

The Effect of TRT EBA Kindergarten Family Section Episodes on Parental Perceptions¹

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Abstract

This study aims to investigate the impact of the "Family Section" activities, featured in the TRT EBA Kindergarten broadcasts, which enabled the continuation of the education process for early childhood children through distance education following the disruption caused by the Covid-19 pandemic. The focus is on how these activities affect family communication processes and parents' views on the phenomenon of play. The research was conducted with ten families from Yıldız District in Sivas Province, whose children were between the ages of 3 and 6. The participants included participants were not only parents but also grandparents. The study utilized a qualitative research method, with interview questions prepared by the researchers being administered to the parents during both pre- and post-interviews. The parents' responses were analyzed using descriptive content analysis. The "Family Section" activities selected by researchers were implemented by families over a 20-week period. The researchers observed the process through routine home visits. The findings of the study shed light on the activities strengthened communication within the family and led to positive changes in the parents' perspectives on the concept of play.

Keywords: Family education, family communication, play, TRT EBA Preschool, pandemic

Introduction

The family is a social structure in which each member possesses a unique identity and role, connected through emotional and functional bonds. It is a structure where the developmental spheres of each individual influence one another, laying the foundation for the construction of a shared past and future within the context of life sharing. Güçlü (2020) and Schmid (2018) emphasize that there are various approaches to defining the concept of family and explaining its functions from the perspectives of different scientific disciplines, highlighting that this concept cannot be confined to a specific framework. Hatemi (2021), on the other hand, argues that the family is an institution based on legal and ethical foundations.

The family, the cornerstone of life, is a symbol of the cultural and emotional heritage that intertwines the past and future, deeply rooted and expanding with its branches. Just like the threads of a woven rug, the family demonstrates its durability and unity by interlocking with each other. The family's ability to

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transmit the values and norms present in the social structure to subsequent generations is crucial for the sustainability of social order. The family forms the foundation of individual development processes, and in order for this process to gain a universal dimension, it is essential to strengthen the central role of the family. In this context, recognizing the critical role of parents in strengthening the family structure has become a vital necessity for the sustainability of societal well-being. The central role of the family in individuals' social, psychological, and cultural development stands out as a determining factor for the long-term stability and prosperity of societies. Therefore, scientific research on strengthening family structures and the responsibilities of parents in this process is of critical importance for achieving lasting and comprehensive improvements at the societal level. Interventions and policies aimed at the family should not only respond to societal needs but must also be developed based on a solid scientific foundation (Aydın Ceran et al., 2023; Halilovna & Nodirovna, 2025). Kalaylı and Gültekin Akduman (2024) define the knowledge and experiences of parents, which enhance their critical roles in their children's lives, as a scientifically supported roadmap to help children explore life by benefiting from their parents' knowledge and experience. These scientific pathways provide references that instill a sense of security, contributing to children's progress.

Considering socio-economic characteristics, the concept of parenthood varies; in this context, the family structure includes not only the mother, father, and children, but also extended family members such as grandparents (paternal grandfather, paternal grandmother, maternal grandfather, maternal grandmother) (Şahin Yonca, 2018). While the responsibility of the parenting role is generally assigned to biological parents in a broad perspective, it is evident that in extended families, grandparents play an active role in the upbringing and preparation of children for life (Montoro Rodriguez et al., 2021; Rutigliano, 2020). In extended families, which are considered reflections of the social structure and cultural values, the care, safety, developmental progress, education, cultural transmission, social adaptation, and cosmopolitan identity of children are shared responsibilities of both parents and grandparents. Therefore, parental awareness should not be limited to just the parents but should also encompass grandparents, forming a broader foundation.

Parents, who assume various roles and statuses as developers of a societal project under the roof of the family, work collaboratively towards a common goal. Within this framework, parents are responsible for developing their parenting skills, gaining knowledge about their children's developmental levels to support them, and creating effective strategies to strengthen emotional bonds and enhance communication among family members (Hamner & Turner, 2016). To fulfill these responsibilities in a manner that benefits the child, family support education is essential. Such educational support programs, developed by experts, include not only parents but also individuals who play an active role in the child's life. These programs focus on supporting children's social, emotional, language, physical, and cognitive development in a parent-centered manner, helping children manage changes in their environment in a healthy way (James & Ponzetti, 2016). Family education programs, which are based on scientific methods and content, increase parents' awareness levels, thereby promoting the optimal development of the children they raise.

Societies, whose characteristics are shaped by their static potential, gradually enter into a dynamic process over time. This process leads to differentiations in the qualities of the social structure (Kırmızıgül, 2020). The changes in the structure of societies also result in alterations in various areas such as education, family life, family communication, and parent-child interactions. The Covid-19

pandemic, which emerged in 2020 and caused global changes, is one of the dynamic factors that profoundly affected the social structure. In response to the Covid-19 pandemic, the World Health Organization declared it a pandemic, leading to restrictions in many social areas, including education. In order to support the psychological well-being of children and families and to ensure social adaptation to the changing process, many countries initiated distance education. During this process, the aim was not only to ensure the continuity of children's education but also to provide support to families. As in many countries, Turkey aimed to continue the education of children in early childhood education through pre-school/kindergarten programs. In this regard, sections of early childhood education were added to TRT EBA TV, the educational platform of the state-operated Turkish Radio and Television Corporation (TRT), to ensure the continuation of educational processes (Gençer, 2023; Hacimehmetoğlu Kandemir, 2022).

The project designed to continue early childhood education through a distance education model, titled 'The World's Largest Kindergarten Without Walls' resulted in 492 episodes of TRT EBA Kindergarten broadcasts. To support families during the distance education process, 148 episodes of the 'Family Section Slot' were added to the program. The 'Family Section Slot' sections, consisting of 2-5 minute presentations, were presented to families with 148 different themes, such as 'You Can Take on Tasks Bigger Than You', 'Staying Childlike' and 'Difficult Days.' The narrations in these episodes were aimed at reaching individuals with special needs through sign language support, and the family education content was made accessible to a broad audience under the principle of inclusivity (Kiriş, 2024).

