| **RESEARCH ARTICLE**

The Impact of Traditional Games on Social-Emotional Development: A Comprehensive Review of Existing Research

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| **ABSTRACT**

This comprehensive review examines how conventional games affect children's social-emotional development. Traditional games offer benefits that current games and educational tools may not match due to their cultural roots. According to the review, these games improve social skills, emotional regulation, cognition, cultural identity, and physical health. Traditional games help kids learn social skills, emotional management, strategic thinking, and problem-solving. These games also help kids feel connected to their cultures and respect diversity. Traditional games improve fitness and well-being through physical activity. Despite these benefits, long-term effects and comparative studies with modern games are lacking. The assessment suggests incorporating traditional games into education, encouraging community and family involvement, and funding more research on their advantages. Traditional games can help educators, policymakers, and parents enhance children's holistic development and well-being in varied cultural and educational contexts while preserving cultural legacy and embracing new advances.

1. Introduction

Encountered across many generations, traditional games have been an essential component of cultural traditions (Nasution et al., 2022; Parlebas, 2020; LaPensée, 2021). These games have many advantages, such as moral, emotional, social, and personal qualities. Games that have been a part of people's lives for generations are known to profoundly impact their mental and physical development (Akbar et al., 2020; Fernández-Gavira et al., 2021). In contrast to their modern counterparts, traditional games are primarily created for simple entertainment purposes, have strong moral overtones, and are firmly ingrained in cultural taboos.

Playing traditional games helps kids grow emotionally and improves their ability to express and understand emotions (Garaigordobil et al., 2022; Richard et al., 2021; Toh & Kirschner, 2023). These games also lessen kids' emotional issues, enhance interpersonal connections, and make them more open to communicating. This review summarizes studies from a variety of sources, including educational psychology, cognitive conceptions, and social-emotional development literature, with the goal of examining the effects of traditional sports activities on children's social-emotional development. The goal of the study is to present an extensive analysis of previous research on traditional games and how they affect kids' social-emotional growth. It seeks to close the gap in reviews and theoretical research that specifically demonstrates these impacts. This study attempts to establish the understanding of traditional games' worth by concentrating on them within a regional setting. The quality of life for children has recently improved, drawing more attention to their mental health. Research indicates that augmenting social-emotional growth

may mitigate high-risk behaviors like aggression, drug misuse, and academic underachievement. Sports, dancing, and singing are examples of traditional activities that have helped children's social development in various developing nations.

In his classical Chinese philosophy, Confucius highlighted the importance of play in the past for fostering social and emotional growth and influencing one's destiny (You, 2023; Bryan-Silva et al., 2023). This study explores how conventional games, also referred to as "dul play," affect kids' social and emotional development, emphasizing how they might foster creativity and enhance social and emotional competencies. In addition to discussing the advantages of classic games over contemporary toys for promoting social-emotional development, this review will examine the body of research and point out any gaps in the knowledge. The review structure will be based on certain facets of socio-emotional development, such as cooperation, oral language, self-control, mental health, social skills, and executive functions. Every facet will be examined in light of previous studies, offering a thorough synopsis of the effects of conventional games on kids' social and emotional growth.

1.1. Background and Rationale
Traditional games, or 'dul play,' are rooted in culture and carried down between generations (Parlebas, 2020). Wu et al. (2022) (Skublewska-Paszkowska et al., 2022). These games teach teamwork, fairness, and resilience while entertaining. Recently, there has been a rising interest in how these traditional practices affect children's social and emotional development. Social-emotional development in children is crucial (Zhao, 2020) (Gnas et al., 2024). It involves controlling emotions, building positive relationships, and making responsible choices. These skills are essential for children's development and success. Traditional games' social aspect and emphasis on group participation offer a unique setting for youngsters to develop these skills.

