**Hypotheses**

1. The first hypothesis was that both parents and teachers will view pretend play as more important for emotional, social, and communicational skills when compared with IC play.
2. It is likely that teachers will view pretend play to be even more significant in children’s development when compared with parent.
3. Additionally, there will be no difference in parents and teachers’ beliefs on the importance of imaginary companion play for school readiness.
4. For this reason, it was expected that teachers over parents are likely to view pretend play as more important for school readiness.