Problem Statement

When examining the socio-cultural structures of families and contemporary living conditions, there is a clear need for family education programs that strengthen parent-child communication and encourage parents to adapt to changes, while raising children who are conscious of the core values of society. This finding necessitates the integration of public policies with family education programs. Policymakers, field experts, and educators must develop family education programs centered on the developmental processes of children and family communication dynamics, making these programs accessible in disadvantaged times and regions. Scientific studies conducted within the scope of family education have shown that families who participate in educational programs are more equipped in terms of parenting and communication skills, as well as helping their children adapt to differences and develop their developmental skills, compared to families who do not participate in support training. In this context, it is of great importance to develop family support education programs that aim to raise healthy and conscious individuals from early childhood, tailored to the needs of families and integrable into all times and regions.

The primary aim of family education is to meet children's need for parental guidance and to strengthen family relationships. These educational programs aim to provide appropriate content by identifying the specific needs of the target audience (Yılmaz Demirel, 2021). Programs that provide theoretical and practical information to parents to strengthen parenting skills and family dynamics support families in becoming aware of their children's developmental levels, gaining psychological resilience, and finding tailored solutions to problems.

Considering the importance of family support education and the necessity of reaching disadvantaged regions, this study aims to determine the impact of family support education programs, which are being

disseminated through distance education, when implemented in a home-centered manner. In this context, the study seeks to answer the question: 'What is the impact of the activity suggestions in the "TRT EBA Kindergarten Family Section Slot" sections on parents' views on the concept of play and their family communication levels?' To answer this question, semi-structured interviews were conducted to gather parents' opinions. Given that the study includes not only mothers and fathers but also grandmothers, grandfathers, and paternal grandparents, it is expected to make a significant contribution to the literature.

Method

Research Design

The researchers employed a qualitative research method to determine the participants' thoughts on the activities conducted, identify key aspects observed during the practices, examine the dimensions of participants' experiences, and detect changes in their experiences and perceptions throughout the process. The findings obtained through various analytical techniques were compiled to examine individuals' behaviors and thoughts in detail (Turan & Şişman, 2013). In this context, observational data, as well as interview analyses with participants, were utilized. Qualitative research provides an interpretive and theoretical examination opportunity by focusing on the perspectives of individuals or groups on specific personal or social issues, exploring the meanings individuals or groups attribute to the situation being investigated, and offering insights into the problem formulated within the research context (Creswell, 2018). Additionally, in this study, a phenomenological research design, which is a method within qualitative research, was adopted in order to deeply analyze the participants' experiences related to the activities they engaged in, the meanings they attributed to these experiences, and their perceptions (Yalçın, 2022).

TRT EBA Kindergarten Family Sections and Implementation Process

The research process began with a comprehensive literature review aimed at examining the content of the TRT EBA Kindergarten Family Section broadcasts and evaluating their potential impacts. This review sought to reveal how the Family Section programs contribute to key areas such as child development, family communication, and early childhood education. Following the literature review, a selection of broadcasts from the TRT EBA Kindergarten Family Section was archived for more in-depth analysis. From among the general content, 20 activities were randomly selected from videos developed around themes such as cooperative play, intra-family communication, and child development. These selected activities formed the basis for the implementation phase of the research, in which the study group engaged with one activity per week over a period of 20 weeks. The titles of the selected activities were compiled into a table, and the video recordings were transcribed and converted into written documents (Table 1).

A comprehensive question pool was developed to be used in interviews with parents, in line with the general themes of the A Family Section activities and the objectives of the research. This question pool was created by associating relevant literature and content themes and was then submitted for expert review by a panel consisting of one social worker, one family counselor, and three professors specialized in early childhood education. Based on the feedback obtained from these experts, selected questions

from the pool were revised as necessary and transformed into a semi-structured interview form to be used in the pilot study. In line with the aims of the research, efforts were made to establish a pilot study group. The interview form was administered to this group both before and after the implementation of the selected activities within the research framework, allowing for the collection of relevant data. The data obtained from the pilot study were once again submitted for expert review, and based on the evaluations received, the final version of the interview questions was established.

An implementation schedule was developed for the activities to be carried out within the scope of the study, and this schedule was compiled into a printed booklet together with the content of the activities. The booklet was structured to serve as a guide for the implementers, enabling them to carry out the process in a systematic manner. Following the completion of all preparatory stages, the main study group—through which the core data of the research would be collected—was formed, and the implementation phase was initiated. One-on-one contact was established with the families in the study group, and initial home visits were conducted during which preliminary interview questions were administered. This initial interaction served as a critical step for building trust with the families and for sharing essential information about the context of the research. During these visits, the printed booklet containing the TRT EBA Kindergarten Family Section activities to be used throughout the study was delivered to the families. Throughout the following 20 weeks, researchers conducted weekly home visits. In each visit, the activity for that particular week was introduced, including its theoretical framework, and was demonstrated to the families through practical application. These visits aimed to support families in establishing high-quality interactions with their children and to ensure they could benefit from the content of the broadcasts to the fullest extent.

At the end of the process, final home visits were conducted, during which post-interview questions were administered to the participating parents. These interviews aimed to assess both the overall impact of the implementation process on the families and whether there were any changes in the thoughts, attitudes, and expectations previously identified during the initial interviews. In this way, the effects of the activities on parental perceptions were evaluated through qualitative data. The process of identifying activities related to the implementations within the TRT EBA Preschool Family Section Program and applying these activities together with the families in the study group is summarized in the flowchart below (Figure 1). The names of the implemented activities are presented in Table 1.