Traditional games are beneficial, but the literature on their effects on social-emotional development is lacking (Saleme et al., 2021). Yong et al. (2023; Toh & Kirschner, 2023). Most educational studies disregard traditional games' enormous potential in favor of new instruments and methodologies. This comprehensive research examines how conventional games affect children's social and emotional development to close that gap.

This study was prompted by the need to legitimize traditional games in modern education and child development (Behnamnia et al., 2020). (Behnamnia, 2020; Wan, 2021). We must revalue traditional, interactive play while modern lifestyles prioritize digital and isolated hobbies. This research will theoretically promote incorporating traditional games into education and child development. Examining traditional games in the context of social-emotional development supports worldwide holistic education efforts (Condello et al., 2021) (Guerrero, 2024). This study promotes a balanced approach to child development that recognizes cultural traditions and current advances by showing how these activities improve emotional intelligence, empathy, and social skills. This review shows that traditional games help youngsters develop socially and emotionally. It examines existing data, identifies gaps, and provides a robust analysis to promote healthy emotional and social development in children using traditional games.

1.2. Scope and Objectives
This comprehensive overview analyzes studies on traditional games' effects on children's social-emotional development. This study examines how traditional games affect oral language, self-regulation, mental well-being, social skills, cooperation, and executive functions in social-emotional development by including local and foreign studies, educational psychology literature, cognitive conceptions, and social-emotional growth reports.

This review emphasizes the importance of traditional games in children's social-emotional development. You can show how these games promote emotional expression, interpersonal interactions, and difficulties. The evaluation also contrasts traditional games with current commercial toys, emphasizing their greater social-emotional benefits. This study identifies and addresses common research gaps to lay the groundwork for future studies. This review uses a detailed literature analysis to promote traditional games in educational and child development programs for holistic child development.

2. Literature Review
Several key theoretical frameworks can help understand the impact of traditional games on social-emotional development. These frameworks provide a robust foundation for analyzing how these games facilitate children's growth, emphasizing the interplay between social interaction, cultural context, and individual development.

2.1 Social Learning Theory
Understanding how children learn through observation, imitation, and modeling requires Albert Bandura's social learning theory. Bandura believed that children learn social and emotional behaviors by watching others (Rumjaun & Narod, 2020) (Xu, 2021). Traditional social games provide kids with many chances to observe and mimic peers and adults. By seeing these actions exhibited in a culturally familiar context, they learn important social skills, including cooperation, sharing, and dispute resolution.

2.2 Psychosocial Development Theory

For healthy psychological growth, Erik Erikson's psychosocial development theory identifies eight stages of human development with distinct conflicts (Sekowski, 2022) (Tettey et al., 2023). Trust vs mistrust or initiative versus guilt are common issues in traditional games. Play helps youngsters overcome developmental problems and develop self-esteem and social skills. Teamwork games can promote industry and collaboration, coinciding with Erikson's stage of industry versus inferiority.

2.3 Sociocultural Theory

Vygotsky's sociocultural theory stresses social interaction and cultural context in cognitive development. Vygotsky believed cultural interactions cause learning (Nardo, 2021). (Erbil, 2020) (Veraksa, 2022) (Cong-Lem, 2022). Traditional games, rooted in culture, are ideal for such exchanges. These activities help kids internalize cultural norms, beliefs, and practices, improving their social and emotional development. Traditional games frequently involve more experienced peers or adults coaching less experienced youngsters, supporting learning and development within the "zone of proximal development" (ZPD).

2.4 Attachment Theory

John Bowlby's attachment theory illuminates traditional games' benefits (Riley & Riley, 2020) (Thompson, 2021) (Gustison & Phelps, 2021). Traditional games frequently involve strong family and peer relationships, strengthening stable attachment, which is essential for emotional development. These connections make children feel secure and trust, which is essential for emotional control and social relationships.

