



Influence of dolls of reflecting the perfectionist woman's body on the self-perception of the of 5-6 years old girls

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Abstract

Aim: This research intends to look at how girls aged 5 and 6 feel about their own bodies in relation to the dolls that have become increasingly popular with girls in recent years and are seen as reflecting a perfectionist ideal of the female form that is seen as harmful to the development of children in some countries.

Method: Data were gathered using a Turkish version of the "Demoulin Self-Perception Scale" created by Bencik (2006). The study included 50 girls from an independent kindergarten in the province of Konya; 25 were assigned to the experimental group, and the other 25 were assigned to the control group. For eight weeks, the children in the experimental group played with dolls representing the ideal woman's body for one hour per day, while the children in the control group were assured that they did not play with such dolls.

Findings: Findings from this study showed no statistically significant difference in the self-esteem subscale between the study's intervention and control groups. Simultaneously, the self-efficacy subscale showed a statistically significant difference favoring the control group. The experimental group was given dolls that did not depict the ideal female form to play with for eight weeks after the study concluded. No statistically significant changes were observed between the pre-and post-tests given to the experimental group.

Implications/Novel Contribution: This study adds to the existing body of literature by highlighting the negative effects on child development when researchers disrupt children's natural behavior, such as by prohibiting them from playing with dolls in their natural environment. Since children usually do this in a more natural setting with their friends, it is assumed that this is where the effect is most obvious. This section may contain the developmental intervention for children. Doing this work in the wild and contributing new insights and information to the field sets it apart.

Keywords: Dolls, Perfectionist Female Body, Self-Perception, Self-Esteem, Self-Efficacy

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INTRODUCTION

A healthy view of oneself is essential for fostering originality, problem-solving abilities, social and environmental compatibility, and overall success. The need for perfection has a negative impact on one's sense of worth. When a child strives for perfection, he or she develops into an unhappy, uncreative person at odds with both themselves and their surroundings.

Through play, children develop crucial skills. To participate, players need to have access to appropriate playthings. Kids' playthings help them transition between the real world and their imaginations. Toys are intended to facilitate children growth and learning. The possibility that a child's perfectionism will be fostered by playing with toys is concerning. Girls spend a great deal of time each day playing with dolls. The idealized female form is reflected in many of these dolls. This knowledge gap represents a significant gap in children's development because we have no idea how playing with these dolls affects their sense of identity.

When looking at the research literature, it is clear that children are not allowed to play freely with dolls in their natural environments and that researchers are constantly interfering with their studies. Since children usually do this in a more natural setting with their friends, it is assumed that this is where the effect is most obvious. This section may contain the developmental intervention for children. Being able to do so in a natural setting while contributing novel insights and information to the field sets this work apart.

The purpose of this research is to find out how kindergarten-aged girls feel about themselves after playing

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with dolls that depict idealized female bodies. Therefore, children's natural environment is altered when they play with dolls that idealize the female form. What happens to their sense of identity once they stop interacting with these infants? The study's overarching purpose is to get at these questions.

LITERATURE REVIEW

People get information from the outside world when they learn and think. What happens in the outside world stimulates sensory organs to reach the brain in a neural power (Tronick, 1972). From the moment he was born, man uses perception to understand, interpret and adapt himself/herself to the new situations through his/her senses all his life (Cornelissen, Richardson, Mason, Fowler, & Stein, 1995). Perception is the process of taking, interpreting, selecting and arranging sensory information acquired with sense organs (Barlow, 1997; Bandmir & Mehrpouyan, 2015). Perception senses the brain, sense organs and the social and cultural factors are taken into account (Gergely & Watson, 1999; San, 2016). The brain chooses the senses, ignores some senses, strengthens some senses, fills some gaps and gives a meaning according to expectations (Lavoie & Stauder, 2013; Lu & C, 2017). The game and toys provide many contributions to the child as well as the child's natural language of communication. The game and toys contribute to the understanding of who the children are and are instrumental in making the discovery. At the same time the game develops the child's brain circuits; cognitive, affective and physically contribute to the perception of all areas (Jones, 2009; Murphy, 2013).