Figure 1

The Implementation Process of F Family Section Activities in TRT EBA Preschool

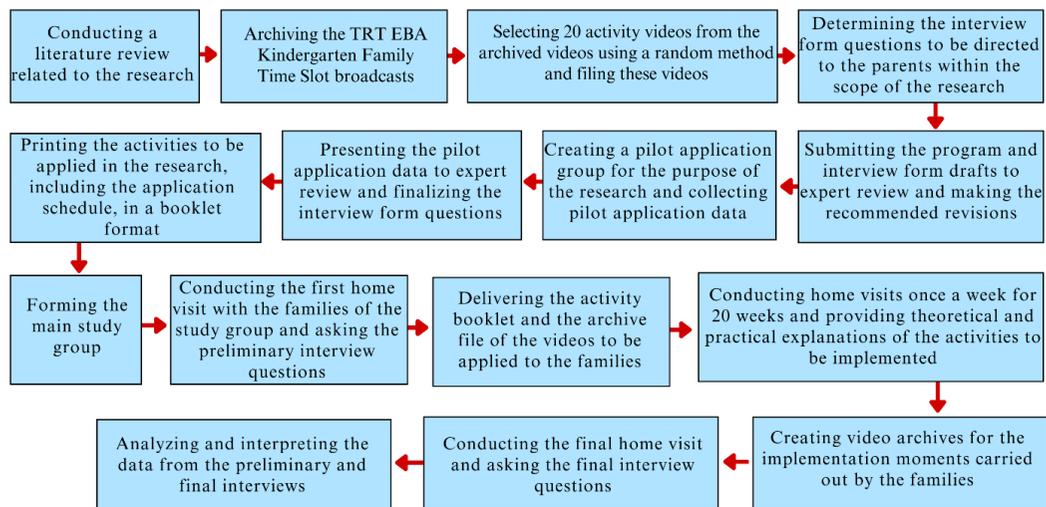


Table 1

Randomly Selected Activities from TRT EBA Kindergarten Family Section

Randomly Selected Activities from TRT EBA Kindergarten Family Section			
1. Self-Compliment	6. Exaggeration	11. Being Inspired and Inspiring Others	16. Conversations About the Book
2. Valuing the Child's Decision	7. Archive of Interest and Inspiration	12. Like a Child	17. Mathematics in Everyday Life
3. How Many Languages Do You Speak?	8. Taking on Challenges Beyond Your Capacity	13. Seeing Through the Child's Eyes	18. Family Stories
4. Staying Close by My Side	9. Important People, Tasks, and Things	14. Grandmother's Rules	19. A Day of Doing Nothing
5. Procrastination	10. We Can't Know Without Trying	15. Learn From Your Children	20. What Does Your Child Know?

During the research period, families in the study group were required not to participate in any family education programs or related activities until the completion of the study. The adherence to this criterion was monitored through regularly conducted home visits. This approach aimed to control external variables and thereby enhance the validity and reliability of the research findings.

Study Group

The study was conducted with a sample group consisting of parents residing in Yıldız Town, Sivas Province, who have children aged between 3 and 6 years. Purposeful sampling method was employed in the selection of the study group. In purposeful sampling, individuals with specific characteristics are selected to collect data that best suit the research objective (Büyüköztürk et al., 2021). The criteria for forming the study group included parents living in Yıldız Town, Sivas Province, having children aged 3 to 6, and who have never watched or implemented activities from the TRT EBA Kindergarten Family Section. Thus, a data set appropriate to the aim and target population of the research was obtained.

The study group consisted of 18 participants, including 9 mothers, 2 fathers, 2 grandfathers, 3 paternal grandmothers, and 2 maternal grandmothers, from different family members. The ages of the parent participants ranged from 20 to 48, while the ages of the grandparents ranged from 58 to 71. Demographic information of the parents, which did not affect the research results but are part of the study group, is presented in the table below (Table 2).

Table 2

Study Group Demographic Information Table

STUDY GROUP DEMOGRAPHIC INFORMATION TABLE							
Code	Parent Role	Educational Status	Gender	Code	Parent Role	Educational Status	Gender
A1	(1.)Mother	Primary School	Woman	AA1	Maternal grandmother	Knows How to Tead and Write	Woman
A2	(2.)Mother	Middle School	Woman	AA2	Maternal grandmother	Primary School	Woman
A3	(3.)Mother	Middle School	Woman	BA1	Paternal Grandmother	Knows How to Tead and Write	Woman
A4	(4.)Mother	Middle School	Woman	BA2	Paternal Grandmother	Knows How to Tead and Write	Woman
A5	(5.)Mother	Primary School	Woman	BA3	Paternal Grandmother	Illiterate	Woman
A6	(6.)Mother	Middle School	Woman	B1	Father	Primary School	Man
A7	(7.)Mother	High School	Woman	B2	Father	High School	Man
A8	(8.)Mother	Middle School	Woman	D1	Grandfather	Primary School	Man
A9	(9.)Mother	High School	Woman	D2	Grandfather	Primary School	Man

Data Collection Tools and Data Collection Process

In this study, a semi-structured interview form developed by the researchers was used to identify differences in the opinions of parents in the study group who implemented 20 randomly selected activities from the TRT EBA Kindergarten Family Section program and to obtain qualitative data. During the development process of the interview form, a comprehensive review of the relevant literature was first conducted, and a pool of questions was created in line with the objectives of the research. The draft form was then submitted for expert review to ensure content validity. Feedback was obtained from five experts, including one social work specialist, one family counselor, and three professors in the field of early childhood education. Based on the constructive feedback received from the experts, necessary revisions were made to the form.

Following these revisions, a pilot study was conducted in which the activity suggestions were also implemented, to test the applicability and comprehensibility of the interview form. The data obtained from the pilot study were shared once again with the same group of experts. In light of their evaluations, certain questions in the interview form were restructured, and the form was finalized after this process. Furthermore, various strategies were employed to enhance the validity and reliability of the interview form. The researchers maintained a reflexive stance throughout the research process and regularly obtained academic advisor feedback during both the development and implementation phases of the form. In this way, it was aimed to ensure a high level of validity and reliability for the interview questions. The form included both closed-ended questions aimed at collecting participants' demographic information and open-ended questions designed to explore the research problem in depth. The first three questions of the interview form were used during the preliminary interviews conducted before the implementation, while the final five questions were used in the post-implementation evaluation interviews. This structure allowed for a process-oriented examination and analysis of changes in parental views over time. The questions included in the two-phase interview form used in the research are presented in detail in the table below (Table 3).

