should be extracted using the (One Way Anova) analysis, and table (9) shows these results.

Table (9): Results of the (one way anova) analysis to examine the significance of differences between the readings for the parental involvement with their children playing upon parent's age

Category	Source of various	Sum of squares	Degrees of freedom	Mean of squares	(F) Value	Significance level
Academic playing	Between groups	2.84	3	0.95	3.25	0.022*
	Within groups	74.47	256	0.29		
	Total	77.31	259			
Social, drama and physical games	Between groups	1.20	3	0.40	1.21	0.307
	Within groups	85.01	256	0.33		
	Total	86.22	259			
Parent's encouragement	Between groups	0.06	3	0.02	0.11	0.952
	Within groups	42.48	256	0.17		
	Total	42.54	259			
Participating in playing	Between groups	0.76	3	0.25	1.51	0.213
	Within groups	42.86	256	0.17		
	Total	43.62	259			

Results in table (9) show that there are no statistically significant differences in the total score of the social, drama and physical games category, and in the parent's encouragement category, nor in the parent's participating in playing with their children, but results show a statistically significant difference in the academic playing category at ( $\alpha \leq 0.05$ ).

1.9.4 Question four: Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) in the parents participating in their children playing upon the parent's level of education?

To answer to this question the arithmetic means and the standard deviations were calculated for the parents participating in their children playing upon parent's level of education as shown in table (11).

Table (11): arithmetic means and the standard deviations for the parents participating in their children playing upon parent's level of education

Level of education	Arithmetic Mean	Standard Deviation
Basic	3.35	0.31
Secondary	3.42	0.26
First degree	3.44	0.19
Higher education	3.41	0.25
Average	3.41	0.27

The above table shows that there are slight differences in the parent's points of view about playing with their children, according to their level of education.

### 1.10 Recommendations

Playing is an effective educational mediator for the formation of the individual's personality in his childhood years, as the childhood period in which researchers and scientists should agree on the importance and the crucial role of its foundation successive stage of growth.

Parent's behaviors vary towards their children's playing in relation to their ideas, beliefs, values or willingness to act as their children play, therefore, the problem of playing between children and their parents is not in the prevention or the permissible of playing, but it lies in convincing parents of the importance of the value and the goals of playing directly or indirectly, and we have to study the relationship between parent's attitudes and beliefs about the importance of playing in their children's lives, and if their children have an imaginary companion and whether this imagination varies depending on other variables.



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