Children pass through cognitive evaluations of perceived situations through play and toys and transfer them to their own lifestyles. Considering the importance of perception, the place of play and toys in the development of the child, it is thought that the forms of toys can be effective on the self-perception of the child. The first use of the concept of self in the science of psychology begins with William James's *Principles of Psychology* in his book. James defined the concept of self in the broadest sense as The concept of self is the sum of all that is called one's own; the elements of self, revealed feelings and emotions, the movements exhibited by individuals examined in three sections. James has also used two terms, the one who knows me and the one who is known about the disclosure of personality. According to James, the known self has three aspects: material, social and psychological. Material aspect; includes this is my body, it is my family, it is my work, and it is my property (Campbell & Lavalley, 1993).

Özdoğan (2009) touched upon the social development of the play and the toy and stated that he developed many social skills in order for the child to adapt to the game. Children in the social environment use a lot of behavior in the game is while trying. Children experience different roles in the game and experience roles and learn the points of view of other roles. This explains the social aspect of the effects of play and toys on children's self-perception.

Game and toy are known to have a therapeutic and healing role. It is known that the identification of children with toys affects their subconscious processes. In this context, the psychological dimension of self-perception can be explained (Özdoğan, 2009).

Studies have shown that perfectionism is associated with low self-esteem. Studies have shown that perfectionism is associated with low self-esteem. But the researchers have dealt with the relationship between perfectionism and self-perception in terms of the harmonious and incompatible features/dimensions of perfectionism and as a result have found that incompatible perfectionism's low self-esteem is associated with high self-esteem of harmonious perfectionism. Individuals need to develop a positive sense of self in order to be constructive, creative, problem-solving, compatible with themselves and the environment, and to be beneficial to society. Perfectionism negatively affects the individual's perspective on himself and leads him to turn into an individual who is not happy about him, dissatisfied, unsatisfied, and not at peace with his surroundings (Bencik, 2006).

The toys, which are as old as the history of mankind, have maintained their continuity from the past to the present and have always been part of the children's life. In the course of time, the stones known as the first toys were replaced by many toys such as babies, cars, trees, glass, porcelain, plastic toys (Cinel, 2006). Doll-like forms are paleolithic stone age clay figurines. They show the characteristics of the female body in an exaggerated manner.

According to research, until the middle of the 19th century, dolls looked like adults and were not produced just for children to play. For example, dolls appeared in Paris and used Paris fashion to promote to British court women. At the beginning of the 20th century, when the pedagogy of children started to be revised and the opinions

of Frobel and Montessori became widespread, baby forms changed. In the 21st century, design has been the birthplace of babies (Arslan, 2013).

When we look at the development of the dolls we mentioned, there is no step towards the development of the child at any stage. Considering the possible effects of dolls reflecting the perfectionist female body prepared by ignoring the development of children, it should be concerned for the development of children.

In the 2000s, it was determined that girls were left with great affection or even devotion towards babies that reflect the perfectionist body of women. The result of an international survey of children aged 7-11 has revealed that this is not true. On the contrary, it was determined that the children behaved quite rough, even aggressive and brutal against the babies that reflect the cute or delicate or delicate perfectionist female body, and they even tortured these babies downright (<http://www.cicicee.com/barbie-hakkinda-iliginc-gercekler-67094>). Barbie is the cultural icon of female beauty that provides an aspirational role model for young girls (Pedersen & Markee, 1991), and 99% of 3- to 10-year-olds in the United States own at least one Barbie doll (Thompson, Heinberg, Altabe, & Tantleff-Dunn, 1999). Yet, Barbie is so exceptionally thin that her weight and body proportions are not only unattainable but also unhealthy. The ultrathin female beauty ideal she embodies has been linked with the extraordinary prevalence of negative body image and unhealthy eating patterns among girls and women (Thompson et al., 1999).