Table 3

Parent Interview Form Questions

PARENT INTERVIEW FORM QUESTIONS	
STEP 1 PRE-INTERVIEW QUESTIONS FOR PARENTS	STEP 2 FINAL INTERVIEW QUESTIONS FOR PARENTS
1. Who used to play games with you from your extended family during your childhood? <ul style="list-style-type: none"> • What games did you play with them? • If your extended family did not play games with you, what was the reason? • How often and for how long do you play games with the children in your family? 2. What games did you play most often during your childhood? <ul style="list-style-type: none"> • What games do you play in your adulthood? • What similarities and differences do you observe between the games from your own childhood and the games played by today's children? 3. What are your expectations from the activity program you will implement? <ul style="list-style-type: none"> • Why? 	1. Have you previously implemented an activity program similar to the video-based activity program applied in the scope of the research in a home environment? <ul style="list-style-type: none"> • Who implemented these activities, and how long did they last? 2. Which of the video training activities you applied made you happiest? <ul style="list-style-type: none"> • Why? • Which one did you not want to do? • Which one did you find challenging? • Why did you find it challenging? 3. Did the activity program you applied meet your expectations? <ul style="list-style-type: none"> • What do you think were the shortcomings of this program? • What are your thoughts on the continuity of these activities? • In which developmental area do you think these activities supported your child the most? 4. As an adult, what changes have occurred in your daily game-playing time? <ul style="list-style-type: none"> • How do you think the activities you applied have affected your daily life? 5. What are your plans or thoughts for spending time together with your child or family after the activity applications are completed? <ul style="list-style-type: none"> • If you have any planned activities, can you describe them? • If not, what is the reason?

The data collection process was carried out following the finalization of the interview form. As part of the study, interviews were conducted with a total of 18 parents. These interviews were held face-to-face in two phases: before and after the implementation process. All interviews were audio-recorded and subsequently transcribed into written form to prepare the data for analysis. This process enabled an in-depth examination of participants' views, focusing on both content and process dimensions.

Data Analysis

During the initial and final interviews, meetings with parents were audio-recorded with their written consent, transcribed, and then analyzed using descriptive content analysis. The reliability of these qualitative data was ensured by comparing the independent coding of two researchers. The coders analyzed the interview transcripts according to a common coding scheme, and inter-coder reliability was calculated using Cohen's Kappa test, which showed high consistency between 0.81 and 1.00. A Kappa value of 0.87 indicates very high consistency in the coding process. Additionally, the coding and analysis results were presented to experts in statistical data analysis and methodological approaches (1 professor and 1 associate professor), who evaluated the accuracy and validity of the researchers' data analysis techniques. Thus, the validity of the coding and interpretation process was reinforced through expert feedback. This approach adopted by the researchers enhanced the reliability of the qualitative data and ensured the internal consistency of the study's findings.

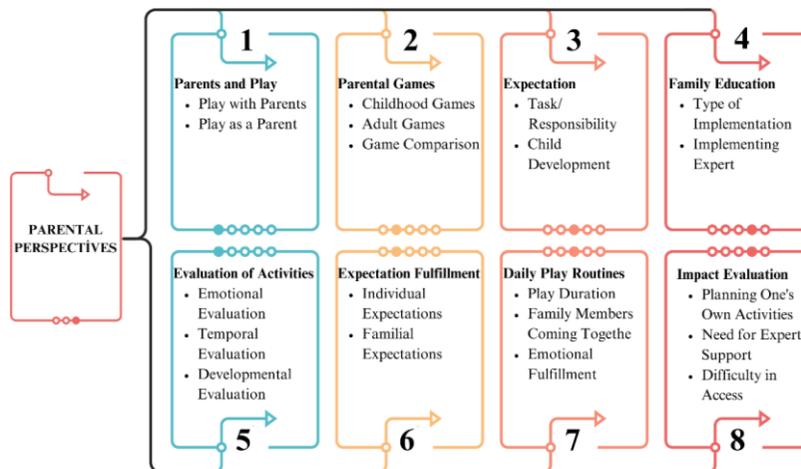
The data analysis process was carried out using a descriptive content analysis method. The first and final interview data were carefully examined by the researchers and grouped under specific codes using NVivo software. During the coding phase, meaningful and recurring expressions in the data were identified, categorized, and major themes were established for each category. NVivo software played a crucial role in organizing the data and determining the relationships between themes. As a result, the findings obtained through the descriptive content analysis method facilitated an in-depth examination of the data and strengthened the validity of the study.

In this study, both researchers were equally active in the processes of model development, creation of the data collection tool, data gathering, analysis, and interpretation. Additionally, they took the necessary measures together to ensure the validity and reliability of the research. After the data analysis was completed, both researchers contributed to the analysis and interpretation processes, thus maintaining the objectivity of both the research and analysis processes.

The findings obtained not only helped determine the impact of the activity implementations on the parents' views on the concept of play and the level of communication within the family, but also played a key role in analyzing the differences between pre- and post-interview responses and in diversifying the recommendations developed within the scope of the research. After the responses of the parents to the interview form questions were categorized into themes, they were systematically schematized and presented below (Figure 2).

Figure 2

Parental Views Themes



Findings

This section presents the findings related to the themes developed based on the responses from the interview forms collected in the context of the research.

Parental Views on the Research Question

In this research, the question “What is the impact of the activity suggestions in the TRT EBA Preschool Family Section sections on parents' views on the concept of play and their family communication levels?” was formulated to determine the effect of activities in the Family Section segments of TRT EBA Preschool on parents' views of play and their family communication levels. In this context, interview form questions (Table 2) were directed to the parents in the study group. The parents' responses were collected through audio recording during pre- and post-interviews. These recordings were transcribed and analyzed using descriptive content analysis, categorizing them into themes. The results indicate that the TRT EBA Preschool Family Section activities, which are home-centered and based on parental practices, created positive changes in parents' views on the concept of play, supported family communication, and enhanced play-based communication skills. The themes identified through the analysis (Figure 2) are exemplified by the parents' views and are explained in detail below.