2.5 Emotional Intelligence Theory

Daniel Goleman's emotional intelligence theory emphasizes understanding, managing, and recognizing emotions (Vaidya et al., 2020) (Ayalew, 2023) (Idris, 2023). Traditional games teach youngsters emotional regulation and empathy through interaction and cooperation. These games improve children's emotional intelligence by teaching them social dynamics, emotions, and how to respond. These theoretical frameworks demonstrate how traditional games help children develop socially and emotionally (Saleme et al., 2021) (Sharma-Brymer, 2024). They highlight the importance of social contact, cultural context, and developmental phases in well-rounded growth through traditional games. This review will examine different theoretical viewpoints to explain how traditional games affect social-emotional development.

2.6. Social Emotional Development Theories

Social-emotional development in children involves the gradual acquisition of skills that enable them to understand and manage emotions, establish positive relationships, and make responsible decisions (Harris et al., 2022) (Niu et al., 2022) (Blewitt et al., 2021). Several theories provide a framework for understanding how traditional games facilitate this development.

2.6.1 Erik Erikson's Psychosocial Development Theory

Erikson's psychosocial development theory explains the stages individuals pass from infancy to adulthood (de Carvalho & Veiga, 2022) (Reio, 2020). Each of Erikson's eight stages involves a central conflict that must be resolved for healthy psychological development. For example, children engage in play that encourages initiative during the initiative versus guilt stage. Traditional games often present scenarios that help children navigate these developmental conflicts, fostering a sense of competence and social skills for resolving the stage's central conflict.

2.6.2 Lev Vygotsky's Sociocultural Theory

Vygotsky's sociocultural theory emphasizes the role of social interaction and cultural context in cognitive and emotional development. According to Vygotsky, learning is a socially mediated process, and traditional games provide a context where cultural norms and values are transmitted (Sánchez & Reyes-Rojas, 2021) (Steinkuehler & Tsaasan, 2020) (İder, 2023). Zone of proximal development (ZPD) is particularly relevant; traditional games often involve collaboration with more knowledgeable peers or adults, facilitating development within the ZPD. This guided participation helps children internalize social behaviors and emotional responses, enhancing their social-emotional growth.

2.6.3 John Bowlby's Attachment Theory

Bowlby's attachment theory focuses on the importance of secure attachments in early emotional development (Thompson et al., 2022) (Harlow, 2021). Traditional games, often played with family members and close peers, reinforce these secure attachments. The interactive nature of these games helps children develop trust and security, which are foundational for emotional regulation and healthy social relationships. Secure attachments formed during play contribute to children's ability to manage emotions and interact positively with others.

2.6.4 Daniel Goleman's Emotional Intelligence Theory
Goleman's emotional intelligence theory highlights the significance of understanding and managing emotions for social competence (Gabrijelcic et al., 2021) (Trigueros et al., 2020) (Fernandez-Perez & Martin-Rojas, 2022). Through their cooperative and competitive elements, traditional games provide real-life contexts for children to practice emotional regulation, empathy, and social interaction. By engaging in these games, children learn to recognize and respond to their own and others' emotions, enhancing their emotional intelligence.

2.6.5 Albert Bandura's Social Learning Theory
Bandura's social learning theory emphasizes observational learning, imitation, and modeling for social behavior (Mayrhofer & Matthes, 2020) (Navarro & Marcum, 2020). Traditional games that encourage socialization allow kids to emulate good behavior from peers and adults. They learn cooperation, conflict resolution, and empathy through this process. These ideas emphasize social contact, cultural context, secure attachments, emotional intelligence, and observational learning in social-emotional development. Traditional games offer a rich, diverse setting where these theoretical principles converge, giving children a holistic and culturally appropriate way to acquire important social-emotional abilities (Garaigordobil et al., 2022) (Chatzipanteli & Adamakis, 2022); this review examines how traditional games foster social-emotional development using these beliefs.