There is little research in the available literature with babies reflecting the perfectionist female body (Anschutz & Engels, 2010; DeLoache & Marzolf, 1995; Dittmar, Halliwell, & Ive, 2006; Rice, Prichard, Tigge-mann, & Slater, 2016). DeLoache and Marzolf (1995) found that children after 4 years of age were able to use the baby as a self-representation. Anschutz and Engels (2010) showed pictures of dolls and then made the taste test. He found a relationship between playing with a doll with a slender body, but could not find any difference in perception of body image. The most comprehensive study was performed by Dittmar et al. (2006). The children in the 5-8 age group were given stories and visuals. It has been determined that exposure to these dolls decreases the child's esteem. Rice et al. (2016) made a similar study to this study, but were asked to revive the stories from children. They found that exposure to perfectionist dolls led to higher thin body ideals.

METHODOLOGY

Research Model and Participants

The research is designed in the experimental study model. In the study, the aimless sampling method was used in the formation of experimental and control groups. While determining the experimental and control groups, it was stated that babies reflecting the perfectionist female body could affect the development of self-perception of children negatively. These families stated that they would allow them to play with these babies as long as their children like it. 50 girls (5-6 Age) , including 25 experimental and 25 control groups in the independent kindergarten in the province of Konya were included in the research.

Procedure

The children in the experimental group were allowed to play with dolls reflecting the perfectionist woman's body for 1 hour a day for eight weeks, and the children in the control group were assured that they did not play with such dolls. The daily activities of the children in the experimental group were changed without changing their daily activities. In the free time activities, these children were given babies that reflect the perfectionist body and no intervention was made. The kids set up their own games and finished. Before an hour, a child never said that he didn't want to play with the doll. Each child played in his class. There were no children in the control group in the class of the children included in the experimental group. There were 5 children in each class included in the experimental group. These children were able to get the other children to play. The investigative child was involved in the game but did not interfere in the game. At the end of eight weeks, Demoulin Self-Perception Scale was applied to the children. After the study was completed, the children in the experimental group were allowed to play the dolls that were suitable for their healthy development. The children in the experimental group were followed-up after eight weeks.

Measures

In this study, "Demoulin Self-Perception Scale" adapted to Turkish by Ari (2006) was used to collect data.

The Demoulin Self-Perception Scale is a measurement tool that provides a systematic and comparative analysis of individual self-concept concepts. The scale, which consists of 30 items in total, has a two subscale including self-efficacy and self-esteem and each sub-scale consists of 15 items (Şekercioğlu, 2009). In 1995-1998, a total of 950 kindergarten students from West Tennessee, Kentucky and Kansas participated in the program named as ' I love myself ' that was developed by Donald Demoulin. In order to provide the linguistic equivalence of the scale, first five experts, whose mother tongue is Turkish and second language is English, has specialized in one of the fields of pre-school education and/or psychology. To use the scale in this study, permission has been received from N.K TURALI. He is member of Uluda University.

RESULTS AND DISCUSSION

The results obtained from the analysis of the scores of the 5-6 year-old girls' self-perception scale with the SPSS program are tabulated and given below.

Table 1: *T*-test results for the comparison of the pre-test scores of the control and experimental group

Subset	Groups	<i>n</i>	X	SD	<i>t</i>	<i>p</i>
Self-efficacy	Control	25	1.24	5.50	.77	.442
	Experimental	25	1.32	4.25		
Self-esteem	Control	25	1.28	5.83	1.12	.268
	Experimental	25	1.43	3.45		

When we look at the above table, it was determined that the control and experimental group was not a significant difference in the self-efficacy ($p = 0.442 > 0.05$) and self-esteem ($p = .26 > .05$) sub-test.