Findings Related to the Theme "Parents and Play"

Under the theme of "Parents and Play" the aim was to examine intergenerational play interactions and the dynamics of these interactions. In the interviews conducted, it was observed that the grandparents

(maternal grandmother, paternal grandmother, grandfather), influenced by cultural values and the extended family environment, did not play with their own parents during their childhood. Two participants (AA2 and D1) described themselves as "Invisible Children." The parents in the study group, on the other hand, mentioned that, like their own parents, they grew up in extended families and, due to cultural values, it was considered inappropriate to engage with children or show affection in the community, and as such, they did not play with their own parents. The grandparents expressed that they perceived their responsibilities of looking after younger children and helping their parents as a form of play, but upon reflection, they realized they had no opportunity to play during their childhood. The mothers in the study group mentioned that looking after younger siblings was a responsibility they had been given, and therefore, playing with them was part of their duties. They also stated that while playing with their younger siblings, they indirectly played themselves and engaged in traditional games from their region (such as "beş taş," "aşık," etc.). Fathers, on the other hand, shared that they spent much of their childhood working in the fields with their parents, and on days when they were at home (such as during holidays), they played traditional games (such as "tombik," "çelik çomak," etc.) with their friends.

When examining the participants' play interactions with their children as parents, the grandparents emphasized that they did not set aside special time to play with the children in their families, did not engage in their games, and were only present to ensure their safety when the children were alone. Mothers mentioned that the time they spent with their children was limited, and during that time, they only met their physical needs (such as feeding, bathing, etc.). Fathers stated that due to farm work, they left home early and returned late, which prevented them from spending enough time with their children. The findings suggest that family play interactions are largely influenced by cultural, social, and environmental dynamics. An example randomly selected from the parents' responses is as follows:

"AA2: No one ever saw us. We were invisible children. My father would stay here, and even my mother wouldn't look at us when the elders were around. But I never forget... When she washed us and combed our hair, she would first smell it and then hug us tightly. We would take care of the younger ones (children younger than us). We would wander around with them (take them for walks). When we got a little older, we would make bread (prepare food), and the older women in the house would go to the fields to help my father. No time for playing... If we sat for a little while, they would immediately send us to do another job. I don't remember ever sitting down and playing a game. I don't play games with anyone at home either, I'm too old for that now... What do they say at this age... When my daughter-in-law has work, I stay close to her, so she doesn't go anywhere or get lost."

Findings Related to the Theme "Parental Games"

The "Parental Games" theme, developed based on the second question of the interview form, aims to determine parents' childhood games, the games they play as adults, and their comparisons between parental games and the games played by today's children.

Grandparents, due to the reflections of cultural values and the extended family structure on their childhood, stated that they did not play games during their childhood. They mentioned that they had as many duties and responsibilities as the adults in the household and, due to their age, were far removed from the concept of playing games during adulthood. Additionally, since they did not play games during their childhood, they could not make comparisons, but they expressed that the games today's children play require a high level of intelligence. Mothers, on the other hand, mentioned that during their childhood, they often played "house games" with younger children, reflecting their living conditions, as they were responsible for their care. However, due to increased responsibilities in

adulthood, they could not allocate time for playing games. Furthermore, they emphasized that today's children play very different games, and even when playing "house games" similar to those they played, the language used in these games incorporates technological elements and the patterns of events they envision for the future. Fathers stated that, although they had limited opportunities to play games during their childhood, they played active games requiring gross motor skills (such as "çelik çomak," etc.). In adulthood, due to heavy work responsibilities, they were unable to engage in such active games, but during their rest time, they played games on mobile platforms. Fathers, who did not have the opportunity to observe their children's play throughout the day, mentioned that they could not compare today's children's games with the games they played in the past. However, they observed that their children played mobile games more skillfully than they did. Furthermore, parents have indicated that contemporary children's games enhance their ability to use technology and develop abstract thinking skills, while having a detrimental effect on their motor skills and communication abilities. A randomly selected response from parents related to the theme "Parental Games" is as follows:

"B1: When I was a child, there wasn't much time to play games because of work in the fields, vineyards, and gardens. Even if we didn't work in the fields, we would bring food to those who were working. Time passed while we were on the road. We didn't go to the fields during holidays, but that was when we would play with the children of the neighbors. It wasn't just us, all the children in the village would go to the fields. We would gather only during holidays. Back then, we would play every game we knew. We'd cram all the games into 3-4 days. I don't see the children much during the day, I don't know what they play. When I get home in the evening, I lie down to rest, open the games on my phone, and when I can't pass a level, I say to the kids, 'Come here, look at this.' They pass the levels I can't, they are better than me, they understand everything."

Findings Related to the Theme "Expectations"

The theme "Expectations" was created by analyzing the responses to the third question of the interview form, with the aim of identifying parents' expectations regarding the activities they would implement. While grandparents and fathers approached the planned activity program from the perspective of duties and responsibilities, mothers expressed their desire for their children's cognitive development to be supported and stated that they would implement the activity program with this goal in mind. A randomly selected parent response related to the theme "Expectations" is as follows:

"D2: Now, I don't know what you'll tell us to 'Do.' But my dear girl, teachers are valuable to us. This is how we've seen it. This is how we were raised. If a teacher says, 'Do it!' or 'Go there!' there must be a reason for it. It gets done. We go. Whatever you ask from us, it's above our heads. We'll do everything as much as we can, as much as our tongue allows."