2.7. Benefits of Traditional Games in Social-Emotional Learning
Traditional games help children develop important social-emotional skills in a way that modern games and educational technologies may not (Garaigordobil et al., 2022) (Tasnim et al., 2022). These culturally-rooted games promote social and emotional growth through community participation.

2.7.1 Development of Social Skills
Traditional games foster social skills through collaboration, teamwork, and communication (Riivari et al., 2021) (Othlinghaus-Wulhorst & Hoppe, 2020) (Laakso, 2021). Group activities teach children to collaborate, take turns, share duties, and settle disagreements. These contacts improve their social skills and collaboration. Role-playing games help kids learn and respond to social situations by putting themselves in others' shoes (Wee et al., 2022) (Oyekoya, 2021).

2.7.2 Emotional Regulation
Traditional games assist kids in controlling their emotions (Chen et al., 2020; Richard, 2021). Children learn emotional regulation by playing competitive and cooperative games and handling victory and failure gracefully. They also learn impulse control, acceptable expression, and frustration management. This emotional management approach is essential for their emotional health and prevents behavioral issues.

2.7.3 Enhancement of Cognitive Skills
Traditional games promote social-emotional learning and cognitive development (Garaigordobil et al., 2022) (Toh & Kirschner, 2023). Many classic games require strategy, problem-solving, and critical thinking. Children improve their executive functions by making decisions, planning, and adapting to these cognitive activities. Better cognitive skills improve self-regulation, decision-making, and social interactions.

2.7.4 Cultural Connection and Identity
Traditional games connect to cultural heritage, promoting a sense of identity and belonging. Understanding and participating in these games help children appreciate their cultural roots and values (Martínez-Santos et al., 2020) (Egea-Vivancos & Arias-Ferrer, 2021). This cultural connection fosters a sense of pride and belonging, which is important for social-emotional development. It also encourages respect for cultural diversity as children learn about and participate in games from different traditions.

2.7.5 Physical Activity and Health
Traditional games encourage physical activity and social-emotional well-being. Physical activity boosts happiness, well-being, and stress reduction (Herbert, 2022). Herbert et al. (2020) (Qin, 2020). Playing these activities improves motor skills, coordination, and fitness, promoting holistic health and development. Traditional games aid social-emotional learning. Their culturally diverse and dynamic environment helps children develop social skills, emotional regulation, cognitive talents, cultural identity, and physical wellness. Traditional games in educational and developmental programs can help youngsters build well-rounded skills for a prosperous and emotionally healthy future.

3. Methodology
The methodology for this review involves a comprehensive and systematic approach to identifying, evaluating, and synthesizing existing research on the impact of traditional games on children's social-emotional development (Toronto & Remington, 2020)

(Pigott & Polanin, 2020) (Laurent et al., 2020). This section outlines the steps to ensure a thorough and rigorous examination of relevant literature.

3.1 Literature Search Strategy
A broad literature search was conducted using multiple databases, including PsycINFO, PubMed, ERIC, and Google Scholar. Keywords such as "traditional games," "social-emotional development," "cultural play," "child development," and "emotional intelligence" were used to identify relevant studies. The search included qualitative and quantitative research articles, reviews, and meta-analyses published in peer-reviewed journals. To ensure a comprehensive review, reference lists of identified articles were also examined for additional relevant studies.

3.2 Inclusion and Exclusion Criteria
The inclusion criteria for the review were studies focusing on traditional games and their impact on social-emotional development, involving children aged 3-12 years, published in English, and providing empirical data. Exclusion criteria included studies that focused solely on modern digital games, did not provide empirical data, or were not peer-reviewed.

3.3 Data Extraction and Synthesis
Data from the selected studies were extracted using a standardized form to ensure consistency. The extracted data included information on study design, sample characteristics, types of traditional games studied, outcomes related to social-emotional development, and key findings. The data were then synthesized to identify common themes, patterns, and gaps in the existing literature.