Table 2: *T*-test results for the comparison of the pre-test scores of the control and experimental group

Subset	Groups	<i>n</i>	X	SD	<i>t</i>	<i>p</i>
Self-efficacy	Control	25	1.13	4.73	2.60	.012
	Experimental	25	1.48	4.02		
Self-esteem	Control	25	1.54	5.13	.97	.334
	Experimental	25	1.47	3.39		

When Table 2 is examined, it is seen that the mean score of the experimental group ($X = 1.48$) is higher than the control group mean score ($X = 1.13$) and there is a significant difference between these means ($p = .012 < .05$). In the self-esteem sub-dimension, the mean score of the control group ($X = 1.54$) was higher in the experimental group ($X = 1.47$) but this difference was not significant ($p = .33 > .05$).

Table 3: *T*-test results for comparison of posttest and follow-up test scores of the experimental group

Subset	Groups	<i>n</i>	X	SD	<i>t</i>	<i>p</i>
Self-efficacy	Experimental	25	1.24	4.02	3.36	.63
	Experimental	25	1.33	4.02		
Pre-test	Follow up-test					

For eight weeks after the study was over, the experimental group was allowed to play with the dolls that did not reflect the perfectionist female body. The data obtained at the end of this process are shown in Table 3. According to the Table, the mean score of the children in the self-esteem sub-test ($X = 1.33$) in the experimental group follow-up test was higher than the mean score of the children in the pretest group ($X = 1.24$), but this difference was not significant ($p = .63 > .05$).

While there was no change in self-efficacy perceptions of girls who played with dolls reflecting the perfectionist female body for 1 hour in natural environment without intervening in their daily routine, self-esteem perceptions were negatively affected. The results found in this study support the work of Dittmer and Halliwell.

Dittmar et al. (2006) gave the story to the children and presented images and measurements. Barbie concluded that the dolls lowered the body's respect. This result supports the results of the research. These results show that; interfering or playing in the natural environment creates the same effect. Similar to the work of Dittmer and Halliwell, Rice and her friends allowed their children to play dolls. They found that children exposed to dolls reflecting the perfectionist female body had the ideal of having a higher slim body. Girls with slim body ideals are thought to have an effect on self-esteem when they cannot have a slim body. This result supports the results of this study. DeLoache and Marzolf (1995) found that children after 4 years of age used the doll as a self-representation. Their conclusion suggests that identifying them with the dolls they play may affect their self-perception. It can partially explain the result of the study.

Anschutz and Engels (2010) found differences in the status of girls with their slender bodies and their eating status. This result partially supports the results of this study. James used two terms related to the disclosure of personality. These are 'I am the knowing' and 'the known me' (Twin, 2009). According to James, the known self has three aspects as 'material', 'social' and 'psychological'. Material aspect includes; this is my body, it is my family, it is my work, it is my property. Psychological aspect is the self part of our feelings and passions that affects all our consciousness states. These parts are related to self-esteem dimension of self-perception. It is thought that children aged 5-6 years who are new to the egocentric period and have started to be interested in people rather than themselves, have not been negatively affected in the self esteem dimension of this study. The social aspect of the self is the self that the person perceives around (Twin, 2009). In this study, it was found that there was a difference in the self-efficacy dimension of the self-perception of children against the experimental group. In this study, it was found that there was a difference in the self-efficacy dimension of the self-perception of children against the experimental group. One of the most important symptoms of socialization is the desire to establish good relations with other children. Children start to consider events as a third person during this period (Şekercioğlu, 2009). In addition, this period is according to Ericson the period of "confusion against initiative". Children want to be approved and liked by the community during this period. According to Freud, it is a period in which they identify with their fellow men. For this reason, self-efficacy dimension of self-perception is thought to be adversely affected in this study (Ari, 2006). In this study, the self-efficacy dimension of self-perception is thought to be adversely affected.

CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS

In line with these results, it is advisable for field experts to inform and raise awareness on this issue. When the literature is examined, it is seen that such studies are usually done on girls. The effect of boys' playing with toys that reflect the perfectionist male body on the child's self-perception is not known. Therefore, a study can be carried out in this direction. The studies carried out include a short-term process. Longitudinal studies are important to achieve more accurate results. The limitation determined in this study is that the study could not be done in a longitudinal way.

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