Findings Related to the Theme "Family Education"

Based on the responses to the fourth question, the theme "Family Education" was created with the aim of determining whether parents have participated in any training programs focused on parenting and family communication, which are similar to the activity programs they implement. Additionally, it aimed to identify who organized these programs and how long they lasted. According to the findings, it was determined that parents had not participated in any family support programs. Mothers stated that their children's preschool teachers sent home assignments related to art activities under the title "family participation." However, these assignments did not involve the grandparents or fathers. Even if they were aware of family education programs or activities, they expressed that they had no access to such programs. These findings provide an important perspective on understanding families' participation in

educational programs and their access to training information. A randomly selected parent response related to the theme "Family Education" is as follows:

"A5: We haven't done anything like that. The teachers at school send homework or say, 'Make this with cardboard,' and I help the children as much as I can. They never said 'Fathers or grandparents (grandmothers) should join.' Sometimes I see on the internet that mothers go to places for their children, but I can't go there or find them."

Findings Related to the Theme "Evaluation of Activities"

In the context of the fifth question, parents were asked to evaluate the activity program they applied from a practitioner's perspective. Based on the responses received, the theme "Evaluation of Activities" was formed. Under this theme, grandparents, due to cultural structure and age, stated that they played games they had not played before, started to make up for the missing game experiences from their childhood, and expressed that they felt happy and emotionally fulfilled when all family members came together during the activity session. Four of the grandparents (AA1, BA2, BA3, and D2) expressed happiness that their grandchildren would remember them playing games with them and identified themselves (BA2 and D2) as the "Grandfather-Grandmother Who Plays Games." Mothers, due to the demands of their daily lives, mentioned that they could not spend much time with their children, but through the program they implemented, they were able to dedicate time to both their children and themselves. Fathers, on the other hand, expressed that before the program, they had not been able to witness their children's growth, but the program strengthened the emotional bond between them and their children. Additionally, mothers approached the implemented program from a developmental perspective, stating that their children's language, cognitive, emotional, social, and emotional aspects were supported, and that there was positive developmental progress compared to before the program. In terms of developmental impacts of the implemented program, grandparents noted that children were supported in terms of language development, while fathers provided feedback that cognitive development and questioning skills had improved. Furthermore, parents mentioned that since the activities were clearly explained and they had the opportunity to contact the researchers when they faced difficulties, they did not struggle with the implementation of activities within the family. Mothers and fathers also evaluated the activities temporally, stating that the program was integrated into their daily routines, they scheduled the activity times according to the resources available in their family environments, and that the time planning of the activities served as a guide for them. A randomly selected parent response related to the "Evaluation of Activities" theme is as follows:

"BA2: "I didn't expect something like this. Of course, we couldn't refuse, but I kept thinking, 'How will all these things fit into the mix?' We played all the games I hadn't played when I was a kid. Everyone gathered, we chatted, and when the kids showed me something (taught me), they were so happy. When I played games with them, they really enjoyed it. 'What are you going to tell us? What will you show us? What will you do?' they'd say, and come over to me. God knows, I used to get bored, the days would feel long. Now, there's no time for this. Who knows what will happen tomorrow, but I'm sure my grandchildren will remember me as the grandmother who played games."

Findings Related to the Theme "Meeting Expectations"

In the context of the sixth question, the responses from the parents were analyzed, and the theme "Meeting Expectations" was formed. Grandparents, due to their cultural values and age, initially believed that playing games would be seen negatively and considered inappropriate, and they accepted the planned activity program as a task/responsibility. As a result, they did not have any expectations at

the beginning. However, by the end of the process, they expressed happiness and emotional fulfillment due to the increased interactions that resulted from family members coming together. Fathers in the study group initially participated in the research process with a sense of duty, without expectations. However, they reported feeling happy when they noticed positive changes in their interactions with their children throughout the process. Mothers, on the other hand, expected the program to support their children's cognitive development. At the end of the process, they observed that their children were supported not only in cognitive areas but also in all developmental domains. They also noted a change in their own perspectives on the events. Furthermore, the mothers expressed that they had gained awareness about the importance of family members being together and doing things together, both for themselves as parents and for their children.

When examining parents' thoughts on the sustainability of the program they implemented, it was found that grandparents, due to their age, were not aware of modern innovations and, as a result, had no access to family education programs. However, they indicated that, should expert guidance be available, they would continue to implement activities similar to those in the program they had followed. Mothers and fathers, due to their environmental conditions, reported that they did not have access to family support training offered in other regions, and they expressed a need for expert guidance in their own locality. They emphasized that the time limit for the program they applied was a disadvantage, and they suggested that the activities and the duration of the program should be extended. They stated that if these adjustments were made, the level of family communication and their ability as parents to support their children's developmental processes would become more effective. The findings indicate that the implemented activity program has yielded results that exceed the parents' expectations.

"A2: When I was first told about what we would do, I accepted it by thinking that my child would progress more through intelligence. Now I see that their intelligence has improved, their speech has changed, the way they approach people has changed, and their games have changed. But it didn't last long. It's impossible for me to go to the city and find these kinds of programs (training programs). I don't know who will come here, but they need to come. Our children need it. If there is a continuation of what we've done, I will do it again if you send it to me."

Findings Related to the Theme "Daily Play Routines"

In the context of the seventh question, the theme of "Daily Play Routines" was focused on, and the parents' play experiences and play habits were discussed under this theme. Parents mentioned that prior to the implementation, they did not play games and were unaware of this fact. However, through the activity program they participated in, they integrated the concept of "play" into their daily routines and observed the contributions that play made to their lives. Grandparents stated that the program they applied became a part of their daily life as "Play Time" and allowed for extended periods of family members being together. Mothers and fathers emphasized that the program strengthened their communicative and emotional bonds with their children. Grandparents and mothers expressed that before the program, there was no theme of playing games and strengthening family interactions in their lives. After the program, they recognized this gap and made efforts to fill it. Fathers, on the other hand, stated that the mobile games they played during the day reduced family interactions, but after implementing the program, they realized the importance of "Playing Together" in family communication. Parents stated that prior to the program, they did not regularly play games with their children and could not allocate a certain amount of time for it. However, during the implementation, they began to set aside time for playing games, and this time gradually increased. Additionally, they mentioned that by having all family members come together to play, their interactions increased, and

they reached emotional fulfillment. The findings provide an important perspective for understanding the role of play in parents' daily routines and strengthening play interactions within the family structure.