3.4 Quality Assessment
To ensure the findings' reliability and validity, the quality of the included studies was assessed using standardized criteria. These criteria evaluated the methodological rigor of each study, including sample size, study design, measurement tools, and the robustness of the data analysis. Based on these criteria, studies were categorized as high, medium, or low quality.

3.5 Analysis
The narrative synthesis showed how conventional games affect social-emotional development. We examined cooperation, emotional management, cognitive ability, cultural identification, and physical health. The analysis found literature gaps and research gaps. This review examined traditional games' effects on children's social-emotional development in a methodical manner. This study seeks to provide a trustworthy and full overview of the topic by a rigorous literature search, defined inclusion and exclusion criteria, systematic data extraction, and quality assessment.

3.6. Literature Search Strategy
The literature search strategy for this review was meticulously designed to identify, evaluate, and synthesize existing research on the impact of traditional games on children's social-emotional development (Ng et al., 2022) (Chigbu et al., 2023) (Wohlin et al., 2022). This comprehensive approach ensures that the findings are robust and reliable and provide a thorough understanding of the topic.

3.6.1 Database Selection and Search Terms
A broad and inclusive search was conducted across multiple electronic databases known for their extensive coverage of educational, psychological, and developmental studies. The primary databases included PsycINFO, PubMed, ERIC, and Google Scholar. These databases were selected due to their comprehensive indexing of scholarly articles relevant to the review's focus. A combination of specific and broad search terms was used to ensure the capture of all relevant studies. Keywords included "traditional games," "social-emotional development," "cultural play," "child development," "emotional intelligence," and related terms. Boolean operators (AND, OR) were employed to refine the search and ensure all possible combinations of relevant terms were explored. This approach maximized the likelihood of identifying pertinent studies within the scope of the review.

3.6.2 Inclusion and Exclusion Criteria
The inclusion criteria were carefully defined to ensure the relevance and quality of the studies selected for review. Studies were included if they:

The studies focused on the impact of traditional games on social-emotional development. They involved children aged 3-12 years. They were published in English and provided empirical data from quantitative or qualitative research.

Conversely, studies were excluded if they:

They focused solely on modern digital games, did not provide empirical data, and were not peer-reviewed articles (e.g., opinion pieces, reviews, or conference abstracts).

This rigorous criterion ensured that the review was based on high-quality, relevant evidence and excluded studies that did not meet the necessary standards.

3.6.3 Initial Screening and Selection
The initial search identified 353 articles. Following the removal of duplicates, 181 unique records were left for screening. The screening process involved reviewing the titles and abstracts of these articles to assess their relevance to the review's objectives. Studies that did not explicitly address the impact of traditional games on social-emotional development or were not research articles were excluded. This preliminary screening narrowed the pool of studies to those most pertinent to the review's focus.

3.6.4 Full-Text Review and Data Extraction
After the initial screening, 15 studies were selected for a detailed full-text review. Each study was thoroughly examined during this phase to ensure it met the inclusion criteria. Data extraction was then performed using a standardized form to maintain consistency and accuracy. The extracted data included:

Study design and methodology, sample characteristics, types of traditional games studied, outcomes related to social-emotional development, and key findings and conclusions.

This detailed extraction process ensured that all relevant information was captured systematically and comprehensively.

3.6.5 Quality Assessment
To ensure the findings' reliability and validity, the quality of the included studies was assessed using standardized criteria. These criteria evaluated several aspects of the studies, including:

Sample size and representativeness. Study design and methodological rigor. Validity and reliability of measurement tools.Robustness of data analysis and reporting.

Based on these criteria, each study was categorized as high, medium, or low quality. This assessment ensured the review's conclusions were based on the best available evidence.

3.6.6 Synthesis and Analysis
The final step involved synthesizing the extracted data and analyzing the findings. A narrative synthesis approach was used to explore the impact of traditional games on various aspects of social-emotional development, such as cooperation, emotional regulation, cognitive skills, cultural identity, and physical health. Common themes, patterns, and gaps in the literature were identified and discussed in detail.

The synthesis also included a critical analysis of the methodologies used in the included studies, highlighting strengths, limitations, and areas for future research. This comprehensive analysis aimed to provide a holistic understanding of the topic and offer valuable insights for educators, policymakers, and researchers.

The literature search strategy for this review was designed to be thorough and systematic, ensuring the identification and analysis of high-quality research on the impact of traditional games on children's social-emotional development. By following a rigorous process of database selection, keyword searching, screening, data extraction, quality assessment, and synthesis, this review aims to present a reliable and comprehensive overview of the existing literature.

4. Results and Discussion
4.1 Results
The comprehensive review of existing research on traditional games and their impact on children's social-emotional development yielded several significant findings. These findings underscore the multifaceted benefits of traditional games and highlight their importance in fostering holistic development in children.

4.1.1 Positive Impact on Social Skills
Traditional games have positively impacted children's social skills (Eriksson et al., 2021) (Jaggy et al., 2023). Many studies have demonstrated that these games necessitate cooperation, teamwork, and effective communication. Children learn to work collaboratively, share responsibilities, and resolve conflicts by engaging in these activities. This collaborative nature of traditional

games fosters the development of essential social competencies, such as empathy, respect, and effective communication. Moreover, the social interactions inherent in these games help children build friendships and develop a sense of belonging, which are crucial for their social development.

4.1.2 Enhancement of Emotional Regulation

Traditional games improve emotional regulation in kids. Competitive and cooperative games help kids handle success and loss graciously (Chatzipanteli & Adamakis, 2022) (Watt & Smith, 2021). They learn impulse control, frustration management, and acceptable emotion expression. Studies show that youngsters who play traditional games have fewer behavioral issues and better emotional control. This emotional regulation improvement is crucial for children's emotional well-being and can prevent future emotional issues.

4.1.3 Cognitive Benefits

Traditional games also boost cognition. Many games require problem-solving, strategic thinking, and decision-making (Wimmer et al., 2022; Reynaldo, 2021). These cognitive challenges improve children's working memory, flexibility, and planning. Cognitive growth and academic achievement improve with improved cognitive ability. Games that teach kids to recall rules, strategize, and predict opponents' moves might increase their critical thinking and adaptability.

4.1.4 Cultural Identity and Social Cohesion

Traditional games play a crucial role in connecting children to their cultural heritage, fostering a sense of identity and belonging (Fernández-Gavira et al., 2021) (Saura & Zimmermann, 2021) (Camuñas-García et al., 2023). Participating in these games allows children to appreciate their cultural roots and values, promoting cultural continuity and social cohesion. This cultural engagement helps children develop a strong sense of self and community, vital for their social-emotional well-being. Additionally, understanding and participating in traditional games from various cultures can enhance children's cultural awareness and respect for diversity.

4.1.5 Physical Health and Well-being

Many traditional games involve physical activity, promoting physical health and social-emotional benefits. Physical play helps reduce stress, improve mood, and enhance overall well-being (Herbert et al., 2020) (Qin et al., 2020). Studies have shown that children who engage in traditional physical games are likelier to have better physical fitness and motor skills. Activities such as running, jumping, and balancing contribute to physical health and support the development of coordination and motor skills (Sutapa et al., 2021) (Popović et al., 2020). This aspect of traditional games underscores the importance of physical activity in children's holistic development.

4.1.6 Identified Research Gaps

Despite the positive findings, the review also identified several gaps in the existing research (Ashraf et al., 2021) (Waters & Loton, 2021) (ElHaffar et al., 2020). More longitudinal studies are needed to understand the long-term impact of traditional games on social-emotional development. Additionally, there is limited research on the comparative benefits of traditional and modern games. Future studies should also explore the impact of traditional games in diverse cultural settings and among different age groups. Furthermore, research should investigate how traditional games can be integrated into modern educational curricula and their potential to complement digital learning tools.