"A9: We weren't playing games. We realized that. There was always running around during the day, things I could never catch up with... It's not like that now. I say, 'At this hour in the evening, the tasks from the teacher are going to be done.' And both the children and I adjust ourselves accordingly. That hour is game time. Whatever anyone is doing, they will put it aside and come. Sometimes, our father calls (from abroad). We put the phone aside, and he does the same things we're doing from there. We're happy. I'm glad we did these things."

Findings Related to the Theme "Impact Evaluation"

Under the theme of "Impact Evaluation," the plans of parents for family-based activities were examined. It was observed that mothers sought out similar programs to the activity program they implemented during the process and were determined to apply the programs they found by bringing family members together. Fathers, on the other hand, stated that they were not actively seeking out activities and would participate in activities suggested by their wives. Grandparents indicated that they had no access to or information about family education programs, but would participate in activities if directed by their children or specialists. The findings reveal that participant parents are willing to implement family education programs, but their access to such programs is limited or unavailable.

"A1: *Of course, I'd like to continue. In fact, I'm even checking on my phone to see if there are such things available. There's nothing like that here (in Yıldız Beldesi). I also can't go to other places to find them. Maybe the teachers will tell me, or the ones at the health center (family doctor, community health center, health clinic) will know, but the kids get happy when we do these things. It would be great if it continued. I would do it with the kids."*

Discussion

This study examined the impact of activities conducted through the "Family Channel" segment of TRT EBA Preschool broadcasts on parents' understanding of play and family interactions. The findings reveal that, particularly, the extended family structure acts as a limiting factor in parents' play interactions. In the initial phase of the study, it was observed that grandparents had not engaged in play during their childhood and had limited interaction with their children in this regard, highlighting how cultural values shape play and emotional bonds within the family. Grandparents stated that they did not engage in play with their children but were only involved in ensuring their safety, clearly illustrating the impact of traditional family structures on child development.

One of the most prominent findings of this study is how family structure and cultural ties shape parents' ways of playing with their children. Specifically, it was observed that the extended family structure limits parents' play interactions with their children. Grandparents, who did not engage in play during their childhood, often confined their relationships with their grandchildren to ensuring safety and meeting basic needs, with emotional and cognitive play interactions being much less frequent. This situation provides a strong example of how traditional family structures and cultural values shape play interactions within the family. The findings of this study emphasize that play interactions play a crucial role in the development of not only children but all family members.

The evolution of parents' perceptions of play over time and their efforts to support their children's development is also noteworthy. Mothers emphasize the importance of play in supporting their children's cognitive development, marking a period in which mothers have taken on increasing educational responsibilities towards their children. However, it was observed that this responsibility predominantly falls on mothers. The active educational role assumed by mothers in their children's development has led to the other family members playing more passive roles. Fathers, particularly due to their work commitments and other responsibilities within the household, have tended to avoid engaging in play with their children, with mothers being observed as more active in this area. Fathers' reluctance to participate in educational programs clearly highlights the impact of gender roles on parenting. This situation not only reflects the inequality in play engagement but also demonstrates how educational programs can influence different roles and responsibilities within the family.

Another notable finding emerged from the participation of grandparents in educational programs. Despite the lack of play interactions between grandparents and their grandchildren, their involvement in the educational programs at the end of the process allowed them to not only complete their own past experiences but also strengthen their emotional bonds with their grandchildren. This has presented an opportunity to enhance intergenerational communication. It can be concluded that educational programs contribute not only to the development of children but also to the social and emotional development of grandparents. In this context, their participation in play activities has become a significant element in strengthening family ties and creating a shared space for experience across generations. Through play, grandparents have been able to strengthen their emotional connections, which presents an important opportunity for all family members. Strengthening emotional bonds between different generations within the family is a crucial area for development both at an individual and societal level.

A significant finding is the difference between the games played by parents during their childhood and those played by today's children. Unlike the traditional games played by older generations, today's children's games are technology-oriented and based on more abstract constructs. This shift highlights that games serve not only as a tool for developing physical skills but also for enhancing cognitive and social abilities. Parents, by comparing the traditional games they played in their own childhoods with the games children play today, emphasize how cultural and societal factors shape gaming habits. They noted that while today's games foster the development of abstract thinking and increase technological proficiency, they also limit opportunities for physical activity and the development of social skills.

The way educational programs transform family interactions plays a crucial role not only in altering the understanding of play among parents and grandparents but also in strengthening emotional bonds within the family. However, gender differences in participation in these programs reflect inequalities within the family. Mothers are more willing and active in researching educational programs, whereas fathers tend to adopt a more passive attitude. This highlights that women bear a greater share of the educational responsibilities at home and take on these duties more extensively. This situation underscores the need for educational programs to be designed in a way that encompasses not only the development of children but also the entire family. Reconstructing educational programs to encourage the involvement and responsibility of every family member could enhance the educational dynamics within the family, making them more effective.

The challenges parents face in accessing educational programs is another significant issue addressed in this study. Families, especially those living in rural areas, encounter serious barriers in accessing educational programs. This situation highlights how the accessibility and continuity of educational programs can play a decisive role in shaping family interactions. Making educational programs more accessible to families, particularly those in rural areas, could create important opportunities. Ensuring the continuity of these programs and expanding their accessibility could further strengthen family interactions and the parent-child relationship.

This study demonstrates that educational programs not only support children's development but also play a crucial role in the emotional, social, and educational growth of parents and grandparents. Strengthening interactions within the family not only fosters individual development but also ensures that the family grows collectively in a healthier way. Structuring educational programs in a manner that enables deeper connections between children, parents, and grandparents can lead to significant change at both individual and societal levels. In this context, overcoming intergenerational communication gaps allows family members to better understand and support one another. Specifically, involving grandparents and parents in educational programs provides an opportunity to update their past experiences and learn healthy forms of play and interaction for the future.