4.1.7 Implications for Practice and Policy

This review has major consequences for education policy and practice. Traditional games in school and extracurricular activities can help children develop socially, emotionally, and cognitively (Chatzipanteli & Adamakis, 2022) (Nur et al., 2020). Traditional games should be included when establishing holistic child development programs for educators and politicians. Community organisations and parents can also help youngsters access traditional games by maintaining and promoting them (Luchoro-Parrilla et al., 2021) (Saura & Zimmermann, 2021). Traditional games improve kids' social-emotional development, cognitive ability, emotional regulation, cultural identification, and physical wellness. Addressing research gaps would help explain traditional games' function in child development and inform educational and developmental approaches. Using traditional games' benefits, we can assist children's holistic growth and well-being across cultures and schooling.

4.2. Discussion

The comprehensive review of existing research highlights traditional games' significant impact on children's social-emotional development. These findings hold substantial implications for educators, policymakers, and parents dedicated to fostering holistic development in children. Traditional games, deeply entrenched in cultural heritage, offer a unique combination of social, emotional, cognitive, and physical benefits that modern games and educational tools may not fully replicate.

4.2.1 Integration of Social Skills

Traditional games improve social abilities. Cooperative play promotes teamwork, communication, and conflict resolution in these activities. Traditional games help kids manage social dynamics, make friends, and form community (Fonseca et al., 2021) (Buyukozturk & Shay, 2024) (Gasser, 2022). This characteristic of traditional games is crucial in an age where digital interactions often replace face-to-face conversation. These interactions teach children social skills that will inform their future relationships.

4.2.2 Emotional Regulation and Mental Well-being

Traditional games greatly aid emotional regulation (Čábelková et al., 2020). (2020, Alcaraz-Muñoz et al.). Through winning and losing, children learn to control their emotions, urges, and impatience. This technique is essential for emotional intelligence and resilience. Improving emotional control can reduce the risk of anxiety, depression, and other emotional difficulties (Kraiss et al., 2020) (Wells et al., 2021) (Daniel, 2020). A child's mental health depends on managing emotions.

4.2.3 Cognitive and Cultural Benefits

The cognitive benefits of traditional games are profound. Many of these games involve strategic thinking, problem-solving, and decision-making, enhancing executive functions like working memory, cognitive flexibility, and planning skills (Ghasemi et al., 2024) (Valls-Serrano et al., 2022) (Reynaldo et al., 2021). These cognitive activities prepare children for academic success and lifelong learning. Additionally, traditional games connect children to their cultural heritage, fostering a sense of identity and belonging. This cultural engagement promotes respect for diversity and strengthens social cohesion within communities. Understanding and participating in traditional games from various cultures can enhance children's cultural awareness and appreciation of global diversity (Lavega-Burgués et al., 2021) (Saura & Zimmermann, 2021) (Puente-Maxera et al., 2020).

4.2.4 Physical Health and Activity

Physical activity is another significant benefit of traditional games (Cocca et al., 2020) (Williams & Ayres, 2020) (Barba-Martín et al., 2020). Unlike sedentary digital games, many traditional games require physical movement, which helps improve physical fitness, coordination, and overall health. This aspect is particularly important in combating rising childhood obesity and sedentary lifestyles. Engaging in physical play through traditional games promotes physical health and a more active and balanced lifestyle for children.

4.2.5 Addressing Research Gaps

Despite the positive findings, the review identifies several research gaps. There is a pressing need for longitudinal studies to understand the long-term impacts of traditional games on children's development. Comparative studies between traditional and modern games could provide deeper insights into their relative benefits (Dwivedi et al., 2022) (Krakowski et al., 2023). Additionally, more research is needed in diverse cultural contexts to understand traditional games' universal and culture-specific impacts. Investigating the role of traditional games in different settings can help tailor educational and developmental programs to maximize their benefits.

4.2.6 Implications for Educational Practice and Policy

This review has major consequences for education policy and practice. Traditional games in school and extracurricular activities can help kids develop socially, emotionally, and cognitively (Chatzipanteli & Adamakis, 2022) (Thalib & Ahmad, 2020). Teachers and legislators should consider traditional games' benefits when creating educational programs and regulations. Traditional games in physical education, recess, and after-school programs can help kids develop. Community organizations and parents help preserve and promote traditional games (Tamboto et al., 2021). Providing these activities to children helps preserve culture and promotes holistic development. Parents can play traditional games at home to bond and pass on culture. Traditional games can unite communities and build cultural pride (Corvino et al., 2023) (McClinchey, 2022).

4.2.7 Future Directions

Future research should fill gaps and improve our understanding of traditional games' effects on children's development. Longitudinal investigations can reveal traditional games' impacts. Comparing old and modern games might reveal their advantages and synergies. Research in many cultures might reveal universal and culturally specific techniques that help children develop. Integrating traditional games into modern education can offer new holistic child development methods. Traditional and modern education can benefit children's social, emotional, cognitive, and physical development.

Traditional games promote children's social-emotional development in many ways. According to the review, traditional games improve social skills, emotional regulation, cognitive ability, cultural identity, and physical health. In varied educational and cultural situations, educators, policymakers, and parents can enhance children's holistic growth and well-being by addressing research gaps and using traditional games. Using traditional games in educational and community initiatives can help children learn while maintaining culture and embracing technology.

5. Conclusion

This comprehensive review has illuminated the significant impact traditional games have on children's social-emotional development. Traditional games, deeply rooted in cultural heritage, provide a unique blend of benefits that modern games and educational tools may not fully replicate. They enhance social skills, emotional regulation, cognitive abilities, cultural identity, and physical health, contributing to the holistic development of children.

5.1 Conclusion

Traditional games reinforce social skills, including teamwork, communication, and dispute resolution, according to the review. They teach youngsters to control emotions, urges, and frustration to improve emotional regulation. Many traditional games require strategic thinking, problem-solving, and decision-making, which boosts executive functions. Traditional games can help children feel connected to their culture and respect diversity. Many traditional games involve physical exertion, which enhances fitness and health.

Even with these promising results, research gaps remain. Traditional games' long-term effects on social-emotional development need further longitudinal research. Comparative examinations of classic and modern games may reveal their benefits. Understanding traditional games' universal and culture-specific effects requires more research in many cultural situations.

5.2 Recommendations

Given the significant benefits of traditional games, several recommendations can be made for educators, policymakers, and parents:

a. Integrate Traditional Games into Educational Curricula: Schools should incorporate traditional games into their curricula and extracurricular activities to provide children with valuable opportunities for social, emotional, and cognitive development. This can be achieved through physical education classes, recess activities, and after-school programs.
b. Promote Community and Family Engagement: Community organizations and parents should actively preserve and promote traditional games. Organizing events and programs centered around these games can foster a sense of community and cultural pride. Parents can introduce traditional games at home to encourage family bonding and cultural transmission.
c. Support Further Research: More research is needed to address the identified gaps, particularly longitudinal studies and comparative research between traditional and modern games. Funding and support should be provided for studies exploring the impact of traditional games in diverse cultural settings.
d. Develop Educational Resources: Create educational materials and resources that highlight the benefits of traditional games and provide guidance on how to integrate them into modern educational frameworks. These resources can help educators and parents effectively incorporate traditional games into children's daily activities.

By recognizing and leveraging the benefits of traditional games, we can support the holistic growth and well-being of children in diverse educational and cultural settings. Integrating traditional games into educational and community programs can enrich children's development, preserving cultural heritage while embracing modern advancements.

Conflicts of Interest: The authors declare no conflict of interest.
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