Moreover, increasing the accessibility of educational programs ensures that families from all segments of society can equally benefit from these opportunities. Facilitating access to such programs for families living in rural areas and disadvantaged regions will strengthen educational equity and contribute to raising the overall education level of society. Educational programs offer a shared developmental space not only for children but for the entire family. This, in turn, contributes to the development of more conscious, sensitive, and educated individuals within society. Strengthening family interactions, especially deepening emotional bonds, creates a dynamic that enhances both individual and societal well-being. Thus, the social structure is built on a healthier foundation, providing a more promising educational and living environment for future generations.

In conclusion, it is evident that educational programs play a critical role not only in individual development but also in societal growth and empowerment. These programs have the potential to transform not only the lives of families but also the overall structure of society. Supporting healthy interactions within families serves as a fundamental pillar for social equality and sustainable development, and these programs are among the most important tools for shaping the societies of the future.

The findings of this research indicate that the implemented activity program has led to positive changes in parents' views on the concept of play and in the level of family communication, confirming that the research has achieved its objectives. The research findings align with the results of Barlow et al. (2014), whose analysis of scientific studies focusing on group-based parent support programs found that the involvement of fathers in parent education programs is lower compared to mothers. Additionally, the findings support Ay (2015), who concluded that there is a need to increase participation in family support programs and make participation conditions more accessible to parents. The reasons for the low participation of fathers in support programs, such as the incompatibility of work conditions with program content, the misalignment between programs and fathers' perspectives, and the dominant cultural profile of mothers in supporting children's development, align with the results of this study.

Piotrowska et al. (2017) demonstrated that the concept of parenting is not limited to just the mother and father, and that grandparents play an active role in children's development and educational processes, which supports the present study. While literature on supporting parent-child attachment is limited, Ay and Şahan's (2018) study, which revealed low levels of parent participation in this area, is consistent with the findings of this research. The findings of this research, showing that the time spent by grandparents with their grandchildren positively impacts their life routines and leads to emotional fulfillment, are supported by Uğur's (2018) research. The findings of this study are reinforced by those of Carroll and Brown (2020), whose parent program showed lasting positive effects on the participants' perspectives, and Şalci's (2020) study, which demonstrated that the parent support program led to positive changes in fathers' parenting skills. Maxwell et al. (2021) concluded that parent education programs support advanced communication, compassion, and empathy in parents, while Dayılar Candan's (2022) adaptation of the Positive Discipline Program to Turkish culture showed that it strengthened parent-child interaction and reinforced family communication bonds. These findings align with the effects of the "Family Section" activities on the parent participants in the present study. Qui and Shum (2022) found that the routine interactions between grandparents and their grandchildren strengthen the emotional bond between them. Similarly, Özbek Cilasın (2022) demonstrated a positive correlation between the duration of interactions between grandparents and grandchildren and life satisfaction. Elbir (2023) highlighted that the mother-baby support education program supports babies' social development and increases mothers' awareness of their parenting skills. These findings, along with the outcomes of the "Family Section" activities, emphasize the critical role of parent support programs in family interaction and the development skills of children. Kiriş and Tuğrul's (2025) intervention programs with families from diverse socio-economic and cultural backgrounds show significant improvements in parent-child relationships, consistent with the findings of this study. The research concludes that parents have gained a deeper understanding of their children's developmental needs, enhanced the quality of their interactions, and strengthened their emotional bonds. Only a small portion of mothers in the control group reported a need for additional support with home-based practices. This finding underscores the capacity of the intervention to promote developmental changes through increased awareness and participant engagement.

The data analysis results indicate that the TRT EBA Preschool Family Section activities, which are based on home-centered applications and not limited to parents but also involving the participation of grandparents, have brought about positive changes in parents' views on the concept of play and family communication levels. The implemented activities have raised awareness regarding the importance of family members spending time together, supported the fulfillment of the feeling of play deprivation among parents, contributed to the developmental support of children, and fostered a sense of shared responsibility by involving all family members in the process. Furthermore, it has been concluded that the activities have encouraged parents to engage in family support education programs.

Based on the data obtained, the results achieved, and the literature review conducted, various suggestions have been made for practitioners and researchers:

- The study revealed that family interaction through play deepens and strengthens communication skills over time. In this context, it is suggested that short-term programs may have limited impact, and therefore, long-term and participatory-focused educational programs that encourage continuous family involvement should be developed.

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- Before the activities conducted in the study, play interactions between children and family members were limited, with mothers being more engaged in the process. After the implementation, it was observed that the play interactions within the family became more balanced, with other family members also actively engaging with the children. In this context, family-centered play programs could be designed to encourage the participation of all family members, not just mothers.
 - The study found that grandparents had limited participation in play interactions with children, but when included in educational programs, these bonds were strengthened. Therefore, greater inclusion of grandparents in educational processes could help reinforce intergenerational bonds.
 - The study observed that cultural factors played a significant role in play interactions within families with extended family structures. In this regard, educational programs could be designed to offer families opportunities to pass on their cultural values and past experiences through play.
 - The study showed that both abstract and concrete environmental factors provided in the home had a positive effect on children's development. Therefore, material support could be provided to families to create enriched play environments at home.
 - The research was conducted in a region with specific socio-demographic characteristics. The activities implemented could be applied in regions with different socio-cultural profiles to allow for regional comparisons.
 - Based on the findings of the study, cultural differences significantly influence family interactions. Thus, the "Family Section" activities could be implemented in different countries to observe the impact of cultural differences on the collected data, allowing for an international comparison.
 - The study revealed that parents' understanding of play positively influenced children's self-regulation skills. Consequently, play-based activity programs could be developed that enable parents to make positive contributions to their children's developmental processes.
 - At the conclusion of the study, it was found that families in rural areas had limited access to family/parent education support and intervention programs, with preschool teachers serving as the only source of information for these families. Therefore, access to brochures and booklets containing play-based educational flows could be facilitated. In-service training for teachers could be implemented to raise awareness on family education and to ensure they are equipped to guide and support families more effectively.

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